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Hollins was founded in 1842 as Virginia’s first chartered women’s college. The first coed graduate program was established in 1958. Hollins enrolls approximately 1,050 students in its undergraduate and graduate programs.

Students enjoy Hollins’ challenging and supportive academic environment and its focus on personal contact. In preparing students for career excellence in the sciences, social sciences, arts, and humanities, Hollins emphasizes a broad liberal arts curriculum that offers strong academic programs, superior teaching, and extensive study abroad, leadership, and internship opportunities.

Hollins University has long been recognized for the hundreds of well-known writers it has produced—among them Annie Dillard, Lee Smith, Margaret Wise Brown, Madison Smartt Bell, Kiran Desai, Margaret Gibson, Elizabeth Forsythe Hailey, Jill McCorkle, Henry Taylor, and Natasha Trethewey.

Hollins’ distinctions include a nationally ranked graduate creative writing program; active writer- and artist-in-residence programs; a January Short Term that enables students to pursue internships in careers across the globe, participate in travel/study programs, or focus intensely on an unusual course or project; one of the oldest abroad programs in the country; a first-year seminar program; and a leadership program that offers executive-level training to undergraduates.

Hollins’ 475-acre campus is located in Roanoke, Virginia, a metropolitan area of 250,000 set in the heart of the Blue Ridge Mountains. The Appalachian Trail and Blue Ridge Parkway are minutes away. Within an hour’s drive are 10 colleges with an enrollment of 35,000 undergraduate students.
“THIS SCHOOL RECOGNIZES THE PRINCIPLE THAT ... YOUNG WOMEN REQUIRE THE SAME THOROUGH AND RIGID TRAINING AS THAT AFFORDED TO YOUNG MEN.”

—Charles Lewis Cocke Hollins founder
“HOLLINS PREPARES STUDENTS FOR LIVES OF ACTIVE LEARNING, FULFILLING WORK, PERSONAL GROWTH, ACHIEVEMENT, AND SERVICE TO SOCIETY.”

—From the mission statement
Hollins is an independent liberal arts university dedicated to academic excellence and humane values. Hollins University offers undergraduate liberal arts education for women, selected graduate programs for men and women, and community outreach initiatives. The Hollins curriculum and cocurricular programs prepare students for lives of active learning, fulfilling work, personal growth, achievement, and service to society.

The Hollins community sustains talented students engaged in challenging study, and productive scholars and artists devoted to teaching and to the advancement of knowledge. Experiential learning, study abroad, and internships enhance the academic program. The hallmarks of a Hollins education are creativity and effective self-expression, problem solving and critical thinking skills, and independent inquiry and the free exchange of ideas.

Hollins nurtures civility, integrity, and concern for others, encourages and values diversity and social justice, and affirms the equal worth of women and men. Our university motto, *Levavi Oculos*, calls us to leadership and service in accord with the Hollins values and traditions.
Initially established in 1842 as Valley Union Seminary, a coeducational college, Hollins became an institution for women in 1852. Three years later, it was renamed Hollins in recognition of benefactors John and Ann Halsey Hollins, who donated generously to the school. Hollins Institute became Hollins College in 1910 and Hollins University in 1998.

Over the years Hollins has developed coeducational M.A. programs in children’s literature, liberal studies, screenwriting and film studies, and teaching. Recently, Hollins established M.F.A. programs in children’s literature, creative writing, dance, playwriting, and screenwriting.

The early history of Hollins is synonymous with the history of Charles Lewis Cocke, a young mathematics professor from Richmond who at the age of 19 had written that he wished to dedicate himself to the “higher education of women in the South.” Within a few years Cocke fulfilled that dream by accepting the position offered him as principal of the institute that would become Hollins University. The motivating force behind the first women’s college in Virginia and one of the first in the nation, Charles Lewis Cocke is properly known as the founder of Hollins.

Cocke was not only surprisingly single-minded at an early age, he was also ahead of his time. During an era when the education of women was thought to be a futile, even possibly dangerous business, Cocke wrote in 1857: “The plan and policy of this school recognizes the principle that in the present state of society in our country young women require the same thorough and rigid training as that afforded to young men.” Thus it was that Hollins dedicated itself early in its history to academic excellence for women and high standards of achievement.
Through its 168-year history, Hollins has continued to be a leader in liberal arts education, has attracted to its campus distinguished faculty, and has produced graduates who successfully enter a wide range of professions.

The university is located on a landscaped 475-acre campus with Classic Revival and contemporary architecture. It is primarily residential and draws approximately 1,000 undergraduates and graduate students from 47 states (including Puerto Rico) and 14 countries. The student/faculty ratio is eleven to one; 86 percent of the classes have fewer than 20 students.

A strong financial aid program puts a Hollins education well within reach of any student qualifying for admission. Ninety-nine percent of Hollins students receive some form of financial aid.

Hollins is independent and nondenominational and offers a four-year liberal arts curriculum. The academic year consists of two 13-week terms and a four-week Short Term in January. The university awards the bachelor of arts degree in 27 fields; the bachelor of science in four fields; the bachelor of arts and fine arts
in dance; the master’s degree in children’s literature, liberal studies, screenwriting and film studies, and teaching; the master of fine arts degree in children’s literature, creative writing, dance, playwriting, and screenwriting; a certificate of advanced studies; and a post-baccalaureate certificate in dance. There are many opportunities for independent study, undergraduate research, and study abroad. Hollins has 72 full-time faculty, of which 97 percent have a Ph.D. or the highest degree in their field. On average, 60 percent of students entering Hollins as full-time, first-time, first-year students graduate in four years.

Hollins University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone: 404-679-4501), to award degrees at the bachelor’s and master’s levels. Hollins is on the approved list of the American Association of University Women.

Harassment on the basis of gender, race, color, ethnic origin, nationality, disability, sexual orientation, marital status, age, and political and religious beliefs will not be tolerated at Hollins University. In asserting this policy, Hollins reaffirms its commitment to both the right of free speech and the preservation of an atmosphere conducive to learning. This policy applies to all members of the community, including students, staff, faculty, and administrators; and to family members of faculty, staff, or students, who are themselves participating in the Hollins community. This policy also applies to members of the Hollins community in off-campus settings where only members of the Hollins community are involved.
Programs of Study

Students may pursue programs of study in one of three bachelor degrees: bachelor of arts (B.A.), bachelor of arts and fine arts (B.A./B.F.A.), or bachelor of science (B.S.). Students normally follow a four-year program. Academic requirements are outlined starting on page 44.

**Bachelor of Arts (B.A.)**

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

- Art History
- Art, Studio
- Biology
- Business (with tracks)
  - Business Communications and Technology
  - Finance
  - General
  - International
- Chemistry (with optional concentrations)
  - Biochemistry
  - Business
- Classical Studies (with concentrations)
  - Ancient Studies
  - Classical Philology
- Communication Studies
- Dance
- Economics
- Education*
- English (with optional concentrations)
  - Creative Writing
  - Multicultural U.S. Literature
  - Literature and Performance
- Environmental Studies
- Film
- French
- Gender and Women’s Studies
- History
- Interdisciplinary
- International Studies
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Psychology (with concentrations)
  - Biological
  - Child
  - Clinical
  - Cognitive
  - General
  - Social/Personality
- Religious Studies
- Sociology (with concentrations)
  - Cultural Sociology and Anthropology
  - Social Justice
  - Social Psychology
  - Social Work and Social Policy
- Spanish
- Theatre

* While Hollins does not offer a major in education, a complete sequence of courses in education leading to teacher preparation and licensure is offered.
Requirements for the B.A./B.F.A. are 150 semester credits plus four Short Terms. Hollins University offers the bachelor of arts and fine arts degree in dance.

Requirements for the B.S. are 140 semester credits plus four Short Terms. Hollins offers the bachelor of science degree with major specialization in biology, chemistry, mathematics, and psychology.

Hollins is committed to providing a high quality education for all students. To that end, each major program has instituted specific evaluation procedures to assess student learning. Each student will be required to participate in formal learning outcomes assessment procedures, as defined by her major program, at one or more points in her academic career. Each student should see her academic advisor for more information on the assessment procedures required in her major.

Hollins offers master of fine arts (M.F.A.) degrees in creative writing, children’s literature, dance, screenwriting, and playwriting; master of arts (M.A.) degrees in children’s literature and in screenwriting and film studies; the master of arts in teaching (M.A.T.) degree; and an interdisciplinary master of arts degree in liberal studies (M.A.L.S.). The general requirement for admission to these programs is a bachelor’s degree or the equivalent from a regionally accredited college or university. Individual graduate programs have additional requirements. Hollins also offers two certificate programs: the certificate of advanced studies (C.A.S.) for those who already hold both the baccalaureate and master’s degrees, and a post-baccalaureate certificate in dance for those who have completed their bachelor’s degree but are not quite ready to begin work on a master’s degree. Graduate programs at Hollins are coeducational, and the number of students is kept small to ensure maximum attention from the faculty. For a complete description of graduate programs, including their admission requirements, deadlines, tuition and fees, and course offerings, refer to the graduate catalog, which is available on the Hollins Web site.
Special Academic Programs

CERTIFICATE OF ARTS MANAGEMENT
Hollins offers a certificate of arts management for students majoring in one of the fine arts to provide an opportunity to connect their work in their major with career interests in various fields of arts management. For a description of the program, see page 76.

CERTIFICATE IN LEADERSHIP STUDIES
Hollins offers a certificate in leadership studies for students majoring in any field to provide an opportunity to gain both practical skills and academic experience in leadership. For a description of the program, see pages 77–79.

EXCHANGE PROGRAM
Hollins has joined six area colleges in establishing a program of student exchange. This Seven College Exchange Program enables Hollins students to spend a term or a full year at Hampden-Sydney, Mary Baldwin, Randolph College, Randolph-Macon, Sweet Briar, or Washington and Lee. Study abroad programs run by these school are not included. For further information, contact the dean of academic services.

MONTEREY INSTITUTE OF INTERNATIONAL STUDIES
Increasingly, Hollins students are seeking career opportunities with a broader, more global focus. An articulation agreement with Monterey Institute of International Studies in Monterey, California, streamlines entry into Monterey’s two-year M.B.A. program in international management. Hollins students must have a grade point average of 3.25 or higher. All students applying for the program with a GPA of less than 3.25 must submit the GRE scores as part of the application process. A minimum of two years of college-level foreign language study is necessary, but three years is preferred, in one of the following languages: Mandarin, French, German, Japanese, Russian, or Spanish. Advanced entry into this program may be gained if a student has the required building-block management courses and has completed four years of college-level language study. The one-year advanced entry M.B.A. program begins in September and January.

For the master’s degrees in public administration and in policy studies, two years of language is the minimum requirement; three or more is preferred. Graduate Record Exam scores are not required but are recommended for those with a GPA under 3.25. For Hollins graduates
whose native language is not English, a minimum TOEFL score of 550 is acceptable for each of the above-mentioned programs. A summer English-as-a-Second-Language program and a summer intensive language program are available to those who need additional preparatory work in a foreign language before beginning the master’s program.

The master’s degrees in translation and interpretation and in teaching foreign language are rigorous programs requiring native fluency in one of the languages offered at Monterey and near-native fluency in the second language. One of the two languages must be in English. A score of 600 or higher on the TOEFL exam for non-native English speakers is required. Some exceptions may be made for those scoring just under 600 if they are willing to study English the summer before entry into the program.

Languages offered at Monterey: Chinese, Japanese, French, German, Russian, and Spanish. For more information, contact the office of the vice president for academic affairs.

**ROANOKE COLLEGE RECIPROCAL AGREEMENT**

Hollins University and Roanoke College have a long-standing reciprocal agreement. Hollins will grant academic credit for courses appropriate to a Hollins program, including grades and merit points, to those full-time undergraduate students who, with the approval of the appropriate advisor or departmental chairperson and the registrar, enroll in a course at Roanoke College, assuming that the courses concerned are not currently available to the student at Hollins. Independent studies and tutorials are not included in the reciprocal agreement.

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

Hollins offers a one-semester intensive program in creative writing and modern literature for undergraduate students from other institutions. For more information, see page 133.

**WASHINGTON SEMESTER**

Hollins participates in the Washington Semester program, which enables selected students to spend a regular term at American University in Washington, D.C. The Washington Semester includes study of American national government, foreign policy, the American legal system, journalism, public administration, and arts and humanities.

The program provides an opportunity for students to study, to conduct research in many fields under careful supervision, and to work with students from other institutions.

Each student who participates in the Washington Semester program selects courses after consultation with her faculty advisor. Departmental approval is required if credit toward the major is given. A 2.5 grade point average for all work completed at Hollins is required for admission, and, while the program is not limited to students in a particular field, students
must meet prerequisites designated by American University. Transfer credit for the semester’s work is granted by Hollins. Hollins University financial aid cannot be applied to this program, but the Washington Semester program does offer some scholarships. Fees are paid to American University. For further information, contact Edward Lynch in the department of political science.

Study Abroad Programs

Study abroad offers students the opportunity to develop a global perspective, cross-cultural awareness, and the ability to understand, communicate, live, and work in cultural environments different from their own. Hollins University provides a wide range of study abroad opportunities designed to complement the on-campus educational experience and prepare students for participation and leadership in a global society. Almost half of all Hollins students take advantage of these opportunities and study abroad during their undergraduate years. After graduation, they use what they have learned in careers in international business, finance and banking, management, government service, education, the arts, and many other fields.

Hollins was one of the first colleges in the United States to establish a study abroad program, and international learning experiences have been an important aspect of a Hollins education for over 50 years. Today Hollins offers international study opportunities through the Hollins Abroad programs in London and Paris and through affiliated and exchange programs in 15 countries.

Students of all disciplines may participate in study abroad. Courses taken on Hollins Abroad or Hollins-affiliated study abroad programs appear on the Hollins transcript with graded credit and, with departmental approval, may be counted toward a student’s major, minor, and, in some cases, general education perspective requirements. Students enrolled in a Hollins Abroad program or in any of the Hollins affiliated programs listed below under “Other Hollins-Affiliated Study Abroad Programs and Exchanges” are eligible to receive financial aid from Hollins for one or two terms except as noted. There is a $550 administrative fee for each term spent abroad (see Fees on page 36).

Students may apply to study abroad in their sophomore or junior year. However, juniors will receive priority for available spaces. Juniors are eligible to participate in any available program, while sophomores are only eligible for Hollins Abroad–London and –Paris during both terms, as well as affiliated programs through Arcadia’s Center for Education Abroad (CEA) in South Africa, Athens, Rome, Florence and Perugia, Italy, during their second semester. All students must meet individual program requirements, and spaces are limited on affiliated programs (e.g. School for Field Studies, Limerick, Ghana, and Center for Cross-Cultural Studies).
In exceptional cases, a student may apply to study abroad in the first term of her senior year if there are valid academic reasons for doing so. Any student requesting an exception must submit a petition to the director of international programs indicating why it is important for her academic program that she be allowed to study abroad at a time other than her sophomore or junior year, along with a letter of support from her academic advisor. The petition and letter of support will be forwarded by the director with recommendation to the academic policy committee.

Second-semester seniors, students who have been enrolled at Hollins for eight semesters (not including Short Terms), students who entered Hollins as transfer students and have completed all graduation requirements, and transfer students in their first term at Hollins generally are not eligible to study abroad. Students with special circumstances can petition to the academic policy committee for an exception to this policy. Even if granted an exception, these students may not apply Hollins University institutional financial aid to a study abroad program.

The skills components of the general education program cannot be fulfilled through courses taken abroad.

**Hollins Abroad**

Hollins University directs two international study programs of its own—Hollins Abroad–Paris and Hollins Abroad–London. These programs enroll students from Hollins and from other colleges and universities around the country. Both programs offer the opportunity to study with expert faculty in the culturally and historically rich surroundings of a world capital. The courses incorporate field trips to museums, theatres, and sites of architectural, historic, or political significance. Each program has a full-time resident director.

Students with a cumulative GPA of 2.5 or higher are eligible to apply to participate in the Hollins Abroad programs.

**Hollins Abroad–London**

Hollins Abroad–London is a one- or two-semester program. The curriculum includes courses in architecture, art history, communications, English, history, political science, and theatre, as well as internships. All courses are taught by expert British faculty. For a list of Hollins Abroad–London courses and their descriptions, see pages 184–185.

Hollins Abroad–London students may also enroll in a course at London Metropolitan University, the Art Academy, or The Place. The course must be in the student’s major or minor, at an appropriate academic level, and in a subject area not offered by Hollins Abroad. London Metropolitan University offers a wide range of courses in business, the humanities, and the social sciences. The Art Academy offers studio art courses, and The Place offers modern dance classes.
Hollins Abroad–London also offers internships in business, government (including Parliament), management, media, the arts, education, and many other fields.

A GPA of at least 3.0 cumulatively and in the major/minor is required for enrollment in an internship or in a class at London Metropolitan University, the Art Academy, or The Place.

HOLLINS ABROAD–PARIS

Hollins Abroad–Paris is a one- or two-semester program for students who have completed four or more terms of college French or the equivalent. Depending on her proficiency in French, each student enrolls in one or two French language classes. The remainder of the curriculum includes courses in French literature, theatre, art history, architecture, film, politics, and economics. All courses are taught in French by expert French faculty. For a list of Hollins Abroad–Paris courses and their descriptions, see pages 186–188.

Students with advanced French skills and a strong background in the subject area chosen may also enroll in tutorials in conjunction with lectures at the Sorbonne or other Paris universities. In addition, internships can be arranged for students in their second semester in Paris.

Hollins-Affiliated Study Abroad Programs and Exchanges

ARGENTINA

Through Hollins’ affiliation with the Center for Cross-Cultural Studies, students can study in Córdoba, Argentina’s picturesque colonial capital. The center offers courses in Spanish language and Argentine history and culture. Students with strong Spanish skills can also take courses in a wide range of other subjects with Argentine students at the Universidad Nacional de Córdoba (UNC). Cultural excursions within Córdoba and to Buenos Aires, Mendoza, and Patagonia provide opportunities to experience some of the highlights of the world’s eighth largest country. Housing is at one of the university’s residencias or with the families of local students.

The program in Córdoba is open to juniors with a cumulative GPA of 3.0, a 3.0 GPA in Spanish classes, and at least four terms of college Spanish or the equivalent. Spanish majors, minors, and international studies majors may enroll for one or two terms. Other qualified students may enroll for one term.

CUBA

Hollins’ affiliation with the Center for Cross-Cultural Studies provides the unique opportunity to study in Havana and experience the blend of African,
European, and American cultures that form Cuba. Classes are taught by faculty from the Universidad de La Habana and include Spanish language; introductions to Cuban society, culture, arts, and current events; Afrocuba; and Cuban Socialism. Students with advanced Spanish skills can also take regular university classes with Cuban students at the university’s Facultad de Artes y Letras. A field-based independent research project based on interviews and optional community service activities provides opportunities to interact with local residents. The program includes several guided excursions and study visits. Students live in small residential hotels.

The program in Havana requires a cumulative 3.0 GPA, a 3.0 GPA in Spanish classes, and at least four terms of college Spanish or the equivalent. Students may enroll for one term.

Due to current U.S. government regulations, this program cannot enroll students in 2010–11.

GERMANY

Through a direct exchange program with the Pädagogische Hochschule Ludwigsburg (Ludwigsburg University of Education), Hollins students studying German are encouraged to study for the spring semester or full academic year at Ludwigsburg. Situated approximately 20 km north of Stuttgart, the capital of Baden-Württemberg, Ludwigsburg, with its 85,000 inhabitants is the center of a greater urban district and belongs to the Central Neckar Region. It has both a thriving local industry and important cultural attractions. A glance at some of its institutions reveals: on the one hand, about 50 industrial plants, and 1,200 smaller firms specializing in trades and services; on the other hand, Germany’s largest and best-preserved baroque palace, a well-known international festival of classical and modern music held annually, its pedagogical university, three further professional training institutions, and a film academy. Ludwigsburg University of Education is located on the northern outskirts of the town and shares a campus with two colleges. The campus can be easily reached from Stuttgart by the suburban train system (S-Bahn). There is a station directly on the campus.

Courses are taught mainly in German; however, there are a few courses in English geared toward international students. Subjects offered include, but are not limited to: education, sociology, geography, history, politics, philosophy, art, music, sciences, and of course, German language instruction.

Student dormitories are located on campus and house most international students as well as many German students.

The program requires an overall GPA of 3.0, a 3.0 GPA in German courses at Hollins, at least four terms of college German or the equivalent and recommendation from the Hollins German faculty.
GHANA

Through a cooperative agreement, Hollins students can enroll for a term at the University of Ghana, located in Legon, just outside the bustling capital city of Accra. Students can choose from more than 350 courses in disciplines including anthropology, history, geography and resource development, political science, economics, psychology, sociology, literature, dance, music, and theatre, many with a focus on West African culture, society, and arts. Students live on campus in the international students’ hostel. A comprehensive orientation program includes field trips to introduce students to the city, region, and culture.

The program in Legon requires a GPA of at least 3.0 cumulative and in the major. Students may enroll for one term.

GREECE AND ITALY – CLASSICAL STUDIES

Hollins’ affiliations with the programs of the Arcadia Center for Hellenic Studies and the College Year in Athens and with the Intercollegiate Center for Classical Studies in Rome provide the opportunity for outstanding classical studies majors to study in Greece or Italy. The programs offer course work in art history, archaeology, classical languages, ancient history, philosophy, and contemporary Greek society. Field trips to sites of historic and cultural significance are an important part of each program.

These programs are open to classical studies majors with a cumulative GPA of 3.0 or higher and the support of the classical studies faculty. Students may enroll for one term.

IRELAND

Through an agreement with the University of Limerick, students may enroll for one term. Established in 1972, the university is located in Ireland’s 650-acre National Technological Park on the Shannon River, just outside of Ireland’s fourth largest city. A thriving, modern city, Limerick offers a variety of historic, artistic, and theatrical attractions as well as an especially lively music scene.

Students on this program enroll in regular university classes with Irish and other international students. Classes are taught and graded by University of Limerick faculty. The university offers a wide range of courses with special strengths in the natural sciences, social sciences, technology, and Irish studies, including a new program in Irish traditional dance. The unique equine studies program is of special interest to equestrians and students interested in veterinary science. Hollins students in Limerick live in apartment suites in student villages on campus.

The fall or spring program with the University of Limerick is open to qualified juniors with a 3.0 GPA cumulatively and in the major. Space is limited and admission is competitive. Pre-med and pre-vet students may enroll as second-semester sophomores with the recommendation of the pre-professional advisor.
ITALY

This special exchange program enables Hollins students to enroll for one semester at several universities in Italy through the Arcadia University College of Global Studies: the Umbra Institute in Perugia, and the Accademia Italiana in either Florence or Rome. Each of these programs is located in the center of a historically and architecturally rich city. All courses are taught in English with the exception of a required Italian language course. The program in Florence offers courses in art history, studio art, history, literature, cinema, and political science. The curriculum in Rome specializes in international business, but courses in archeology, art history, political science, and history are also available. The Umbra Institute in Perugia offers a variety of course options including art, archeology, economics, cinema, business, history, literature, and political science. Housing on all programs is in student apartments.

Students enrolling on any Arcadia program must have a cumulative GPA of 3.0 or higher. Students may enroll for one term.

JAPAN

Through Hollins’ affiliation with Kansai Gaidai University in Japan, students may enroll for one or two terms in the university’s Asian Studies Program. Located between the ancient capital of Kyoto and the business center of Osaka, Kansai Gaidai provides opportunities for students to learn about both ancient and modern Japan. Courses in the Asian Studies Program include Japanese language, anthropology, art (history and studio), business, economics, film, history, literature, media, philosophy, politics, psychology, religion, and sociology. Many incorporate field trips to historical, religious, and cultural sites or to business and finance centers. All courses except the required Japanese language courses are taught in English. Students live in the program’s international student residence halls or with homestay families.

Students enrolling in the Asian Studies Program must have a cumulative GPA of 3.0 or higher. Previous study of Japanese is strongly recommended but not required.

MEXICO

Hollins’ exchange with the Universidad de las Américas (UDLA) enables students of Spanish and Hispanic culture to study at one of Mexico’s finest private universities. The university is located in Puebla, a colonial city 60 miles southeast of Mexico City.

The Universidad de las Américas offers a wide range of courses taught in Spanish and English, including Spanish language and Mexican literature, art, and politics, among others. Students with strong Spanish language skills may enroll with Mexican students in regular university classes. Others enroll in courses designed especially for international students.
Special multidisciplinary courses, designed to help students develop an understanding of Hispanic cultures and the Spanish language, feature field trips to nearby ancient ruins and other historic sites. Students live in university residence halls or with host families.

The program at UDLA requires a cumulative GPA of 2.7 or higher, a 3.0 in Spanish classes, and at least two terms of college Spanish or its equivalent. Students may enroll for one or two terms.

**SCHOOL FOR FIELD STUDIES**

Hollins biology or environmental science majors who want hands-on, research-based experience in ecology, environmental issues, and sustainable development can participate in the programs of the School for Field Studies. These programs are designed to train students to engage in field research that addresses the environmental problems and needs of local communities. There are several locations, each with a different focus—Costa Rica (sustainable agriculture and natural resources development), Baja, Mexico (marine mammal conservation and coastal ecosystem studies), the Caribbean (marine resource studies), Australia (tropical rainforest management studies), and Kenya/Tanzania (wildlife ecology and management studies). Students and faculty live and have classes at SFS field stations and do their research at nearby sites.

The program is open to environmental studies and biology majors with a cumulative GPA of at least 3.0. Students may enroll for one term. Space is limited and admission is competitive.

**SOUTH AFRICA**

Hollins students may enroll for one semester at several universities in South Africa through an exchange program with the Arcadia University College of Global Studies. The program is based in Cape Town with opportunities at three universities: University of Cape Town, University of Western Cape, and University of Stellenbosch. All students are required to enroll in a core seminar “Contemporary Issues in South Africa.” UCT is South Africa’s oldest university and has special strengths in business, economics, and the physical sciences, although courses in film and media studies, philosophy, music, and creative writing are also available. The University of Western Cape played a unique role in the struggle against apartheid, and Archbishop Desmond Tutu is currently its chancellor. Academic strengths are liberal arts and humanities. English is the teaching language at both of these universities. The official language of instruction at the University of Stellenbosch is Afrikaans; however, the program focuses especially on the history, politics, languages, and culture of southern Africa and offers special courses in English for visiting international students in these areas. It also offers a unique certificate program in community engagement.
Housing varies from university residence halls to student apartments at all universities. These programs are open to qualified students of any major. Students enrolling in any Arcadia program must have a cumulative GPA of 3.0 or higher.

SPAIN

Through Hollins’ affiliation with the Center for Cross-Cultural Studies, Hollins students can study in Seville or Alicante, Spain.

With its legacy of magnificent Spanish and Moorish art and architecture, Seville is one of Spain’s most interesting and beautiful cities. The center’s curriculum includes a one-month intensive Spanish language course followed by further studies in Spanish language, literature, cinema, art, history, business, and politics. All courses are taught in Spanish. The program includes guided study visits to sites of cultural significance in the city and surrounding region. Students live with host families or in private student residences.

Alicante is a modern city on Spain’s Costa Blanca in the region of Valencia. As in Seville, students on the program in Alicante begin the term with an intensive one-month Spanish language course. They then enroll in courses at the Universidad de Alicante, either with other international students or with Spanish students. Course offerings for international students include Spanish language, civilization, literature, art history, and cinema. Students with advanced Spanish skills can also take regular university courses in art history, business, classical studies, economics, geography, history, literature, and sociology. All courses in both tracks are taught in Spanish. Students on this program live with local host families.

Both programs require an overall cumulative GPA of 3.0, a 3.0 GPA in Spanish courses at Hollins, and at least four terms of college Spanish or the equivalent. Spanish majors, minors, and international studies majors may enroll for one or two terms. Other qualified students may enroll for one term.

Other Study Abroad Opportunities

In addition to the programs and exchanges listed above, Hollins students have many other opportunities for foreign study. Hollins recognizes credits from accredited study abroad programs sponsored by other American colleges or universities or programs at foreign institutions that are accredited by U.S. regional accrediting bodies. The international programs office has a resource library with information on programs in all parts of the world.

For more information on any Hollins Abroad program or affiliated programs, see the director of international programs in Turner Hall.
As part of its commitment to women’s education, Hollins offers the Horizon Program, an adult baccalaureate degree program for nontraditional students. Women who are at least 25 years old apply to Hollins through the Horizon Program. Women with children or veterans may also apply, as the Horizon Program offers specialized services for nontraditional students.

Horizon students are required to meet the same university academic requirements as traditional students with the exception of physical education (which they are encouraged, but not required to take) and the language requirement (Horizon students are required to complete only the elementary level of any language). Horizon students are held to the same requirements as traditional students with regard to majors and minors. Horizon students must complete at least 40 semester credits, four of which may be one Short Term or its equivalent, at Hollins.

Like traditional undergraduates, Horizon students must complete the equivalent of four Short Terms. For Horizon students who enroll as full-time students (14–22 credits) in the fall or the spring terms, Short Term is included in the cost of tuition for the regular terms. Given this fact, it behooves full-time Horizon students to complete their Short Term credits during the month of January. They can take a seminar, enroll in an independent study, do an internship, or participate in one of the travel study programs (additional costs are involved for the travel study programs). Whereas traditional first-year undergraduate students may not do internships or independent studies during their first January, Horizon students can. Given the scheduling difficulties often encountered by Horizon students, they still retain the option of taking an additional course during one of the regular terms to count for Short Term, or taking a summer course elsewhere (at their own expense). Part-time Horizon students are welcome to participate in the January Short Term, but at a cost per credit hour for 2010–11 of $903.

**ACADEMIC ADVISING**

Each Horizon student will have an academic advisor to help her take advantage of Hollins’ many academic and cocurricular opportunities. Entering students will be assigned advisors who are selected from among the faculty and administration and trained to work with adult students. When a Horizon student declares a major, she will choose an advisor from the faculty in that major who will assist her in shaping her academic and career goals.
THE EVELYN BRADSHAW AWARD FOR EXCELLENCE

This award, established in 1997 and given in honor of former Horizon Program Director Evelyn Bradshaw, a 1988 Horizon graduate, recognizes an outstanding Horizon student who inspires others through her perseverance, positive attitude, pursuit of knowledge, and love of Hollins University. The chosen student will have her name engraved on a plaque which will remain at the university.

HONORS

To graduate with honor in the Horizon program, a student must earn a grade point average of at least 3.50 in all work taken at Hollins, must complete her senior year at Hollins, and must complete a minimum of 36 graded Hollins credits. For the requirements for other levels of honor, refer to pages 57–58.

PINNACLE

A national honor society for nontraditional students that seeks to support leadership and scholarship.

HOUSING FOR HORIZON STUDENTS

Student Affairs is committed to providing housing for Horizon students who would like to live on campus. A limited number of apartments across the street from the main campus are reserved for adult undergraduate and graduate students. University housing, including the apartments, is available on a first-come, first-serve basis for new full-time Horizon students. There is no university housing for families and children. Housing is available for the academic year only (please check the student handbook for specific days of occupancy).

All residential Horizon students must also purchase the board plan. The total price of room and board for a double occupancy room is $5,100 for a term ($10,200 for the year). Standard single rooms cost an additional $400 each term and are not guaranteed.

Hollins University requires that all full-time undergraduates, including full-time adult Horizon students, provide proof of insurance. Health insurance will be provided through Bollinger Insurance at a cost of $575 per year if the residential student does not demonstrate coverage with another provider.

For more information about the amenities associated with university housing, including information about housing during university breaks, please refer to the 2010–11 Student Handbook or contact the student affairs office.
SCHOLARSHIPS AND FINANCIAL ASSISTANCE

The VTAG grant (estimated at $2,600 for the academic year) is offered to full-time Virginia residents, fall and spring terms only. Later applicants are usually not funded, so it is important to apply early. Please note also that students who do not receive VTAG in the fall are unlikely to receive it in the spring. The university’s financial aid program is made possible by the generosity of many foresighted individuals and organizations. For a list of endowed scholarships, go online at: www.hollins.edu/admissions/financial/endowed_scholarships.htm. Horizon students are eligible for need-based scholarships, grants, work study positions, and student loans based on the information on their FAFSA (Free Application for Federal Student Aid). In addition, Horizon students may be eligible for academic scholarships and creative talent awards.

Among the scholarships designated specifically for Horizon students are the following:

Betty Trinkle Freeman Scholarship, established in honor of Betty Trinkle Freeman, Class of 1952, is designed for deserving students pursuing an undergraduate degree at Hollins. Preference is given to students returning to college after a career interruption to their studies.

Lucy Levis Hazlegrove Scholarship, established by Lucy Levis Hazlegrove, Class of 1979, assists deserving students who have financial need and who are enrolled in the Horizon program.

William Randolph Hearst Foundation Scholarship, is a gift to Hollins University from the William Hearst Foundation to provide recognition and financial assistance to Horizon students.

MENTORS

The mentor program was established to help new students make a smooth transition into college life. A mentor is a returning Horizon student or recent Horizon graduate who has volunteered to work closely with new students throughout orientation and during the first term at Hollins.

Mentors’ responsibilities include making an introductory welcome phone call to new students before the start of school, assisting with orientation, tours, and registration, and being available to address questions and concerns.

ORIENTATION

New students are strongly encouraged to participate in the Horizon student orientation program. Horizon orientation is generally a day-long series of workshops and informational sessions designed to acquaint students with university facilities, personnel, the academic program, and policies.

TUITION AND FEES

See pages 34–40 for a complete Tuition and Fees breakdown.
CAREER CENTER

A Hollins education provides preparation for life and preparation for a career. The mission of the Career Center is to provide students with the skills and knowledge they need to make lifelong career decisions. The center fosters an environment of support and challenge, free of value judgments, which encourages the development of self-identity, independence, initiative, and responsibility. The Career Center provides quality career planning and development services that support these goals.

CENTER FOR LEARNING EXCELLENCE

The Center for Learning Excellence, located on the first floor of Middle East on Front Quad, is comprised of the Writing Center and the Quantitative Reasoning (QR) Center.

The Center for Learning Excellence provides students academic assistance through resources, workshops and one-to-one tutoring.

The Writing Center’s primary goal is to help students of all ability levels gain a sense of confidence and control over their writing, by providing feedback at all stages of the writing process. A staff of trained, conscientious student tutors representing a variety of academic disciplines offers friendly support in a comfortable environment. Tutors collaborate with students on a wide range of writing issues, from developing a thesis statement for a historical analysis paper, to integrating source material and avoiding plagiarism on a senior biology thesis, to revising creative writing projects.

The Writing Center is open during the evenings Sunday through Thursday, and during the day Monday through Friday. For a current schedule of hours or to make an appointment, please call the Center for Learning Excellence front desk at extension 6387. Hours of operation and a variety of writing resources are also available on the Writing Center’s Web page located on My.Hollins under Academics. Walk-ins are welcome but appointments are encouraged, especially during midterms and finals.

The Quantitative Reasoning (QR) Center was established in 2002. Its primary focus is to provide assistance to students in achieving basic quantitative reasoning (q) proficiency. Experienced student tutors are available to answer questions regarding courses that satisfy the basic quantitative reasoning (q) requirement. When requested by the professor, student tutors also assist students with their Applied Quantitative Reasoning (Q) projects. The QR Center staff will identify and recommend resources to enhance and reinforce skills necessary for each student to achieve success in addressing quantitative issues.
The QR Center is available to students during the day and evenings Sunday through Thursday as well as Friday until noon. The current schedule is available at the center or on the QR Web page located on My.Hollins under Academics. Students may either walk in or call extension 6387 for an appointment. If additional times are required, please contact the director of quantitative reasoning.

**ELEANOR D. WILSON MUSEUM**

The Eleanor D. Wilson Museum at Hollins University is a premiere arts destination in the Roanoke Valley featuring the work of nationally renowned artists, emerging figures, and regional names. The museum presents work from the permanent collection and mounts exhibitions that explore currents in contemporary art. Through these activities, the museum provides a forum for art and the creative process to enhance the life of the university and the community beyond. Located on the first floor of the Richard Wetherill Visual Arts Center, the museum is a state-of-the-art climate-controlled facility. The museum has three interconnected galleries of different sizes totaling approximately 4,000 square feet of exhibition space. Through the generosity of a grant from Roanoke County, the museum now houses a dedicated Permanent Collection and Educational Resource Center, available to students, teachers, and other patrons who are interested in furthering their study of art in the museum’s permanent collection. It also functions as a small educational center for groups and classes, providing a forum for discussion, workshops, and projects based on exhibitions.

The Eleanor D. Wilson Museum is committed to educational programming that enriches both Hollins and the greater Roanoke community. Since opening in the fall of 2004, the museum has presented more than 60 exhibitions with supplementary programs including tours, lectures, workshops, gallery talks, and classroom instruction. The museum enriches the university’s curricular offerings by providing internships, volunteer opportunities, and courses on museum management to promote cross-disciplinary learning and visual literacy.

**HEALTH AND COUNSELING SERVICES**

Health and Counseling Services is open to all full-time undergraduate students and Adult Horizon Students to help identify and manage health needs. Individual primary care and promotion of wellness and disease prevention is provided as well as short-term crisis intervention. The central focus is on women’s health providing GYN services along with immunizations for flu, meningitis, Hepatitis B, Gardasil, chicken pox, and MMR.

Health and Counseling Services is staffed with a nurse/director, a family practice nurse practitioner, a medical assistant, a psychiatrist, licensed professional counselors, and a secretary/receptionist. All full-time undergraduate students are required to provide upon entrance, personal
health record, physician’s physical and immunization records, and proof of insurance coverage (each academic year). The only exception is for a full-time Horizon student (nonresidential), who prefers to sign a waiver opting not to use the campus health and counseling services. For additional information please refer to Health Services Web site.

INFORMATION SYSTEMS AND TECHNOLOGIES

The purpose of information systems at Hollins University is to support the student experience, faculty technology needs, and the administrative needs of the University. The department maintains and operates the network infrastructure, telecommunications, cable TV, classroom technology (including undergraduate, graduate, and distance learning programs), staff/faculty/lab desktops, servers, as well as multimedia support for media classrooms. The university as a whole promotes an integrated, collaborative work environment through technology. The information technology department maintains all facilities and services associated with computer technology at Hollins University. Faculty, staff, and students are provided with a comprehensive selection of technology for use in the classroom, office, and residence halls. A replacement cycle of every two to four years is used to keep ahead of the ever-changing and increasing demand of hardware and software.

As a Hollins student, your computer will no doubt play an important role in your education. You will have access to not only campus software but to the Internet via a network designed for speed. Information systems servers run on Microsoft operating systems and Linux-based platforms. The computers in the Hollins labs run Windows XP Professional and Macintosh operating system. Most computers are available to students 24 hours per day, seven days per week during each semester. All computer labs, dorms, and devices are linked through a high-speed fiber optic network. All labs provide access to the latest MS Office suite, mathematical software, programming languages, foreign languages, and statistical software, among many others. Printing to networked laser printers is available from all labs. Our Internet connection also allows the Hollins community to send and receive mail, exchange documents, and share a wealth of resources including: library databases and catalogs (databases, online library catalogs), academic research, and worldwide Web sites. We also provide access to the shared catalog of the Hollins University and Roanoke College libraries. In addition, many courses are enhanced by Web-based material via Blackboard course management system.

Our computer labs and help desk support are staffed with trained student assistants and staff to assist with computing questions and problems. Students are encouraged to bring or purchase computing equipment compatible with Hollins’ infrastructure. Contact the information technology department if you require assistance. To ensure compatibility with the campus network, students who bring computers to Hollins should
confirm that their equipment meets or exceeds Hollins’ specifications. For more information and sources, see the information technology’s home page at www.hollins.edu/computers.

**LEARNING ACCOMMODATIONS**

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

**WYNDHAM ROBERTSON LIBRARY**

The Wyndham Robertson Library, recipient of the 2009 ACRL Excellence in Academic Libraries Award, provides the Hollins community with a rich variety of collections, research and instructional services, and unique spaces for quiet and group study as well as community gatherings.

When classes are in session, the library is open seven days a week, and professional librarians who are subject specialists are available to provide one-on-one research assistance. Library instruction is offered throughout the year upon request as well as in conjunction with many academic courses. The library’s collections consist of more than a half million titles, including books, print journals, electronic texts, musical scores, recordings, films, microforms, incunabula, rare books, and manuscripts. As a selective depository for U.S. Government documents, the library receives 20 percent of the publications distributed by the U.S. Government Printing Office.

Access to a wide range of electronic databases enables students to locate citations and full-text documents from over 40,000 journals, magazines, newspapers and other titles. Through an online library catalog shared with nearby Roanoke College, Hollins researchers are offered access to the combined collections of both the Wyndham Robertson and Roanoke College libraries, and a daily shuttle service delivers materials between the libraries. Moreover, an active interlibrary loan system ensures access to materials from libraries worldwide. The library also hosts extensive media facilities including a television studio and control room, a video editing suite featuring nonlinear editing stations, viewing and listening booths, and a screening room where the library hosts a free documentary film series on current events.

The Library provides ample study seating, group study rooms, and a number of comfortable reading spaces. In addition to our wireless network every seat has plug-and-play connectivity. Two computer labs with networked printers are supplemented by numerous computers throughout the building, to support academic work from start to finish. Take advantage of the outdoor reading porch, next to the library’s Coffee Commons, where busy researchers will also find coffee, beverage and snack machines. The Hollins Room is a magnificent space that showcases the many published
works by and about Hollins alumnae/i and faculty authors; lectures, workshops and readings are frequently hosted there for the entire campus community.

Internships

For over 40 years, Hollins has offered students the opportunity to engage in internships. Hollins defines an internship as a learning opportunity in which a student gains supervised practical experience with a business or organization. Students should have enough flexibility to explore and discover, to ask pertinent questions, and to solve interesting problems. Internships provide students with specific skills, give them insights into many professions, introduce them to the rigors of the workplace, and allow them to measure their own abilities against the demands of a given profession.

Hollins students may receive up to 16 academic credits for internships, which can be completed during Short Term, in regular terms during the academic year, or in the summer. Although Hollins does not arrange internships for students, Career Center staff members help students develop résumés and cover letters and offer guidance about how to research and obtain internships.

Examples of recent internships include Carilion Health Systems, Comcast Entertainment Group, Edgar Allan Poe Museum, the National Museum of Women in the Arts, the Nature Conservancy, Sotheby’s Department of Americana, Office of the Curator of the U.S. Supreme Court, USB Financial Services, U.S. Fish and Wildlife Service, U.S. Humane Society, and the Virginia Museum of Fine Arts.

Several of Hollins’ study abroad programs offer international internship opportunities. A special internship program in London enables students to undertake internships during a fall or spring term on Hollins Abroad–London. See Hollins Abroad–London on pages 184–185 and Short Term listings on pages 248–253.

Admissions Guidelines

Hollins seeks well-rounded students whose records show consistent achievement and who demonstrate the capacity for a rigorous liberal arts and sciences education. Students who experience success at Hollins possess strengths both inside and outside the classroom and demonstrate a capacity for contributing to the vitality of the community. The university is interested in enrolling students who not only show they are capable of performing well in academic settings, but also take an interest in extracurricular activities and volunteer or work-related experiences.
The application process and entrance requirements for traditional undergraduate students are described below.

Hollins also offers the Horizon degree program for adult students. This program is described (including entrance requirements and the admissions process) on pages 22–24.

**APPLICATION DEADLINES AND NOTIFICATION DATES**

Hollins uses a modified rolling admissions system. The recommended deadline for application is February 15 (later applications will be accepted if space is available). January 10 is the application deadline for consideration for the full tuition Batten Scholarship. February 1 is the priority deadline for consideration for all other scholarships. The Committee on Admissions begins application evaluation when all credentials have been received. Notification letters are mailed beginning in mid-December and candidates must reply by May 1. Early Decision candidates must submit their applications by December 1 and will be notified of the committee’s decisions by December 15. The reply date for Early Decision generally falls during the second week of January. Students who wish to apply for spring semester must submit their complete application by November 15 (October 1 for international students).

Hollins accepts transfer applicants to fall or spring semester on a rolling basis. As soon as the application is completed, it will be reviewed by Hollins’ admissions committee. The deadline for international students is April 1. However, if a student wishes to be considered for scholarships or other forms of financial aid, she is encouraged to complete her application by February 1 or as soon as possible thereafter. Applications received after June 1 will be considered on a space-available basis.

**ENTRANCE REQUIREMENTS**

An applicant’s high school curriculum should consist of a minimum of 16 academic units, including four in English, three in math, three in a foreign language, three in social studies, and three in science. All candidates must submit the following credentials:

1. A completed application form.
2. An official copy of the high school transcript.
3. SAT or ACT scores. Hollins requires submission of SAT or ACT scores for admission; however, a student may submit a statement explaining why SAT or ACT scores are not indicative of her ability or consistent with her other academic and personal levels of achievement.
4. A recommendation written by the college counselor or other school official.
5. While not required, an interview is strongly recommended.
6. Evidence of high school graduation or successful completion of the GED is required prior to enrollment.
TRANSFER STUDENTS

A student transferring to Hollins should have an overall GPA of 2.5 or better on a 4.0 scale on all college-level work. She will receive credit for those courses taken at a regionally accredited college or university that are comparable to Hollins courses in level, nature, and field, and in which she has earned at least a C grade (2.0 on a 4.0 scale). The Hollins registrar evaluates transfer credits. The Short Term requirement is determined by the total number of credits accepted at the time of admission to Hollins. Transfer courses that meet Hollins’ general education requirements are determined by the registrar in consultation with the faculty.

Hollins accepts the completion of the Virginia Community College System (VCCS) Transfer Module (35 credits) plus the successful completion of SPD 100: Public Speaking (3 credits), and IST 117: Intro to Software (3 credits) as the equivalent of successful completion of the entire Hollins General Education core. This is equal to 41 semester credits at a VCCS institution. A description of the transfer module can be obtained from the Hollins registrar.

Hollins has formal articulation agreements with Cottey College and five community colleges in Virginia—Central Virginia, Dabney S. Lancaster, New River, Northern Virginia, and Virginia Western. These agreements are designed to provide a smooth transition to Hollins. For details, contact the Hollins University registrar.

Transfer policies for dual enrollment, Advanced Placement, International Baccalaureate, and the International Secondary 13-year Program are listed below. It should be noted that the total, combined transfer credit for these programs for all first-time students shall not exceed 32 semester credits. Except in rare instances, the bachelor degree is granted only after a residence at Hollins University of at least two years, one of which is the senior year.

INTERNATIONAL STUDENTS

Hollins University welcomes students from around the world to apply for admission. At Hollins, students will find outstanding academic programs, a friendly and safe campus environment, personal attention from faculty and staff, and an active international student program.

In addition to regular admissions requirements such as the application (Hollins or Common) and official copies of academic records, a student is required to submit one letter of recommendation from a teacher or guidance counselor at her school. If the student’s native language is not English, she must submit a recommendation form from her most recent English instructor, which indicates the content of her English course work and the level of proficiency achieved. If the student comes from a country where English is not the official language, she must take the Test of
English as a Foreign Language (TOEFL) or the SAT and have the scores forwarded to the Hollins University admissions office. Students who elect to take the SAT in lieu of the TOEFL should be advised that the critical reading and writing section of the test will be carefully evaluated to ensure the student is sufficiently proficient in English. If a student comes from a country where English is one of the official languages and the secondary school or university course work has been done in English, then the student must take the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board and have the scores forwarded to the admissions office. Hollins requires a minimum TOEFL total score of 550 (paper based) or 213 (computer based). A student must also submit the Confidential Declaration and Certification of Finances with her application. These forms, as well as complete information about applying, are located on the Hollins Web site at www.hollins.edu. Visit undergraduate admissions and then international.

To transfer from a college or university outside the United States, a student must have an official transcript of the college or university course work sent to Hollins and an evaluation of the transcript (completed by a foreign credential evaluation service) sent to Hollins University. A list of foreign educational credential services is listed on the Hollins Web site. This evaluation will help Hollins determine the number of credits received toward a Hollins degree. Sending a brief description of each college-level course will also help Hollins determine the transfer credits earned and which, if any, Hollins graduation requirements are fulfilled. The Hollins registrar’s office works individually with each international transfer student to ensure that she receives all appropriate transfer credits.

Readmission to Hollins

Students who leave the university for reasons other than academic suspension and who wish to be readmitted to Hollins should write directly to: Dean of Academic Services, Hollins University, P.O. Box 9523, Roanoke, VA 24020, requesting reinstatement. When readmitted, the student will be notified of her status and progress toward graduation, including which academic catalog will be used for requirements. See page 39 for readmit fee.

Policy on Dual Enrollment

A student who is concurrently enrolled in high school and an accredited college or university will receive Hollins credit if all of the following conditions are met:

1. Hollins offers a comparable course;
2. The college or university course is recorded on an official college transcript;
3. The student earns at least a C in the course (2.0 on a 4.0 scale).

The total combined credit for dual enrollment, Advanced Placement,
International Baccalaureate, and international secondary 13-year programs shall not exceed one academic year or 32 semester credits.

**ADVANCED PLACEMENT**

Hollins grants four academic credits for each Advanced Placement Examination score of four or five. Credit for scores of three may be given at the discretion of the department involved. Specific questions should be addressed to the office of the dean of academic services.

**INTERNATIONAL BACCALAUREATE**

Students who have received an International Baccalaureate diploma with a score of 30 or higher and have no score less than four in any one of the six examination groups shall be given credit for one year of college study. Students who have achieved a score of five to seven in individual international baccalaureate courses taken at the higher level shall receive eight credits for those courses, unless individual Hollins departments have other recommendations for courses taken in that department’s discipline. If students receive individual course credits, all subsequent courses taken in that discipline must be at an intermediate or higher level. Total credit for individual courses shall not exceed 32 semester credits.

**INTERNATIONAL SECONDARY 13-YEAR PROGRAM**

Transfer credits will be considered for international students who have completed a 13-year secondary school curriculum. Consideration for transfer credit will be made on a course-by-course basis; however, no more than 32 credits shall be given for any 13th year. *The International Academic Credentials Handbook*, published by the American Association of Collegiate Registrars and Admissions Officers, will be the primary resource used in evaluating courses and assigning credit. Credits will be approved by the admissions office in consultation with the university registrar and the chairs of the relative departments.

**NON-DEGREE SEEKING STUDENTS**

High school students may apply to take classes at Hollins University as special, non-degree seeking students. The application form for special student status is shorter than the application for regular application and does not require test scores or references. The student signs a statement on the application which includes this language: “I understand that I will not be permitted to enroll in additional courses for credit without completing formal admission requirements and procedures.”
Tuition and Fees

Students are required to pay tuition and fees in full or have approved financial aid for any outstanding balances by the due dates. Students will not be admitted or allowed to return to campus until all outstanding balances are paid in full.

**Resident Students**

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<thead>
<tr>
<th>Service</th>
<th>Price</th>
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<td>Tuition</td>
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<tr>
<td>Single room extra charge</td>
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**PAYMENT SCHEDULE**

| Deposit (nonrefundable) | $400.00 |

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

**Balance**

Due August 10, 2010 $19,555.00*
Due January 10, 2011 $19,555.00
First term only $19,555.00
(With or without Short Term)
Second term only $19,555.00
(With or without Short Term)
* less applicable deposit

**Nonresident (Day) Students**

**FULL-TIME DAY STUDENTS**

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<tr>
<td>Tuition for full academic year</td>
<td>$28,910.00</td>
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</table>

**PAYMENT SCHEDULE**

| Deposit (nonrefundable) | $200.00 |

This nonrefundable deposit declares a commuter student’s intent to enroll for the coming term. Due within two weeks of notification of decision for new students (early January for early decision, May 1 for others); due April 1 for returning students. Credited toward the student’s account.
BALANCE
Due August 10, 2010 $14,455.00*
Due January 10, 2011 $14,455.00

First term only $14,455.00
(with or without Short Term)
Second term only $14,455.00
(with or without Short Term)
* less applicable deposit

PART-TIME DAY STUDENTS

Tuition per credit for part-time students: $903.00 (due at registration)
Short Term only per credit: $903.00

Horizon Students

FULL-TIME, NONRESIDENT HORIZON STUDENTS

14–22 credits per term $14,455.00 per term

PAYMENT SCHEDULE

DEPOSIT (nonrefundable) $200.00

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

BALANCE
Due August 10, 2010 $14,455.00*
Due January 10, 2011 $14,455.00

First Term only $14,455.00
(with or without Short Term)
Second Term only $14,455.00
(with or without Short Term)

Short Term per credit $903.00
* less applicable deposit

FULL-TIME, RESIDENT HORIZON STUDENTS

PAYMENT SCHEDULE

DEPOSIT (nonrefundable) $400.00

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

**BALANCE**

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<td>(with or without Short Term)</td>
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<tr>
<td>Second term only</td>
<td>$19,555.00</td>
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<td>(with or without Short Term)</td>
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*less applicable deposit

**PART-TIME, HORIZON STUDENTS**

- Tuition per credit (due at registration): $903.00
- Short Term only per credit: $903.00

**FEES FOR GRADUATE STUDENTS**

See graduate catalog on Web site.

**FEES FOR OFF-CAMPUS PROGRAMS**

ROANOKE COLLEGE RECIPROCAL AGREEMENT: Any full-time undergraduate student who enrolls in course(s) at Roanoke College, under the Hollins/Roanoke College Reciprocal Agreement (see page 13) remits all tuition to Hollins at its regular rate.

SEVEN COLLEGE EXCHANGE: Hollins students participating in the Seven College Exchange Program remit tuition, room, and board to Hollins at its regular rate. Charges for any special fees (music, riding, laboratory) are billed to the exchange student by the host institution at the host institution’s rates. Exchange students pay a $25 nonrefundable application fee. Students receiving financial aid are eligible to participate in the abroad or exchange programs; however, since additional expenses for students are involved, they should consult with the director of financial aid before making a commitment. Any amount of cost that exceeds Hollins’ regular rate will be billed to the student.

STUDY ABROAD: A per term administrative fee of $550 is applied to all students who enroll in study abroad programs during fall or spring. The fee applies to students on Hollins Abroad programs, Hollins affiliated programs, and programs sponsored by other institutions. The Hollins Abroad fee for students from other institutions is $20,105 per term.
FEES FOR HOLLINS SUMMER CREDIT

Tuition for Hollins internship and independent study credit earned over summer term (excluding summer reading credit) is $903 per credit for summer 2011.

SPECIAL FEES (Subject to Change)

ART: Studio art classes have additional fees based on consumable materials provided and used. The fees range from $50 to $300, depending on the course. Students should check with the instructor at the beginning of the term for a lab fee estimate.

AUDIT: $100 per course. This is an overload fee that applies to Horizon students and full-time traditional undergraduate students taking more than 22 credits. For all other students, the cost to audit a course is the normal full-time per credit fee.

EXTRA CREDITS: Students must have the permission of the dean of academic services to carry fewer than 14 or more than 18 credits in any term. The tuition fee for traditional undergraduate resident and full-time day and Horizon students covers up to 22 credits per academic term. Additional credits approved by the dean of academic services and taken beyond 22 credits per term will be charged at the rate of $903 per credit.

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

GRADUATION: $110. Graduation fees are used to offset the costs of commencement such as programs, rentals, sound system, food service, and diplomas. This nonrefundable fee is assessed in the final year for all students being tracked for degree completion.

GREEN FEE: $5 per term for full-time students.

HOUSING:
- Single room - an additional $800 per year
- Double room as a single - an additional $3,020 per year

MUSIC: The fees for private music lessons are: one-hour weekly lesson, $400 per term; 45-minute weekly lesson, $300 per term; 30-minute weekly lesson, $200 per term. A student who withdraws after the beginning of the term will be charged a minimum of one-half the term fee. For nonmatriculated students who enroll only for music lessons, the charge is one-hour weekly lesson, $525 per term; 45-minute weekly lesson, $395 per term; 30-minute weekly lesson, $265 per term. The fee for MUS 101: Beginning Class Piano and Beginning Class Guitar is $140 per term. During
January Short Term, charges are $175 for four one-hour lessons, $135 for four 45-minute lessons, and $90 for four 30-minute lessons.

ORIENTATION: New students are required to pay a one-time orientation fee of $185.

PARKING (nonrefundable): $50 per year; $25 per term; $5 for Short Term; $5 for Summer Term. Unpaid fines for violations will be billed.

RIDING: $995 per course; $880 per month to board a student’s horse in upper barn; $770 per month in lower barn, which includes special feed and blankets. Boarding fees must be paid by the semester.

<table>
<thead>
<tr>
<th></th>
<th>Upper Barn</th>
<th>Lower Barn</th>
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<tr>
<td>Due August 10, 2010</td>
<td>$3,520</td>
<td>$3,000</td>
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<tr>
<td>(September–December)</td>
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<tr>
<td>Due December 10, 2010</td>
<td>$ 880</td>
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<tr>
<td>(January)</td>
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<tr>
<td>Due January 10, 2011</td>
<td>$3,520</td>
<td>$3,080</td>
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<tr>
<td>(February–May)</td>
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STUDENT GOVERNMENT ASSOCIATION:
Full-time students (per year): $275
Part-time students (per year): $137.50

TECHNOLOGY FEE: $145 per term for full-time students. $72.50 per term for part-time and nonresident Horizon students.

THEATRE: Some theatre classes have additional fees based on consumable materials provided and used, as well as transportation and tickets to attend theatre productions away from Hollins. These lab fees range from $35 to $185. See individual course listings for details, and check with instructor at the beginning of the term for specific amounts.

TRANSCRIPTS: $5 per transcript

GENERAL POLICIES

BALANCES DUE: Students are required to pay tuition and fees in full or have approved financial aid for any outstanding balances by the due dates. Students will not be admitted or allowed to return to campus until all outstanding balances are paid in full. The university reserves the right to drop the student’s registration and/or revoke access to dining and information technology services.

CHANGES: The university reserves the right to change fees.
HOUSING DEPOSIT: Returning students may not participate in room selection unless this fee is paid in full.

READMIT FEE: Students who withdraw from Hollins for any reason will be charged a $100 readmit fee.

GRADUATION: The university will not issue a diploma unless bills are paid in full. If all academic requirements are met, the Board of Trustees and faculty confer degrees, finances notwithstanding. Diplomas will be held until accounts are cleared. Graduation fees are used to offset the costs of commencement such as programs, rentals, sound system, food service, and diplomas.

HOLLINS UNIVERSITY BUDGET PAYMENT PLAN: There are two interest-free budget payment plans available to all full-time undergraduate students with the exception of visitors to our Hollins Abroad programs. These payment plans are administered by Academic Management Systems (AMS). Payment plan contracts are written for full-year tuition, room, and board fees only. A $55 nonrefundable fee must accompany the signed contract. Payments begin either June 1 or August 1 and end March 1. There is a late payment charge of 3.3% per month charged by AMS on balances due more than 30 days. Application forms are available from the business office.

LATE PAYMENTS: There is a charge of 3% per month after 30 days.

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

TRANSCRIPTS: The university will not issue an academic transcript unless bills are paid in full with the exception of charges added in the last 30-day billing period. Additionally, students who hold federal loans that are in the collections process or in default will not be issued an academic transcript until satisfactory payment arrangements have been made and executed.

REFUND POLICIES

REFUNDS: Withdrawal from the university will result in a refund of fees paid and/or owed as follows:

WITHDRAWAL PRIOR TO FIRST CLASS MEETING DATE: A 100% refund will be made of tuition, room, board, and all fees.

TUITION: Tuition refunds to students who withdraw on or after the first day of classes each term will be made as follows:

**Fall Term**
90% tuition refund for withdrawal by September 16, 2010
50% tuition refund for withdrawal by September 23, 2010
25% tuition refund for withdrawal by October 14, 2010
Beginning October 15, 2010, no tuition refund

**Spring Term**
90% tuition refund for withdrawal by February 17, 2011
50% tuition refund for withdrawal by February 24, 2011
25% tuition refund for withdrawal by March 17, 2011
Beginning March 18, 2011, no tuition refund

BOARD: Board will be refunded on a daily *pro rata* basis less an administrative fee ($200 for 2010–11).

ROOM AND OTHER FEES (SGA dues, etc.): No refund under any circumstances.

SHORT TERM: No refund is made for time spent off campus during Short Term.

MISCELLANEOUS POLICIES: For students who are billed by the credit hour, tuition refunds for course withdrawals will be made according to the same schedule reported above. Hollins makes available a tuition refund plan to supplement the university’s refund plan in cases of serious illness or accidents. This is an optional plan that may be purchased by the student. Hollins reserves the right to suspend, expel, or place on administrative leave a student at any time if her conduct is unsatisfactory or if she violates the rules and regulations as set forth by the university. In the event either is necessary, there is no refund except for $60 per month for meals, less an administrative fee ($200 for 2010–11).

**TITLE IV FEDERAL FINANCIAL AID:** The Higher Education Amendments of 1998 (HEA 98) represent a major shift in the Return of Title IV Federal Financial Aid when a student withdraws from the university. This change in policy went into effect at Hollins University with the fall semester 2000. The policy governs all federal grant and loan programs (Pell, Stafford loans, SEOG, Perkins, and PLUS loans), but does not include the Federal Work Study program.

The new law assumes that a student “earns” approved (verified) federal financial aid awards in proportion to the number of days in the term prior to the student’s complete withdrawal. If a student completely withdraws from school during a term, the school must calculate, according to a specific formula, the portion of the total scheduled financial assistance that the student has earned and is therefore entitled to retain, until the time that the student withdrew. If a student receives (or the university receives on the student’s behalf) more assistance than she earns, the unearned funds must be returned to the Department of Education or to
the Federal Stafford or parent’s Federal PLUS loan lenders. If a student’s charges are less than the amount earned, and a refund is due, the student may be able to receive those additional funds. Students who have not completed the verification process are ineligible to receive any financial aid.

The portion of the federal grants and loans that the student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the semester to the number of days that the student completed before she withdrew. Students should contact the Office of Scholarships and Financial Assistance before withdrawing to understand the effect on their financial assistance.

Financial Aid

Financial aid is usually composed of a package containing grants, scholarships, government loans, and campus employment. This aid helps pay for the comprehensive fee, Student Government Association dues, and allowances, as determined by the university, for books, personal expenses, and transportation between the student’s home in the United States and the Hollins campus. In addition, aid may be used for the surcharge applicable to the abroad programs and for initiation fees for national honor organizations. All other costs, including summer expenses and transportation abroad, are the responsibility of the student and her family. Students must register for credit classes and must be enrolled at the Hollins campus, in the Hollins Abroad programs in London or Paris, or in Hollins-affiliated programs in Argentina, Germany, Ghana, Greece, Ireland, Italy, Japan, Mexico, South Africa, Spain, or with the School for Field Studies (full time in the abroad programs). Financial aid may be awarded to Hollins students enrolled in these programs for one or two terms, depending on the program. For some programs students must submit additional financial aid forms. In most cases, Hollins institutional aid is applicable to only one abroad program. There will be no work study exchange and the students are responsible for airfare and expense money.

International students enrolled at Hollins are eligible to attend university-sponsored abroad programs, except in their home countries. The conditions of the international student’s grants remain the same.

Students who participate in the Seven College Exchange, the United Nations Semester, or the Washington Semester are eligible to apply only for student bank loans and the federal Pell Grant. Such students are not eligible to receive any institutionally administered grants or scholarships, whether or not they are based on the student’s demonstrated eligibility. Hollins students in attendance at schools not included in our exchange program, as well as visiting students at Hollins, are not eligible for financial aid.
In addition to demonstrating financial eligibility and maintaining full-time enrollment in credit classes each term, students must maintain satisfactory academic progress. Failure to do so will remove a student’s eligibility for financial aid, as follows:

1. Students who are placed on academic probation (see pages 55–56) for three consecutive regular terms are immediately ineligible for financial aid. Such students may reapply after they have removed themselves from probation.

2. Students must earn sufficient credits to advance one grade level each academic year, as follows:
   - First-year students must complete 26 credits plus one Short Term
   - Sophomores must complete 58 credits plus two Short Terms
   - Juniors must complete 92 credits plus three Short Terms

   If, at the end of an academic year, a student fails to advance a grade level according to the above schedule, she will be placed on financial aid probation. She will be eligible for only one additional term of financial aid unless this probation is removed.

A student may remove financial aid probation in either of these ways:

1. A student may take course work during the summer at other colleges in order to make up the deficiency. The student must verify that such course work will be accepted by Hollins. Further, an official academic transcript documenting summer work must be received by the registrar at Hollins.

2. During the term of financial aid probation, a student must earn at least one-half of the credits necessary for her to advance to the required grade level by the end of that academic year. For example, assume a first-year student completed 24 credits during her first year. In order to attain junior grade level at the required time, she would need to complete 34 credits during the upcoming school year to reach the required 58 credits for junior status. Further, she would need to complete one-half, or 17, of these credits during the fall term. Failure to do so would make her ineligible for financial aid effective with the spring term.

Students who received academic scholarships will need to maintain the GPA specified with their award package.

To apply for financial aid, new students must indicate they will need assistance on their admissions application. They will receive an application packet containing instructions on how to file the Free Application for Federal
Student Aid (FAFSA online)]. FAFSA forms should be completed by February 15. Copies of the FAFSA, the student’s tax return, and the parents’ tax return must be sent to the Hollins office of scholarships and financial assistance. All recipients of academic talent or founder’s scholarships must apply by February 1. SAT scores used in the analysis of scholarships must be received by February 1. Returning students are encouraged to apply after they and their parents complete their tax returns but before the March 15 deadline.

For a list of named scholarships, go to: www.hollins.edu/admissions/firstyear/financial/need_based.shtml.

The Financial Aid Office is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing 60 percent of a payment period or term. The federal Title IV financial aid programs must be recalculated in these situations.

If a student leaves the institution prior to completing 60 percent of a payment period or term, the financial aid office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

Percentage of payment period or term completed = the number of days completed up to the withdrawal date divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula: Aid to be returned = (100 percent of the aid that could be disbursed minus the percentage of earned aid) multiplied by the total amount of aid that could have been disbursed during the payment period or term.

If a student earned less aid than was disbursed, the institution would be required to return a portion of the funds, and the student would be required to return a portion of the funds. Keep in mind that when Title IV funds are returned, the student borrower may owe a debit balance to the institution.

If a student earned more aid than was disbursed to her, the institution would owe the student a post-withdrawal disbursement, which must be paid within 120 days of the student’s withdrawal.

The institution must return the amount of Title IV funds for which it is responsible no later than 30 days after the date of the determination of the date of the student’s withdrawal.

Refunds are allocated in the following order:
- Unsubsidized FFEL/Direct Stafford Loan
- Subsidized FFEL/Direct Stafford Loan
- Federal Perkins Loan
- FFEL/Direct PLUS (Graduate Student)
- FFEL/Direct PLUS (Parent)
• Pell Grant
• Academic Competitiveness Grant
• National SMART Grant
• Federal SEOG
• TEACH Grant

Academic Regulations

Students may pursue programs of study in one of three bachelor degrees: bachelor of arts, bachelor of arts and fine arts, or bachelor of science. An average of at least C is required for all work done at Hollins or through Hollins-sponsored international programs, as well as in the major and (where available) minor field of study. Except in rare instances, the degree is granted only after a residence at Hollins University of at least two years, one of which is the senior year.

When a student matriculates, she follows the graduation requirements outlined in the catalog she entered under (or a later catalog if she desires to pick up the general education requirements of a later version). A student can choose a new or newly modified major or minor described in a later catalog and continue under the general education requirements of her entry catalog.

Requirements for the Bachelor of Arts (B.A.) Degree

Candidates for the degree of bachelor of arts normally follow a four-year program. They are required to complete a minimum of 128 semester credits of academic work, four Short Term activities (16 Short Term credits), and two physical education courses. Included in the 128 credits are general education skills and perspectives and at least 32 credits in a major.

Requirements for the Bachelor of Arts and Fine Arts (B.A./B.F.A.) Degree

Candidates for the degree of bachelor of arts and fine arts normally follow a four-year program. They are required to complete a minimum of 150 semester credits of academic work, four Short Term activities (16 Short Term credits), and two physical education courses. Included in the 150 credits are general education skills and perspectives and 82 credits in dance.

Requirements for the Bachelor of Science (B.S.) Degree

Candidates for the degree of bachelor of science normally follow a four-year program. They are required to complete a minimum of 140 semester credits of academic work, four Short Term activities (16 Short Term credits), and
two physical education courses. The 140 credits are comprised of courses in the major department (biology, chemistry, mathematics, or psychology), allied courses, general education skills and perspectives, and free electives.

**THE GENERAL EDUCATION PROGRAM AT HOLLINS: EDUCATION THROUGH SKILLS AND PERSPECTIVES (ESP)**

The general education program at Hollins comprises the intellectual perspectives and skills that a student of the liberal arts needs in order to be successful in the workplace and in life. The program stresses breadth and depth across the curriculum and is designed to be a synergistic part of the student’s overall educational experience.

General Guidelines

- Courses satisfying the various perspectives and skills are designated as such using ESP codes in the course description in the catalog and on the schedule of classes for each term. Note that some skill areas—oral communication and applied QR—can be satisfied during the January Short Term.
- Certain courses can satisfy up to one perspective and two skills (see catalog and schedule of classes for courses that can double count).
- At least four general education courses must be completed by the end of the sophomore year.
- Independent Study courses cannot be used to fulfill general education requirements (skills or perspectives).

**SKILLS**

The skills component of the general education program teaches students to write successfully, reason quantitatively, express themselves effectively, research astutely, and be adept technologically.

Guidelines

- A course may satisfy up to two skills.
- More than one course from the same discipline may be used to satisfy the skills.
- Skill courses can be used to satisfy major and/or minor requirements.
- Specific requirements for the skill areas are listed below.

1. **WRITING**

Hollins’ across-the-curriculum writing requirement allows students to develop writing skills in a variety of rhetorical situations.

   Students must take the equivalent of eight credits of writing-intensive courses, four of which are to be completed before the end of the first year. Four of these credits must focus on expository writing. Some students may be required to complete a foundation course in writing (ENG 100) before enrolling in the first-year writing requirement, based on appropriate
assessment by the director of the Writing Center and the dean of academic services.

a. First-year Writing Requirement *
First-year students, during their first or second term at Hollins, must take a course that emphasizes the development of writing ability. ESP code is f.

Students whose SAT Critical Reading and Writing scores are sufficiently high, or those who have received a 4 or 5 on the Advanced Placement test in English language or in English literature, may be invited to submit written work during their first term in order to place out of this skill.

b. Additional Writing Requirement *
Students must take the equivalent of four additional credits of writing at any level before they graduate. This requirement may be satisfied before, concurrently with, or after the first-year writing requirement. ESP code is w.

*One of the two writing courses must be expository in nature. See the catalog and/or the schedule of classes for designated expository writing courses. ESP code is x.

2. ORAL COMMUNICATION
The ability to speak effectively in public, to make professional presentations, and to develop arguments logically for various audiences is fundamental to success in college and in one’s career.

Students must take one course in oral communication by the end of the junior year or, if they have had formal training in oral communication (such as participation in a debate team), may request to take a competency test to satisfy the requirement. While this option exists, students are strongly encouraged to take an oral communication course while at Hollins. For more information about the test, contact the dean of academic services. ESP code is o.

3. QUANTITATIVE REASONING
Quantitative reasoning is the application of mathematical concepts and skills to solve real-world problems. Students must be able to use and read quantitative data, understand quantitative evidence, and apply basic quantitative skills in order to be effective members of society. Students must take between four and eight credits of quantitative reasoning, depending on placement.

a. Basic Quantitative Reasoning:
Students may satisfy the basic QR requirement by achieving a satisfactory score on the Quantitative Reasoning Assessment that is administered online over the summer before the first year or by enrolling in and successfully completing one of the following courses based on the QR Assessment score—MATH 100: Introduction to
Quantitative Reasoning, MATH 105: Quantitative Reasoning in Today’s World, or MATH 130: Mathematical Modeling with Precalculus. This requirement must be completed by the end of the sophomore year. ESP code is q.

b. Applied Quantitative Reasoning:
   Students must take one course in applied quantitative reasoning from designated courses across the curriculum. The prerequisite is successful completion of q. ESP code is Q.

4. INFORMATION TECHNOLOGY
All students at Hollins must demonstrate a basic mastery of computer skills, including the use of electronic mail, understanding the vocabulary of operating systems, navigation of the World Wide Web, the ability to search and use online catalogues and indexes, and understanding the fundamentals of word processing, spreadsheets, and database management.

a. Basic Information Technology:
   Students may satisfy this requirement by successfully completing one of the following courses—CMPS 100: Introduction to Computer Science, CMPS 200: Microcomputers in the Business World, FREN/SPAN 388: Teaching Foreign Languages, HUM 213: France and the French: Contexts in Cultural Understanding, by passing a competency test administered by the skill coordinator, or by successfully completing a one-credit Microsoft Office Suite independent study for each of the topics failed in a competency test. ESP code is i.

b. Applied Research Techniques:
   By the end of the senior year, students must have taken the equivalent of one four-credit course that incorporates applied research techniques. ESP code is r.

PERSPECTIVES
Perspectives are areas of knowledge that focus on the various ways in which we view and understand the world. The Hollins faculty has identified seven perspectives that are central to a well-rounded liberal arts education. These perspectives are Aesthetic Analysis, Creative Expression, Ancient and/or Medieval Worlds, Modern and/or Contemporary Worlds, Scientific Inquiry, Social and Cultural Diversities, and Global Systems and Languages.

Guidelines
• Students must take the equivalent of one four-credit course in each of the perspectives except Scientific Inquiry (some Scientific Inquiry courses have a separate two-credit lab component required to fulfill the perspective) and the languages component of the Global Systems perspective (where, depending on placement, students may need to take
up to 16 credits of a language). See specific requirements under each of the perspectives below.

- In order to ensure breadth of knowledge, each of the seven perspectives must represent a different discipline.
- While the same course may be listed under more than one perspective in the catalog or on the schedule of classes, students may apply that course to one perspective only.
- Certain perspective courses may also satisfy up to two skill requirements (see catalog and schedule of classes for courses that can double count).
- Students may use one course from the perspectives toward a single major and two courses from the perspectives toward a double major or an interdisciplinary major. Perspective courses can count toward minor requirements.

1. AESTHETIC ANALYSIS
Courses in this perspective imbue students with an understanding of visual, performing, or literary arts as reflections of the cultures that produced them, and with knowledge of formal and thematic characteristics of different media and genres.
- Students must take the equivalent of one four-credit course from this perspective. ESP code is AES.

2. CREATIVE EXPRESSION
Courses in this perspective teach students to engage actively in the creative process, to shape the discrete work of art within or against the relevant convention, to give and receive constructive criticism, and to provide direction and form to a creative impulse.
- Students must take the equivalent of one four-credit course from this perspective. ESP code is CRE.

3. ANCIENT AND/OR MEDIEVAL WORLDS
This perspective focuses on the ancient and/or medieval traditions that have helped to shape present cultures, and instills an understanding of both the commonalities and particularities of the human experience through the study of ancient and/or medieval ideas, behavior and creations.
- Students must take the equivalent of one four-credit course from this perspective. ESP code is ANC.

4. MODERN AND/OR CONTEMPORARY WORLDS
This perspective focuses on the modern and/or contemporary intellectual traditions that have helped shape present cultures and instills an understanding of both the commonalities and particularities of the human experience through the study of modern and/or contemporary ideas, behaviors, and creations.
• Students must take the equivalent of a four-credit course from this perspective. ESP code is MOD.

5. SCIENTIFIC INQUIRY
In this perspective, students learn to understand and apply the methodology and vocabulary of at least one physical, life, or behavioral science in order to make observations, carry out experimental protocols, understand and analyze data, and be able to draw conclusions.

• Students must take either the equivalent of one four-credit combined lecture and laboratory course or a four-credit lecture and corequisite two-credit laboratory course. ESP code is SCI.

6. SOCIAL AND CULTURAL DIVERSITIES
Through an analysis of patterns of social differences in the United States, students will develop an understanding of the complexity, multiplicity, and fluidity of identities as determined by themselves and others.

• Students must take the equivalent of one four-credit course from this perspective. ESP code is DIV.

7. GLOBAL SYSTEMS AND LANGUAGES
This perspective seeks to foster an understanding of the interconnectedness among diverse, contemporary world cultures.

a. Global Systems:
• Students must take the equivalent of a four-credit course designated as fulfilling the global systems component of this perspective. ESP code is GLO.

b. Language Study:
• Students are required to study, as a second language, an ancient or modern language while at Hollins. Students may go through or beyond the intermediate level of a language begun in high school. Achieving an intermediate proficiency in language entails completing either a yearlong course or, where applicable, a one-semester intensive course. Students may also opt to achieve elementary proficiency in a language not previously studied, which involves the completion of a two-semester beginning sequence. ESP code is LAN.

Ways in which placement out of language study can be achieved:

1. By scoring 4 or higher on a language or literature Advanced Placement test.

2. By achieving a score above the intermediate level on any of the language placement tests administered over the summer before the first year.

3. By being a native second-language speaker with a demonstrable ability to speak and write English (paper-based TOEFL total of 550 or above, computer-based TOEFL total of 213 or above,
Internet-based TOEFL total of 79 or above, or demonstrated proficiency in college-level work in English). International students whose TOEFL scores are below 550/213/79 may fulfill the language requirement by completing ENG 100 and a first-year writing requirement course.

**PHYSICAL EDUCATION**

Two regular terms of physical education activity course work are required. One term should be taken in the first year, and students are encouraged to complete the requirement by the end of the sophomore year. No more than one activity course or varsity team sport in a single term may be taken in fulfillment of this requirement. No more than one activity at the 100 level or 300 level may be counted toward satisfying the requirement. A 200-level course may not be repeated for credit. To satisfy a term of the physical education requirement, all work must be completed within the term. These courses carry no academic credit and are graded on a pass/fail basis.

With respect to the needs of individual students, maximum practical flexibility is applied. However, it is rare that a student is excused from completing the physical education requirement. The aims of the physical education and athletics department are to foster understanding of healthful living and to help students develop physical skills which can be useful throughout life. Special fees are charged for some courses.

**SHORT TERM**

Each student is required to complete four Short Terms (16 Short Term credits) to graduate from Hollins (except in the case of transfer students who may be waived from one or two Short Terms by the Hollins registrar—see below). Short Term begins in early January and lasts four weeks. Grading is done on a basis of PD (pass with distinction), P (pass), or F (fail). First-year students may enroll in an on-campus seminar, apply for one of a limited number of competitive local internships through our Career Center, or join a Hollins-sponsored travel study program. With the exception of the travel program participants, first-year students are required to remain in residence on campus during Short Term. Subsequent Short Term requirements may be met by taking seminars on campus or, subject to the approval of a faculty sponsor, through independent study, travel study or internships on or off campus. Students may enroll in only one activity for credit per Short Term. Short Term credits do not count toward major requirements or general education perspective requirements (except for senior thesis or internship when required by the department). However, some on-campus seminars may satisfy the oral communication or applied quantitative reasoning requirement (see specific Short Term course listings). For more information on Short Term opportunities, see pages 248–253, or contact the Career Center for additional internship information.
The Short Term requirement for transfer students is based on the number of credits accepted by Hollins from other colleges or universities at the time of admission to Hollins. A student accepted with junior status is required to complete two Short Terms; a transfer with sophomore status is required to complete three Short Terms.

Horizon students are required to meet Short Term requirements. For more information, please see pages 22–24.

PROGRAM OF STUDY OPTIONS

Hollins students may choose only one of the following options in the pursuit of a baccalaureate degree.

1. A single major
2. One single major and no more than two minors
3. A double major (no minors)

MAJOR

Every candidate for a bachelor degree is required to choose a major by the end of the sophomore year. The choice of major must be approved by the student’s advisor; the advisor is chosen from among faculty in the student’s desired field of study.

A major program consists of at least eight courses (32 credits) in one department or major area (see departmental listings in the course section of the catalog for specific requirements). Up to two courses may be taken off campus to count toward major requirements with prior written departmental approval. For transfer students, individual departments have the right to limit the number of courses that can transfer toward a major. A student may count no more than 60 credits from a single discipline code (e.g., ART, BIOL, BUS, CHEM) for the bachelor of arts and bachelor of science (82 credits for bachelor of arts and fine arts). Students must complete major courses for grades unless permission is granted in writing to take a course on the pass/fail grading option.

MINOR

Students may choose a minor in most departments. Students are required to take at least five courses (20 credits) to complete a minor. Specific departmental requirements are listed in the course section of the catalog. For transfer students, individual departments have the right to limit the number of courses that can transfer toward a minor. After entry to Hollins, up to two courses may be taken off campus to count toward minor requirements with prior written approval from the chair of the minor department. The choice of minor must be declared prior to the beginning of the senior year, and approval must be granted by both the advisor in the major and the advisor in the minor to better facilitate the advising process. Students must complete minor courses for grades unless permission is granted in writing to take a course on the pass/fail grading option.
INTERNSHIPS

Hollins students may receive academic credit for a maximum of 16 credits of internships, which can be taken during Short Term, in regular terms during the academic year, or in the summer. Because academic credit is given for internships, each must be sponsored by a faculty member. Although Hollins does not arrange internships for students, Career Center staff members help students develop résumés and cover letters and offer guidance about how to research and obtain internships.

NORMAL COURSE LOAD

The normal course load at Hollins is four courses or 16 semester credits per term. Students who want to take more than 18 credits or fewer than 14 credits in a regular term must secure the permission of the dean of academic services. Full-time students are expected to carry at least 14 credits each term. Additional credits beyond 22 in a single term will be charged an extra fee. (See Special Fees on pages 37–38).

THREE-YEAR ACCELERATED PROGRAM

Hollins seeks to be responsive to students who wish to pursue an accelerated degree program that permits graduation in three years instead of four.

The program is only available to first-time, first-year students. Dual enrollment, AP, and IB credits can be applied.

In the first year of the program, students must maintain a 3.25 GPA, elect a major during the second semester, and successfully complete no fewer than 40 academic credits.

Students in the accelerated program must have achieved at least a 3.00 GPA by the conclusion of the three-year program. Students should be advised that ordinarily they must complete 44 credits each year. Three Short Terms must be completed. No more than 18 semester credits of summer school work may be applied toward the three-year degree and then only with prior permission of the student’s academic advisor and the registrar. Students are limited to no more than 24 credits on the pass/fail grading option.

Students who participate in this program should be aware that besides an increased workload and attendant academic pressures, a three-year undergraduate degree is not always welcomed by graduate schools. Additionally, three-year candidates risk some diminishment of the college bonding experience and of the establishment of close relationships with faculty members. Finally, Short Term internship experiences, the ability to graduate with honor, and abroad experiences may have to be compromised by students who elect to participate. Some students, however, may decide that such potential losses are more than compensated by the monetary savings.
For additional information regarding the three-year accelerated program, contact the dean of academic services.

**GRADES**

Class standing and requirements for graduation are determined by a dual standard reflecting both the quantity and quality of a student’s work. These are expressed in terms of credits and merit points.

Grading follows this system: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, P, F, Y (yearlong project), and AU (audit). Short Term grades are PD (pass with distinction), P (pass), and F (fail). Physical education courses are graded P (pass) or F (fail). Yearlong (Y) grades may be given in senior seminars, theses, and projects in which the work continues throughout the year.

All work for a course should be completed by the end of the last day of classes except when other arrangements are made by the instructor for the class. An incomplete (I) may be assigned for work which for good reason has not been completed at the close of the term. If a grade is not submitted for the incomplete by the end of the next full term after the stated deadline, the I will be changed to an F.

Merit points per credit are computed as follows:

- A+ and A: 4 merit points
- A-: 3.7 merit points
- B+: 3.3 merit points
- B: 3 merit points
- B-: 2.7 merit points
- C+: 2.3 merit points
- C: 2 merit points
- C-: 1.7 merit points
- D+: 1.3 merit points
- D: 1 merit point
- D-: 0.7 merit points
- F: 0 merit points

The grade point average (GPA) is computed from merit points earned divided by graded credits. Hollins does not calculate or maintain class rank data on its students.

Students have the option in the first four weeks of a term of electing courses on a pass/fail basis with permission of the instructor and advisor. The grade of P (pass) is not included in the computation of the grade point average, but the grade of F (fail) does impact the grade point average with the exception of failing grades in Short Term classes and physical education activities. Students may request any course to be graded pass/fail except courses in the major and minor. Students should note that credits completed with the pass/fail grading option can affect their eligibility for term or graduation honors.
AUDITING A COURSE

Students may request to audit a course after discussing this option with the professor of the course. The faculty member sets the requirements regarding attendance and written work. Upon successful completion of the audit, a final grade of AU is recorded on the transcript. Students who fail to meet the conditions of the audit agreement will have no notification of the audit on the transcript. Audit credits do not count toward any requirements for graduation.

REPEATING A COURSE

Unless otherwise stated in the course description, a course may not be repeated for credit (although a student can audit the course). If a student fails a course, it can be repeated; however, the F remains on the record and is computed into the GPA.

HONOR CODE

In class work, as well as on examinations, students are governed by the community trust system. This system is administered by the Honor Court of the Student Government Association.

All undergraduate students at Hollins are members of the Student Government Association and share rights, privileges, and obligations of membership. The Student Government Association constitution states: The basis of life at Hollins is honor and trust; the Student Government Association shall strive to instill this. The Honor Code serves the entire association. Every member of the Student Government Association is bound by the Hollins pledge which she signs within her first six weeks at Hollins. The signing of the pledge, however, only indicates a symbolic support of this commitment. It is a total commitment of all members of the Hollins community which makes it one of honor and trust.

Honor Code Pledge: I pledge to conduct myself in an honorable and trustworthy manner at Hollins University by not lying, stealing, or cheating. I understand that my responsibilities to the Honor System are as follows when an Honor offense occurs.

I will:
   a. report myself to the Honor Court and/or
   b. ask another to report herself for an offense and/or
   c. report the violation to Honor Court if the student does not do so.

CLASS ATTENDANCE

Because students are responsible for the full work of the courses in which they are registered, including participation in class discussion and daily work, regular class attendance is important. Students are responsible for work missed for any reason.
The university recognizes diversity in teaching methods and does not impose a uniform class attendance policy. Instead, it directs faculty in each course to set the requirements for attendance and to communicate those requirements to the students at the beginning of each term.

**ADDING/DROPPING COURSES**

Students may add courses until September 8, 2010 (Term 1) and February 9, 2011 (Term 2). They may drop courses until September 29, 2010 (Term 1) and March 2, 2011 (Term 2). The drop/add deadline for Short Term 2011 is January 6.

**CLASS STANDING**

The minimum requirements for entering the different classes at the beginning of the first term are:

- **Sophomores:** at least 26 credits and completion of one Short Term;
- **Juniors:** at least 58 credits and completion of two Short Terms;
- **Seniors:** at least 92 credits and completion of three Short Terms.

**ACADEMIC PROBATION**

Academic probation is an official warning from the university to inform the student that she is not in good academic standing. Academic probation is invoked under one or more of the following conditions:

1. A cumulative grade point average of less than 1.8 for first-year students, 1.9 for sophomores, and 2.0 for juniors and seniors;
2. A grade point average of less than 2.0 in the major for rising seniors;
3. Two failing grades in a single term;
4. One failing grade in the term following academic probation;
5. The completion of fewer than 10 credits in a single term; this applies to full-time students;
6. Failure to complete the Short Term project.

Students placed on academic probation because of failing two or more courses, but who have class standing, are removed from probation if their work in the succeeding term is of C quality and if they have no Fs. Summer school work off campus cannot be counted toward removing academic probation except in the case of probation resulting from failure of Short Term. A failed Short Term must be replaced no later than the September following the failure.

A student who at the end of her first year is on probation and shows no evidence of ability to do satisfactory work at Hollins or who has been
on probation for two regular terms will be withdrawn from the university unless there are unusual circumstances warranting special consideration.

The university reserves the right to exclude at any time students whose academic standing is unsatisfactory. A committee composed of faculty and administrators meets at the end of each term to review the records of students. Decisions are made by the committee to invoke academic probation, academic suspension, or to withdraw from the university those students whose performance is unsatisfactory. Students who have been withdrawn for academic reasons may request readmission to the university —after a minimum of two semesters away—by writing to the dean of academic services, at which time proof must be provided that all conditions of the withdrawal have been met.

**SUMMER READING**

With the consent of a faculty sponsor and the chair of a department, a student may pursue a course of summer reading. An application for this program must be received by the registrar by May 15. In the following September, by passing an examination or submitting an acceptable paper, the student may receive two credits with a grade of P (pass). Summer readings will not fulfill general education or major/minor requirements. Notification of the successful completion of a summer reading must be reported to the registrar no later than September 30. Credit will not be given for more than one summer reading project in a summer.

**TRANSFER CREDIT**

Undergraduate students who wish to complete summer or full-term work at another college or university accredited by one of the six regional accrediting agencies of the United States should obtain prior approval from their advisor and the Hollins registrar. Only work comparable to that at Hollins in level, nature, and field will be accepted for transfer. Students must complete a Request for Approval of Courses to be Taken at Other Colleges/Universities Form and attach course descriptions for all courses they wish to take. The form must be signed by the student’s advisor and by the chair of the student’s major/minor department if the course is to count toward a major or minor. Up to two courses taken off campus may count toward the major and/or minor. Only 18 credits of summer work may be counted toward the degree, and no more than 12 credits may be taken in any one summer. Petition must be made to the Academic Policy Committee if a student wishes to fulfill a requirement in the Hollins ESP general education program by taking a class at another institution. Credits are granted for transfer back to Hollins with a grade of C (2.00) or higher, and all such grades are recorded as a P (pass).

Graduate students should discuss transfer credit with their program director and submit requests to the manager of graduate services.
Academic Honors

DEPARTMENTAL HONORS

A number of departments of the university are authorized to offer an honors program for their majors, and departmental honors are awarded annually at commencement exercises. The specific nature of departmental honors varies from department to department. The programs, which are undertaken for at least the full senior year, may involve research, theses, oral or written examinations, seminars, reading programs, or any combination thereof.

Work in departmental honors carries credits, and the granting of these honors is awarded on a qualitative basis. The mere completion of a project does not automatically ensure honors. No single faculty member may grant or withhold departmental honors. Outside consultants may be invited to assist in the evaluation of an honors program when a department considers it appropriate.

Honors work is voluntary, and a student who meets the overall grade point average of 3.0 and a major GPA of 3.3 for her first three years or her second and third years may apply. With the approval of the department concerned, a student may appeal to the Academic Policy Committee for an exception to these GPAs. A department is free to decide whether or not it wishes to accept a student for honors work.

Departmental honors are offered in biology, chemistry, classical studies, communication studies, dance, economics, English, environmental studies, film, French, gender and women’s studies, history, international studies, mathematics, philosophy, physics, political science, psychology, religious studies, sociology, Spanish, and theatre.

Students considering a departmental honors project should consult the appropriate department chair for details.

GRADUATION HONORS

To graduate with honor, a student must earn a grade point average of at least 3.50 in all work at Hollins, must complete her senior year at Hollins, and must complete a required amount of Hollins work. Three levels of recognition of honor will be awarded at graduation:

*Summa cum laude:* 3.85 with at least 112 graded credits (at least 84 graded credits for 3-year transfer students)

*Magna cum laude:* 3.70 with at least 112 graded credits (at least 84 graded credits for 3-year transfer students)

*Cum laude:* 3.50 with at least 112 graded credits (at least 84 graded credits for 3-year transfer students) (at least 56 graded credits for all other transfer students)
Graded credits are defined as those credits used in calculating the GPA. Courses with a Pass grade, Short Term credits, and courses that transfer to Hollins as a Pass are not graded credits.

**Honor in the Horizon Program**

Students in the Horizon program who have fewer than 56 graded credits may still graduate with *Honor in the Horizon Program*. A student must earn a grade point average of at least 3.50 in all work taken at Hollins, must complete her senior year at Hollins, and must complete a minimum of 36 graded credits.

**CLASS HONORS**

Class honors are awarded to those members of the first-year, sophomore, and junior classes who have attained the highest and second-highest academic averages in their respective classes for the current year. These averages are based on a minimum of 14 credits carrying standard letter grades each term.

**HONOR STUDENTS**

A student who earns a term grade point average of 3.50 or better with at least 14 graded credits is designated as an “honor student.” The citation appears on her academic transcript for that term of achievement, and she is recognized at Honors Convocation.

**Honor Societies**

**Alpha Kappa Delta:** international honor society in sociology. The society serves to promote an interest in the study of sociology, research of social problems, and such other social and intellectual activities as will lead to improvement in the human condition.

**Alpha Psi Omega:** national theatre honor society for the purpose of providing acknowledgement to those demonstrating a high standard of accomplishment in theatre.

**Eta Sigma Phi:** national honor society for classics to stimulate interest in classical study and in the history, art, and literature of ancient Greece and Rome.

**Lambda Pi Eta:** communication honor society which recognizes, fosters, and rewards outstanding scholastic achievement. The goals of the society are to stimulate interest in the field of communication and provide an opportunity to discuss and exchange ideas.

**Omicron Delta Epsilon:** international honor society in economics. Members elected generally are economics majors or minors who demonstrate sustained excellence in their discipline.
**Omicron Delta Kappa**: national leadership honor society which honors achievements in scholarship, journalism, speech and the mass media, and the creative and performing arts.

**Phi Alpha Theta**: international honor society in history whose members are elected on the basis of excellence in the study and writing of history.

**Phi Beta Kappa**: the Hollins chapter of Phi Beta Kappa, Iota of Virginia, was established in 1962. Phi Beta Kappa, the oldest honor society in the United States, recognizes outstanding scholarship and broad cultural interests in liberal studies. To be nominated, students must be of good character and have academic records which demonstrate breadth of liberal studies including a knowledge of natural sciences, mathematics, and a foreign language. Bylaws of the chapter require that candidates be juniors or seniors, complete at least three full regular terms of work at Hollins, and be fully registered for a fourth term.

**Phi Sigma Tau**: international honor society in philosophy, created for the purpose of recognizing and honoring academic excellence in the study and teaching of philosophy.

**Pi Delta Phi**: national French honor society which recognizes excellence in the study of French language and literature. Hollins students are elected into membership through the Mu Lambda Chapter at Hollins University.

**Pinnacle**: national honor society for non-traditional students, which seeks to support leadership and scholarship in this population.

**Pi Sigma Alpha**: national honor society in political science.

**Psi Chi**: honorary society in psychology which provides academic prestige to its initiates and a congenial climate for creative development in psychology. The society is open to students of superior academic standing who have demonstrated high academic achievement and interest in psychology.

**Sigma Delta Pi**: international Hispanic honorary society which recognizes excellence in Spanish. Hollins students are inducted into membership through the Upsilon Eta chapter at Hollins University.

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

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

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

**Alumnae Association Award for Scholastic Achievement in Athletics** is given to the athletic team with the highest cumulative grade point average for a season.

**American Chemical Society, Division of Analytical Chemistry, Undergraduate Award in Analytical Chemistry** is given to encourage and to recognize students who display an aptitude for a career in analytical chemistry.

**American Chemical Society Undergraduate Award for Achievement in Organic Chemistry** is given to the chemistry major with the best record in the two-term introductory organic chemistry course.

**American Institute of Chemists Award** is given to an outstanding senior chemistry major.

**ARETE Award in Classical Studies**, sponsored by the Classical Association of the Middle, West, and South (CAMWS), is given to a junior or senior who has completed outstanding work in the field of classics in the past year.

**Nancy Ellen Couper Ault Award** is given for a superior paper on the subject of ethics, morals, or values written not specifically for this award but for class work.

**Jane Lyell Stephens Ayres Scholarship** is awarded to a rising junior or senior who has shown special ability as a writer and serious interest in publications or journalism.

**Mae Shelton Boger Award** is given to an outstanding student of French.

**Evelyn Bradshaw Award for Excellence** is given in honor of former Horizon Program Director Evelyn Bradshaw ’88. The award recognizes an outstanding Horizon student who inspires others through her perseverance, positive attitude, pursuit of knowledge, and love of Hollins University.

**Alice Bull Biology Award** is given for work in biology.

**Annie Terrill Bushnell Prize** is awarded to the senior who has evidenced the finest spirit of leadership.

**Buxton, Shaw, Cornelson, Halsey Leadership Award** recognizes current students who have demonstrated outstanding leadership in academic and cocurricular life at Hollins. A good academic standing is required.

**Elizabeth Kennedy Chance Award** is given for excellence in economics.

**Gertrude Claytor Poetry Prize of the Academy of American Poets** is awarded for the best poem or group of poems.

**Faculty Award for Academic Excellence** is given to seniors with the highest and second highest academic average based on work completed during
AWARDS continued

four years at Hollins (112 graded credits) or, for transfer students, on work completed in a minimum of three years at Hollins (84 graded credits).

**Herta T. Freitag Award in Mathematics** to a senior in mathematics who plans to teach mathematics or pursue a career field related to mathematics.

**French Language Diploma** is awarded by University of Paris–Sorbonne.

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

**Jane Cocke Funkhouser Award** is given to a junior or senior who, in addition to being a good student, is preeminent in character.

**Goethe Award of the Embassy of the Federal Republic of Germany** for special accomplishments in the study of German language and literature.

**Stephanie Mahan Hispanophile Award** is given to a senior Spanish major or minor whose enthusiasm and outstanding interest in things Hispanic most closely mirror the example set by the namesake of the award.

**Hollins Fiction Prize** is given for outstanding work in the writing of fiction.

**Nancy Penn Holsenbeck Award** to a rising sophomore, junior, or senior who has demonstrated a love of and command of the English language.

**Mary D. Houska Scholarship** was established by Hollins alumnae, family, and friends to honor Mary D. Houska, professor of economics, on her retirement in 1995. Awarded to outstanding upperclass students majoring in economics who have demonstrated superior academic performance.

**James Lewis Howe Award** is given to the outstanding chemistry major.

**International Studies Award for Academic Excellence** given to a student for outstanding work in international studies during the academic year.

**Nicole Kohn Film Award**, given in memory of Nicole Kohn ’02, to a filmmaking student of exceptional promise.

**Jane Kuhn Award** is given for sound scholarship and imaginative interpretation in the field of international relations.

**Elise Deyerle Lewis Award** is given to the junior with the greatest promise in mathematics.

**Lisa Lindsey Award** is given for outstanding achievement in theatre arts.

**Mary Vincent Long Award** is given to a student in the field of literature.

**David L. Longfellow History Prize** is awarded to the outstanding first-year student or sophomore in history.

**Marion Garrett Lunsford Music Award** is given for distinguished accomplishment in music.

**F. J. McGuigan Psychology Award** is given for excellence in education and research.
Mexican Embassy Prize is awarded for outstanding work in Spanish and dedication to learning about Hispanic culture.

Frances Niederer Scholar Awards are given to two outstanding senior art majors.

Patricia Dowd Overall Prize is awarded for mastery and promise in the art of teaching.

Philosophy and Religion Award is given for the outstanding paper dealing with ethics and values.

Pi Sigma Alpha Award is given to the senior with the highest grade point average in courses taken in political science.

Andrew James Purdy Prize for Short Fiction is awarded for an outstanding body of short fiction.

Melanie Hook Rice Award in Creative Writing is awarded for the best novel or novel in progress.

Judith Gregory Smith Award is given for excellence in the natural sciences.

Margaret Markley Smith Award for Excellence in Art is awarded for outstanding work by a senior in art.

Margaret Markley Smith Award for Excellence in English is awarded for outstanding work by a senior in English.

The Shocky Pilafian-Mildred Persinger Award in Gender and Women’s Studies for excellence in academic achievement and significant contributions to social activism both within the Hollins community and beyond.

Sociology Award is awarded in honor of academic achievement and excellence in the application of sociological knowledge.

Algernon Sydney Sullivan Award—given to a senior who has shown in daily living those qualities which evince a spirit of love and helpfulness to others.

Elizabeth Alexander Thomas Award recognizes one or more rising sophomore, junior, or senior art history majors whose academic work in art history shows exceptional depth and promise.

Nancy Thorp Poetry Prize for the best undergraduate poem in Cargoes.

Mary Williamson Award for the best study in the field of humanities.

Mary-Barbara Zeldin Award for excellence in philosophy.
Student Rights/Education Records

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education. It is the policy of Hollins University to follow those guidelines to protect the privacy of students. The following student rights are covered by the act and are afforded to all eligible students of the university:

1. The right to inspect and review the student’s education records.
2. The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to notify the university in writing if the student does not want any or all of the information designated as directory information to be released internally or externally.*
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Hollins University to comply with the requirements of FERPA.

The annual notification of these rights is found in the student handbook.

* All or individual directory items may be declared confidential provided written expression is received by the dean of students’ office no later than three days from the beginning of any term. Hollins designates the following as directory information:

A. Category I: Campus Directories and Publications: Student name, class year or program, nickname, local mailing address, local residence address, local telephone number, parent name, student’s permanent mailing address (usually the parent address), e-mail address, weight and height of athletes, photographs, date and place of birth, participation in officially recognized activities and sports, most recent previous school attended, field of study, dates of attendance, degree awarded and date, awards and honors, and full- or part-time status.

B. Category II: External Requests: The university reserves the right to provide directory information to callers external to the university who request information such as confirmation of a student’s attendance at Hollins, dates of attendance (if known), degree awarded and date (if known), and withdrawal date (if known).

Social security numbers may be used in reporting student enrollment and demographic data on mandated federal and state reports.
Course Description Codes

The following plan is used in numbering and listing courses:

100-199: Introductory. Most courses are open to all students.

200-299: Intermediate. Open to sophomores, juniors, and seniors. Open to first-year students with permission.

300-399: Advanced. Open to juniors, seniors, and master of arts students in liberal studies and teaching.

400-499: Advanced. Open to seniors and master of arts students in liberal studies, teaching, and master of fine arts.

500-599: Graduate courses.

600-699: Graduate essay/thesis/capstone.

150, 250, 350: Special topics courses.

290, 390: Lower-level and upper-level independent studies, which are defined as independent work directed by a member of the department and are designed to meet the interests of the student. Independent studies, which also include tutorials, are arranged by the student with the department in which the independent study is being done.

399: Internships, which are arranged with an internship supervisor who evaluates the work of the student and a faculty sponsor who submits the final grade.
COURSE DESCRIPTION CODES continued

470: Undergraduate senior capstone seminars or activities.

480: Undergraduate senior thesis/project/recital.

490: Undergraduate senior honors thesis/project.

Divergence from this plan is possible with consent of the instructor, chair of the department involved, and the provost.

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

General Education codes: Courses that meet the skills and perspectives are coded as follows.

Perspective Codes
AES = Aesthetic Analysis
ANC = Ancient and/or Medieval Worlds
CRE = Creative Expression
DIV = Social and Cultural Diversity
GLO = Global Systems
LAN = Language Requirement
MOD = Modern and/or Contemporary Worlds
SCI = Scientific Inquiry

Skill Codes
f = First Year Writing Course
w = Additional Writing
x = Expository Writing
i = Information Technology
o = Oral Communication
q = Basic Quantitative Reasoning
Q = Applied Quantitative Reasoning
r = Applied Research

Sample course listing:

DEPARTMENT/NUMBER: TITLE (CREDITS) Instructor
Course description. Prerequisite, corequisite, or permission. Term offered.
(Gen Ed codes.)
Undergraduate Courses

Art

MAJORS, MINORS

PROFESSORS: Nancy Dahlstrom, Kathleen D. Nolan, Robert M. Sulkin (chair)
ASSOCIATE PROFESSOR: Christina Salowey (classical studies)
ASSISTANT PROFESSORS: Jennifer Anderson, Christine Carr (part time),
Johanna Ruth Epstein
VISITING ASSISTANT PROFESSOR: Alison Hall (part time)
FRANCES NIEDERER ARTIST-IN-RESIDENCE: Helen Frederick (Spring Term)
HOLLINS FELLOWS: Jack Beal, Sondra Freckelton
PART-TIME LECTURERS: Ed Dolinger, Richard Hensley, Donna Polseno,
Jennifer Shamy (art education)

The art department offers majors and minors in art history and studio art.

Art History

The art history major offers students a knowledge of works of art in the context of the social, political, and intellectual cultures of which they are a part. Students learn to think, read, and write critically about art and to be astute interpreters of visual imagery. Art history majors progress through chronologically oriented survey courses into upper-level seminars and research projects. The program stresses individual student research and active leadership roles for students in small seminars. The art history major culminates in the senior seminar, an overview of the critical issues of the discipline, as well as the writing of a senior paper and the public presentation of each senior’s research.

The curriculum is enriched through lectures and seminars by distinguished visiting art historians as well as by the Eleanor D. Wilson Museum program. All majors are encouraged to travel. Art history majors are encouraged to pursue internships in fields such as museum work, art galleries and auction houses, arts administration, architecture, historic preservation, and interior design, fields in which many majors find employment after graduation. Hollins art history majors have a 100 percent success rate at gaining acceptance into graduate programs in these fields.

REQUIREMENTS FOR A MAJOR IN ART HISTORY:

12 courses (44 credits)
- One studio art course (4)
- Three courses from:
  ART 261: Ancient Art (4)
  ART 262: Medieval Art (4)
  ART 263: Renaissance and Baroque Art (4) or
  ART 264: Modern Art (4)
- A minimum of three 300-level art history courses
- ART 420: Critical Methods of Art History (4)
- ART 471: Senior Art History Paper (2)
- ART 472: Senior Art History Symposium (2)
ART HISTORY continued

- Two additional courses must be chosen from 200- or 300-level art history courses, which may include ART 290/390 with prior approval from the department chair (8)
- Up to two courses from a Hollins Abroad program may be applied to the major/minor, with approval from the department chair
- A reading knowledge of French and German is strongly advised, as is the study of allied courses in history and literature

REQUIREMENTS FOR A MINOR IN ART HISTORY:
5 courses (20 credits)
- Three courses at the 200 level in art history
- Two courses at the 300 level in art history

COURSES IN ART HISTORY:

ART 197F: FIRST-YEAR SEMINAR - WHAT IF MICHELANGELO HAD BEEN A WOMAN? GENDER AND ART IN EARLY MODERN EUROPE (4) Nolan
Art history makes connections between art and society over time, and one of the things we think about is gender. Women have long been the subject matter of paintings and sculpture; we see women as naked or clothed, as Venuses or the Virgin Mary. But before the twentieth-century, women faced huge obstacles from their societies if they tried to be professional artists. Against all odds, some of them had successful artistic careers, and others shaped visual culture through patronage. In this seminar we will look at the connections between women, art, and society from the middle ages through the nineteenth century. Students will research individual women artists and present "dramatic biographies" of their life and work, as well as research and write a paper about the artist of their choice. We will also have hands-on experience with works of art in the Eleanor D. Wilson Museum at Hollins that were made by women or that feature women as their themes. Placement to be determined during the summer. Offered Term 1. (f, x, r, AES)

ART 245: MYTH AND ANCIENT ART (4) Salowey
Also listed and described as CLAS 245. Open to first-year students. Not offered in 2010–11. (f, w, x, AES, ANC)

ART 258: THE VISUAL ARTS IN CHINA (4) Epstein
This course surveys the visual arts in China from the Neolithic period (Han Dynasty) to the present. We will examine a range of media from tomb sculpture to calligraphy. Developments in painting and patronage, as well as the evolving social, intellectual, and political context, will receive special attention. No prerequisite. Offered Term 2. (w, r, AES)

ART 259: ISLAMIC ART - MOSQUE, GARDEN, AND MINIATURE (4) Nolan
A survey of the visual cultures of the Islamic world, from the beginnings of Islam in the seventh century CE through the early modern period. The course focuses on architecture, paintings, ceramics, metalwork, textiles, and gardens, and the social forces that shaped their character. Attention will be given to the interaction between Islamic and non-Islamic cultures. The lecture format of the course will be varied with class discussions and student presentations. No prerequisite. Open to first-year students. Not offered in 2010–11. (AES, ANC)

ART 261: ANCIENT ART (4) Salowey
This survey course examines the major styles and monuments of the civilizations of Egypt, the Near East, the Aegean, Greece, and Rome. The class explores
the methodologies used to study a variety of media: architecture, sculpture, pottery, paintings, and jewelry. The readings in the course present the historical context for each period of ancient art studied. Also listed as CLAS 261. Prerequisite q. Offered Term 1. (Q, AES, ANC)

ART 262: MEDIEVAL ART (4) Nolan
An introduction to Western art in its historical context, from the era of Constantine through the Gothic period. Students gain a familiarity with the visual characteristics of medieval art, as well as an understanding of how works of art, especially public ones, reflect the values of the society that produced them. Open to first-year students. No prerequisite. Not offered in 2010–11. (AES, ANC)

ART 263: RENAISSANCE AND BAROQUE ART (4) Nolan
An introductory survey of the art of Western Europe from the 14th through the 17th centuries in its social and cultural context. Special attention is given to the Renaissance in Northern and Southern Europe. Open to first-year students. No prerequisite. Offered Term 2. (AES, MOD)

ART 264: MODERN ART (4) Epstein
An overview of the major styles and monuments in Europe and North America from the 18th through the 20th century. Open to first-year students. No prerequisite. Offered Term 1. (f, w, AES, MOD)

ART 266: HISTORY OF PHOTOGRAPHY (4) Epstein
A survey of 19th- and 20th-century photography from its beginning to the present. Bodies of work by significant photographers are examined to determine how photographic artists combine aesthetic choices with subject matter to produce meaning in their work. The course covers the major movements of art photography and is offered in a slide/lecture format. Open to first-year students. Not offered in 2010–11. (AES, MOD)

ART 290: INDEPENDENT STUDY (2 or 4) Department
Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

ART 314: WOMEN AND ART (4) Nolan
A seminar that examines the role that women have played in art, as subjects, patrons, artists, and critics from the Middle Ages through the 19th century. Special attention is given to professional artists like Artemisia Gentileschi and Mary Cassatt, as well as to the impact of feminism on the discipline of art history. Also listed as GWS 314. Prerequisite: one 200-level art history course or permission. Not offered in 2010–11. (w, x, AES)

ART 317: DRESS, GENDER, AND SOCIAL IDENTITY (4) Nolan
This student-led seminar explores the role of dress in creating gender and social identities. The course is global in scope and broad in chronological span, ranging from the ancient Mediterranean world and medieval western Europe to African tribal cultures and modern Islamic societies. Topics include the veil in Muslim society, symbolic properties of costume, the construction of masculinity, wedding attire, and contemporary fashion photography. Also listed as GWS 317. Prerequisite: one 200-level art history class. Offered Term 2. (r, AES, GLO)

ART 323: ART AND IDEAS: MODERN TO CONTEMPORARY 1910-2010 (4) Epstein
Throughout the 20th and 21st centuries, art has evolved in conjunction with
ART HISTORY continued
written theory and criticism. This course is designed to provide basic
background on the interplay between art and ideas from 1910-2010 and
encourage students to begin thinking about art in the context of recent theory.
Readings on the primary developments in methodology and theory will form the
basis for discussions of major movements in Western art during this period.
Students will prepare brief oral presentations on the required readings and
write one-page responses to the topics of the week. For the final project, each
student will select a work of art from the collection of the Taubman or the
Wilson Museum and analyze or critique it from a selected methodological
standpoint. Prerequisite: one 200-level art history course or permission. Open
to first-year students. Offered Term 1.

ART 324: FEMINISM AND CONTEMPORARY ART (4) Department
This seminar explores the impact of the feminist movement and feminist
theory on the production, reception, and exhibition of works of art made
between 1965 and the present. Topics to be investigated include the path-
breaking Feminist Art Movement of the 1970s; the confluence of race, class,
gender, and sexual identity in feminist art; and methods used by feminist
artists to address issues important to women’s lives. Also listed as GWS 324.
Prerequisite: ART 264 or ART 314 or GWS 141 or permission. Not offered in
2010–11. (DIV, MOD)

ART 328: PARIS IN THE NINETEENTH CENTURY - STUDIOS AND STYLES (4)
Epstein
A virtual tour of 19th-century Paris, this seminar explores the French capital
through the lens of its art and visual culture. Starting with the Revolution of
1789 and ending with the Universal Exposition of 1900, we will consider the
firestorm of art movement that originated in the city, including Classicism,
Romanticism, Realism, Impressionism, Post-Impressionism, and Symbolism.
Spaces of cultural production such as art studios, academies and salons,
private collectors’ homes, civic buildings, as well as the city’s cafés and
cabarets, will receive special attention. Selected readings by biographers,
 novelists, and poets will serve to enhance and enliven discussions of the
interplay among art, culture, and visuality in Paris over the course of the
century. Prerequisite: one art history course or permission. Not offered in
2010–11. (AES, MOD)

ART 332: ROMANESQUE ART (4) Nolan
A seminar that explores the dramatic expansion of church architecture, sculpture,
and book art in the late 11th and early 12th centuries. Topics include pilgrimage,
crusades, the renewal of monastic life and the cloister, and the role of women’s
spirituality. Prerequisite: one 200-level art history course or permission. Not
offered in 2010–11.

ART 333: GOTHIC ART - AMBITION AND FAITH (4) Nolan
What drove people in 12th- and 13th-century Europe to build churches that
soared above their towns and pushed technology to its limits? This seminar
looks at the relationship of Gothic architecture to urban society, at the stories
told in sculpture, stained glass, and manuscripts, and at the role of women
as patrons, audience, and subjects in Gothic art. Prerequisite: one 200-level
art history course. Not offered in 2010–11. (o, r, AES, ANC)

ART 341: NORTHERN RENAISSANCE ART (4) Nolan
A seminar that explores the luminous paintings of northern European artists
from the Limbourg Brothers through Albrecht Dürer. In addition to thinking
about symbolism and devotional function, we also consider the impact of gender, patronage, market, and workshop practice. Prerequisite: one 200-level art history course or permission. Not offered in 2010–11.

**ART 345: PORTRAITURE - FACES AND PLACES (4)** Nolan

What do people’s faces tell us about them and the times they lived in? This seminar on portraiture and social identity begins with ancient Egypt and Rome, but emphasizes the wealth of Renaissance and Baroque portraiture. Topics include marriage and family portraits, ruler imagery, gender of artist and subject, self-portraits, children’s portraits, and the psychology of the portrait. Prerequisite: one 200-level art history course or permission. Offered Term 1. (w, x, r, AES, MOD)

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

This lecture/seminar course examines works of art that commemorated important transitions in the lives of wealthy people in the ritualistic society of 15th-century Italy. Topics include representations of marriage, childbirth, and death in painting, sculpture, and decorative art, as well as specialized objects such as marriage chests and birth trays. Also listed as GWS 354. Prerequisite: one 200-level art history course or permission. Not offered in 2010–11. (r, AES)

**ART 355: ADVANCED TOPICS IN ANCIENT ART - ANCIENT GREEK RELIGION THROUGH ART (4)** Salowey

Also listed and described as CLAS 355. Prerequisite: ART/CLAS 261 or permission. Offered Term 2. (o, r, AES, ANC)

**ART 365: AMERICAN ART (4)** Epstein

An in-depth study of American painting and sculpture from the pre-Colonial period to the mid-20th century, with emphasis placed on feminist and socio-historical analysis of works of art and the work of Native American, African-American, and women artists. Prerequisite: one 200-level art history course or permission. Not offered in 2010–11.

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

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 and introduces students to the history and theory of museums, material culture and curation. Course work is focused on the three main areas of professional museum activity: management, collections, and exhibition development. In each of these areas the co-instructors seek to impart current information, encourage independent thinking, and enhance leadership skills. Students will learn to look at a variety of artistic forms and gain valuable hands-on experience for future internship opportunities. Practicum study within the Eleanor D. Wilson Museum, site visits to other museums, experimental spaces and galleries, and visits by guest speakers including artists, collectors, writers, and curators afford valuable insights into today’s art world. Prerequisite: one art history course or permission. Offered Term 2. (o, AES)

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

Independent study conducted at the advanced level. Application for independent study must be made with a member of the art history faculty prior to registration. Offered any term.
ART HISTORY continued

ART 399: INTERNSHIP (4)  Department
May be proposed in any term. Application must be made with faculty member prior to registration.

ART 420: CRITICAL METHODS OF ART HISTORY (4)  Nolan
A student-led seminar for senior majors that examines the methodology of and critical approaches to the history of art. Prerequisite: at least six art history courses. Offered Term 1.

ART 471: SENIOR ART HISTORY PAPER (2)  Epstein
Students write an original research paper that demonstrates understanding of art historical research and critical methods. Weekly class meeting used to discuss topic development, research progress, and critique student work. Required for all art history majors. Prerequisite: art history major. Offered Term 1.

ART 472: SENIOR ART HISTORY SYMPOSIUM (2)  Epstein
The senior symposium is the culminating experience for all art history majors. Students will transform senior papers into a professional oral presentation through draft revision, class critiques, preparation of audiovisual aids, and rehearsal. This paper is then formally presented at the senior symposium. Required for all art history majors. Prerequisites: art history major and ART 471. Offered Term 2.

Studio Art

The studio art major provides students a foundation from which they can build careers as practicing artists or enter art-related fields. The major provides a curriculum that emphasizes the mastery of basic skills in a variety of media as well as conceptual development critical to continued maturation. The studio art major follows a sequence that begins with introductory courses and culminates in the completion of a yearlong senior project, pieces of which are shown in the senior exhibition each spring. Studio courses are complemented by the study of art history and a strong co-curricular program that includes an active exhibition season and internship opportunities.

Exhibiting artists are frequently brought to campus to discuss their work, conduct workshops, and visit classes. In addition, the Frances Niederer Artist-in-Residence endowment brings to campus each year a nationally recognized artist who produces work while in residence and teaches a special term-long seminar.

REQUIREMENTS FOR A MAJOR IN STUDIO ART:

13 courses (50 credits)
- Art 100: Drawing I (4)
- Any seven studio art courses at the 200 level or higher, a minimum of two of which must come from one of the following media areas: Drawing, Printmaking, Ceramics, Sculpture, Painting, or Photography; and three of which must come from different media areas.
- ART 351: Artist-in-Residence Seminar (2)
- Two courses in art history (one must be ART 264) (8)
- ART 470: Ideas and Practice (4) (prerequisite for ART 480) or ART 473: Ideas and Practice in Photography (4)
- ART 480: Senior Project (4)
- All 200-level and above studio courses may be repeated for credit, with the exception of ART 203.
• It is strongly recommended that students take a studio art course each semester and have completed ART 264: Modern Art by the end of their second year of study. Students who desire advanced degrees in studio are advised to work to the 60 credit cap in the studio art major. Students studying abroad in their sophomore or junior year should be aware of the lack of studio courses offered and plan accordingly.
• Note: a minimum of 24 studio art credits must be earned while attending Hollins.

REQUIREMENTS FOR A MINOR IN STUDIO ART:
24 credits, at least 20 of which must be completed on campus
• ART 100: Drawing I (4)
• ART 264: Modern Art (4) or ART 266: History of Photography (4)
• Any four additional studio art courses from a minimum of two media areas.
• Note: no independent studies, and all off campus courses, including Hollins Abroad courses, must be approved by the department.

SUGGESTED COURSE OF STUDY FOR STUDENTS INTERESTED IN STILL PHOTOGRAPHY:
The photography focus provides students a solid concentration in the various aspects of fine art photography. This course of study enables students to find and develop their vision as a photographic artist by providing a curriculum that offers a wide range of technical choices while at the same time emphasizing conceptual development. Students engage in a yearlong senior project resulting in a senior exhibition. Internship opportunities in commercial photography and photography galleries/museums, as well as visits from photographers and photography exhibitions can complement the program.

30 credits:
• ART 100: Drawing I (4)
• ART 203: Introduction to Photography (4)
• ART 264: Modern Art (4)
• ART 266: History of Photography (4)
• ART 306: Digital Photography (4)
• ART 351: Artist-in-Residence (2)
• ART 473: Ideas and Practice in Photography (4)
• ART 480: Senior Seminar (4)

8 or more credits from:
• ART 308: The Manipulated Image (4)
• ART 309: Plastic Lens and Pinhole Photography (4)
• ART 312: Alternative Photographic Processes (4)
• ART 350: Special Topics (when offered) (4)

Recommended additional 12 credits from any Studio Art or Art History courses

COURSES IN STUDIO ART:
Some courses in studio art have laboratory fees in addition to costs per term for personal art supplies (see page 37).

ART 100: DRAWING I (4) Anderson, Dahlstrom, Hall
Drawing as a basic thinking process in the visual arts with studio exercises in varied representational modes and media. Theory and practice of graphic representation. Illustrated lectures. Evaluation by portfolio. Lab fee required. Open to first-year students. No prerequisite. Offered both terms. (CRE)
ART 197F: FIRST-YEAR SEMINAR - PHOTOGRAPHY SPEAKS (4)  Sulkin
In this seminar, you will make and look at photographs that examine cultural and personal identity. Using a Holga plastic lens film camera, as well as the digital lab, you will complete projects based on dreams and memories, family history, and your own personal history as well. Along the way, you will learn how to use a traditional darkroom and relevant features of Adobe Photoshop. Through visual presentations and articles, you will study a range of work (photographs) that deal with social concerns such as the important role of photography in establishing African American identity in the early 20th century and that also considers personal identity and gender in contemporary photography. No previous experience necessary. Lab fee required. Placement to be determined during the summer. Offered Term 1. (r, CRE)

ART 200: FIGURE DRAWING/DRAWING II (4)  Anderson
Drawing as a basic thinking process in the visual arts with studio exercises using the figure. Illustrated lectures, various media. Evaluation by portfolio. Lab fee required. Prerequisite: ART 100 or permission. Offered Term 1. (CRE)

ART 203: INTRODUCTION TO PHOTOGRAPHY (4)  Carr, Sulkin
Basic skills of camera and darkroom. Strong emphasis on use of photography as a “seeing” process. Final portfolio of personalized work. Student must furnish her own 35mm camera. Lab fee required. No prerequisite. Offered both terms. (CRE)

ART 213: SCULPTURE (4)  Dolinger
This class introduces students to a range of sculptural forms, materials, concepts, and techniques (modeling, carving, and assembling) in the context of traditional and contemporary practice. Lab fee required. Open to first year students. Offered both terms.

ART 216: BEGINNING WHEEL-THROWN CERAMICS (4)  Hensley, Polseno
This beginning level ceramics class explores the techniques of making pots on the wheel. Students learn the sequences necessary to raise a simple lump of clay into a pot and begin to understand the processes of glazing and firing those pots. We discuss aesthetic, historical, and technical issues relating to wheel-thrown pottery and master the vocabulary of pottery terms and concepts. Students need to allow significant work time outside of class. Lab fee required. No prerequisite and may be repeated for credit. Offered both terms. (CRE)

ART 217: HAND BUILDING IN CERAMICS (4)  Hensley, Polseno
This course explores various methods of hand building with clay. We use coil building, slab building, and plaster mold making to create pottery 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 significant work time outside of class. No prerequisite and may be repeated for credit. Lab fee required. Offered both terms. (CRE)

ART 224: MONOTYPE (4)  Dahlstrom
Monotype is a printmaking process in which ink is applied to a plate and then printed to paper. This course explores the many possibilities available, including multicolor printing. Experimentation and working in series with a common theme will be encouraged. Evaluation by portfolio. Lab fee required. Prerequisite: ART 100 or permission. Offered Term 1. (CRE)
ART 225: ETCHING (4)  
Dahlstrom  
An introduction to etching. Emphasis is on basic skill and methods to achieve line, tone, and texture as a means of expressing form. Emphasis on solving pictorial problems. Evaluation by portfolio. Lab fee required. Prerequisite: ART 100 or permission. Offered Term 2. (CRE)

ART 230: PAINTING (4)  
Hall  
Methods, materials, techniques of pictorial organization, from observation, using oil paint. Emphasis is on construction of form by color. Class sessions are directed, and weekly outside paintings are required. Evaluation by portfolio. Lab fee required. Prerequisite: ART 100 or permission. Offered both terms. (CRE)

ART 290: INDEPENDENT STUDY (2 or 4)  
Department  
Independent portfolio projects in various media below the advanced level. Application with faculty member required for registration. Prerequisite: prior course experience in media required or permission. Offered any term.

ART 306: DIGITAL PHOTOGRAPHY (4)  
Carr  
This course provides broad introduction to digital photography working from both digital files and scanned film and images. Included are file management, basic Photoshop controls, and digital output. Strong emphasis on the use of digital photography for expressive goals resulting in a personalized portfolio. Lab fee: approximately $150. Prerequisite: ART 203. Offered both terms.

ART 308: THE MANIPULATED IMAGE (4)  
Sulkin  
This course explores nontraditional approaches to creating photographs, including solarization, hand coloring, distressed negative, and digital manipulation. Strong emphasis on expressive goals resulting in personalized portfolio. Lab fee: approximately $150. Prerequisite: ART 203, ART 306, or permission. Not offered in 2010–11.

ART 309: PLASTIC LENS AND PINHOLE PHOTOGRAPHY (4)  
Sulkin  
This course explores use of plastic lens and lens-less photography emphasizing light, multiple exposure, handmade cameras, and range of materials. Strong emphasis on expressive goals resulting in personalized portfolio. Lab fee: approximately $150. Prerequisite: ART 203. Not offered in 2010–11.

ART 312: ALTERNATIVE PHOTOGRAPHIC PROCESSES (4)  
Sulkin  
This course provides instruction in a variety of processes that involve hand-applied emulsions, including Cyanotypes, Van Dyke prints, Gum Bichromate prints, and collotypes. Emphasis on use of these processes for expressive goals. Final portfolio required. Lab fee: approximately $150. Prerequisite: ART 203; ART 306 or permission. Not offered in 2010–11.

ART 330: ADVANCED PAINTING (4)  
Hall  
This course will focus on developing a personal language of form in the terms of painting. The focus will be on work in oil paint, on a large scale, with appropriate studies and related works in other media. Students will work on increasing their effectiveness at translating observations into expressive forms. Evaluation is by portfolio. Lab fee required. Prerequisite: ART 230. Offered Term 2.

ART 350: SPECIAL TOPIC - GRIDS, TEXTURES, AND PANORAMAS (4)  
Sulkin  
Instruction and use of particular Adobe Photoshop components to explore ways that the traditional appearance of photographs is being challenged by new
**STUDIO ART** continued

Technology. Emphasis on applying multiple images to personal work and large scale printing. Lab fee. Prerequisite: ART 203 and ART 306. Offered Term 2.

**ART 351: SPECIAL TOPIC - ARTIST-IN-RESIDENCE (2)** Frederick

A two-credit course taught by the Frances Niederer Artist-in-Residence each year. This seminar in artistic expression changes according to the interests of the particular artist-in-residence. Lectures and/or studio work. Lab fee may be required. Prerequisite: one studio art course or art history course or permission of department. Offered Term 2.

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

Advanced independent portfolio projects in various media with departmental faculty. Lab fee required. Prerequisite: prior course experience in media required or permission. Application must be made with faculty prior to registration. Offered any term.

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

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

**ART 470: IDEAS AND PRACTICE (4)** Dahlstrom

This course allows students to pursue a long-term project while concurrently learning historical and current trends in art movements, styles, and theory. Preparatory course for senior project—required of seniors, open to juniors. Lab fee required. Offered Term 1.

**ART 473: IDEAS AND PRACTICE IN PHOTOGRAPHY (4)** Sulkin

This course allows students to pursue a term-long project while concurrently learning historical and current trends in photographic movements, styles, and theory. Preparatory course for senior project. Open to senior studio art majors only, and juniors with permission. Lab fee: approximately $150. Prerequisites: ART 203, ART 306, and one additional photography course. Offered Term 1.

**ART 480: SENIOR PROJECT (4)** Anderson

Each senior will develop a coherent body of work for her senior thesis exhibit in May. Required of seniors. Critiques by artist-in-residence and visiting artists. Evaluation by portfolio and exhibit. Lab fee required. Prerequisite: ART 470 or ART 273. Offered Term 2.
The certificate in arts management from Hollins University gives students the opportunity to connect their major in one of the arts with career interests in various fields of arts management. In addition to course work in communications and business at Hollins, 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 in which you plan to major.

REQUIREMENTS FOR A CERTIFICATE IN ARTS MANAGEMENT:

22 credits plus internships
- A major within the visual or performing arts: art history, studio art, dance, film, music, or theatre
- Course work in visual or performing arts from two areas outside of the major (8)
- BUS 100: Introduction to Business (4)
- BUS 320: Managing Nonprofit Organizations (4)
- One course from the following or a course approved by your major advisor (4):
  ART/DANC/FILM/MUS/THEA 175: Introduction to the Study of Arts Administration (4)
  ART/DANC/FILM/MUS/THEA 276: Philanthropy and the Arts (4)
  BUS 228: Marketing (4)
  COMM 231: Writing for the Print Media I (4)
  COMM 322: Public Relations Principles (4)
  COMM 343: Organizational Communication (4)
  CMPS 200: Microcomputers in the Business World (4)
- Final project in the junior or senior year, registered as an independent study in the major department (2)
- Two internships in the area of arts management, one of which must be a full-term or summer internship

COURSES IN ARTS MANAGEMENT:

ART 175: INTRODUCTION TO THE STUDY OF ARTS ADMINISTRATION (4) Krause
What is happening behind the scenes at an art museum, an opera production, or a dance performance? This course explores the commonalities and peculiarities of the administration of various arts organizations through site visits, guest experts, and written projects such as grant proposals and strategic plans. Also listed as DANC 175, FILM 175, MUS 175 and THEA 175. No prerequisite. Not offered in 2010-11. (r)

ART 276: PHILANTHROPY AND THE ARTS (4) Krause
This course is helpful to students interested in arts management as well as anyone anticipating a career in the nonprofit sector. The two major components of the course are the understanding of philanthropy in the U.S. and the attainment of skills necessary to obtain philanthropic gifts. Assignments may include grant writing, site visits, and oral presentations. Also listed as DANC 276, FILM 276, MUS 276, and THEA 276. No prerequisite. Offered Term 2.
The certificate in leadership studies from Hollins University gives students the opportunity to gain both practical and academic experience in leadership studies that serves as a perfect complement to any major field of study. In addition to introductory and advanced leadership seminars representing disciplines across the curriculum, students will complete courses offered through the Batten Leadership Institute (BLI), where they develop working knowledge of leadership theories and skills, as well as gain experience conducting a leadership project. They will also attend lectures given by proven leaders in a variety of fields. Midway through the program, students are expected to take their academic knowledge of leadership and immerse themselves in one of the leadership experience options. The program concludes with the leadership capstone experience where students serve on the BLI advisory board or participate on a local board, provide mentoring to beginning leadership studies students and supervise leadership labs.

REQUIREMENTS FOR A CERTIFICATE IN LEADERSHIP STUDIES:
20 credits plus one experience [examples include but are not limited to: internships, Hollins Outdoor Program (HOP), study abroad, etc.]. It is strongly recommended that students choose an introductory and advanced seminar from two different departments.

- Introductory Leadership Seminar (4)
- BLI 101: Leadership Skills (4)
- BLI 201: Leadership Project (4)
- BLI 211: Leadership Experience Seminar (4)
- Leadership Perspectives (0)
- Advanced Leadership Seminar (4)
- BLI 471, BLI 472: Leadership Capstone (2, 2)

Leadership Seminars for 2010–11

Introductory Leadership Seminars:

Seminars open to all students
- ART/CLAS 261: Ancient Art (4)
- BUS/SOC 252: Organizational Behavior (4)
- COMM 125: Public Speaking (4)
• GWS 141: Introduction to Gender and Women’s Studies (4)
• HIST 212S: American Politics and Society Since 1950 (4)
• HIST 226S: Gender and Women’s History in Modern Europe (4)
• REL 155/255: Chaplaincy Studies I and II (2, 2)
• THEA 161: Acting Dynamics (4)

First-year Seminars:
• COMM/GWS 197F: Steppin’ Up and Speakin’ Out – The Rhetoric of Women Leaders (4)
• HIST 197F: History Rocks (4)
• HIST/GWS 197F: Women of Discovery (4)
• PHIL 197F: Art – I Know It When I See It (4)
• ENG/GWS 197F: Women, Health and Power (4)

Advanced Seminars:
• ANTH/GWS 312: Women and Social Movements Across the Globe (4)
• BUS 224: Ethical Leadership (4)
• BUS/ECON 266: International Finance (4)
• BUS 349: Corporate Finance (4)
• BUS 474: Senior Business Seminar in Strategic Management (4)
• COMM 270: Intercultural Communication (4)
• COMM 316: Contemporary Public Communication (4)
• COMM 343: Organizational Communication (4)
• ECON 386: Managerial Economics (4)
• HIST 318: American Colonial History (4)
• HIST/GWS 334: Gender and Imperialism (4)
• REL 355/455: Chaplaincy Studies III and IV (2, 2)
• THEA 363: Directing (4)

Courses in Leadership Studies:

BLI 101: LEADERSHIP SKILLS (4) Schnurman-Crook
This course has three components: skills seminar, leadership lab, and communication skills group. The skills seminar seeks to familiarize participants with contemporary leadership theories and styles, as well as refine presentation and conflict management and negotiation skills. The lab provides opportunities for students to practice their skills with senior students in a video-taped setting. Communication skills group provides a small group experience for support and challenge as participants work toward a specific individual goal. Open to first-year students. No prerequisites. Offered both terms. (o)

BLI 201: LEADERSHIP PROJECT (4) Hufnagel
This course provides an opportunity to use your leadership skills to design and implement a BLI group project—and to experience the life of a team. Through this collaborative project, students will delve into the way teams function, examining elements that create success and foster dysfunction. The class will form a team and process areas that require attention for enhanced team functioning, as members support one another to further their individual and collective leadership development. Students will work to strengthen accountability through pointed sessions of giving and receiving meaningful peer-to-peer feedback. Throughout the project, we will be working to expand your capacity for innovative thinking and in turn more productive and creative approaches to individual and group problem-solving. Open to first-year students. Prerequisites: BLI 101 and an introductory leadership seminar. Offered both terms.
BATTEN LEADERSHIP STUDIES continued

BLI 211: LEADERSHIP EXPERIENCE SEMINAR (4) Brothers
This discussion-based course offers a learning environment to help you either plan for or more fully integrate your intercultural, international and/or leadership experience (focus experience) into your leadership development. We will use your focus experience to reflect upon and analyze the art and practice of leadership, particularly as it fits into different cultural contexts. Interwoven throughout the course is a deep exploration of your core values and the ways in which those values manifest in your life, relationships, and world view. Through discussion and interaction, we will create a space to explore cultural constructs and their implications for leadership and the potential for systemic change. Your leadership development is a process, and the structure of this class reflects that principle. Please plan to meet with the professor to discuss your focus experience prior to enrolling. Prerequisites: BLI 101 and an introductory leadership seminar. Offered Term 1.

BLI 471, 472: LEADERSHIP CAPSTONE (2, 2) Hufnagel
Designed for students who have completed all other courses offered by BLI, this course serves as the capstone experience for leadership development. The central focus of the course is to strengthen considerably your ability to both give and receive constructive, meaningful feedback—a goal we will meet through leadership lab and the goals that will grow out of your personal assessment results. Further, you will be challenged to use your relationship with BLI faculty as a template for those relationships you hope to craft with future supervisors. This course requires strong interpersonal and intrapersonal skills, as well as the willingness to integrate these insights and skills for the practice of mentoring and the advancement of the program. To that end, students will receive specialized board governance training and serve in an advisory board capacity, making recommendations to the institute and preparing to participate in meaningful board work upon graduation. As the year unfolds, we will work to create a supportive, resilient group of participants mutually invested in making your final year at Hollins a meaningful one. Prerequisites: BLI 471: BLI 201 and 211. BLI 472: 471. BLI 471 offered Term 1; BLI 472 offered Term 2.

Biology MAJOR, MINOR

PROFESSOR: Renee Godard
ASSOCIATE PROFESSORS: Rebecca Beach, C. Morgan Wilson (chair)
ASSISTANT PROFESSOR: Ryan Huish
ADJUNCT LECTURER: Amy White
LABORATORY TECHNICIAN: Cheryl Taylor

The biology major seeks to develop in its students a sense of independent inquiry into the processes of life. Core courses in the major provide all students with a solid foundation in the biological sciences (from cells to ecosystems), while upper-level courses and seminars as well as research opportunities give students the chance for specific areas of interest in biology. As well as exploring biological concepts, classes in the biology department promote the development of oral and written communication skills as well as critical thinking. Graduating seniors will have the skills to critique the primary biological literature, utilize biological instrumentation, and design and carry out biological research in several disciplines. Hollins graduates go on to graduate school, medical school, veterinary school, or other advanced
training in allied health professions. Other graduates pursue a variety of careers in the biological sciences, becoming research assistants, environmental consultants, and teachers at both the elementary and secondary levels. Biology majors also occupy various technical positions in private firms and governmental agencies.

**REQUIREMENTS FOR A MAJOR IN BIOLOGY (B.A.):**
8 courses and associated laboratories, if applicable; two semesters of senior seminar and allied courses (54–70 credits)

**REQUIRED COURSES IN BIOLOGY:**
- Four core courses in biology and accompanying laboratories:
  - BIOL 207: Ecology (6)
  - BIOL 220: Human Physiology (6)
  - BIOL 236: Molecular and Cell Biology (6)
  - BIOL 241: Plant Biology (6)
- Four elective courses in biology at or above the 200 level (including labs, if applicable). A student may substitute one semester of BIOL 390: Independent Study, BIOL 391: Independent Research in Biology, or BIOL 480: Senior Thesis for one of the elective courses. (A student may petition the department to include one course at the 100 level among the four elective courses, if the course is taken before the student decides to major in biology.)
- BIOL 471, BIOL 472: Senior Seminar (2, 2) (Those seniors engaged in student teaching are exempt from BIOL 472.)

**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: Analysis of Behavioral Data (4)

**RECOMMENDED ADDITIONAL COURSE WORK:**
For students interested in medical school, veterinary school, or graduate programs in health sciences or biology:
- CHEM 221 and CHEM 222: Organic Chemistry (including laboratories) (4, 2) (4, 2)
- PHYS 151 and PHYS 152: Physical Principles or PHYS 201 and PHYS 202: Analytical Physics (including laboratories) (4, 2) (4, 2)
- STAT 140: Introduction to Statistics (4) or MATH 241: Calculus I (6)

**FOR STUDENTS INTERESTED IN TEACHING IN SECONDARY SCHOOLS:**
- CHEM 221 and CHEM 222: Organic Chemistry (including laboratories) (4, 2) (4, 2)
- PHYS 151 and PHYS 152: Physical Principles (including laboratories) (4, 2), (4, 2)

**REQUIREMENTS FOR A MAJOR IN BIOLOGY (B.S.):**
8 courses and associated laboratories, if applicable; two semesters of senior seminar and allied courses (74–86 credits)

**REQUIRED COURSES IN BIOLOGY:**
- Four core courses in biology and accompanying laboratories:
  - BIOL 207: Ecology (6)
  - BIOL 220: Human Physiology (6)
  - BIOL 236: Molecular and Cell Biology (6)
BIOLOGY continued

BIOL 241: Plant Biology (6)

- Three elective courses in biology (including labs, if applicable). At least two courses must be at the 300 level.
- One semester of independent research:
  - BIOL 391: Independent Research in Biology (4) or BIOL 480: Senior Thesis (4)
  - BIOL 471, BIOL 472: Senior Seminar (2, 2)

REQUIRED ALLIED COURSES:

- CHEM 101 and CHEM 102: General Chemistry (including laboratories) (4, 2) (4, 2) or CHEM 105: Principles of Chemistry (including laboratory) (4, 2)
- Two additional chemistry courses (with labs), at or above the 200 level (8–12)
- One course in mathematics, either MATH 152: Intuitive Calculus or MATH 241: Calculus I or STAT 140: Introduction to Statistics or STAT 251: Statistical Methods I or PSY 208: Analysis of Behavioral Data (4–6)
- PHYS 151/151L and PHYS 152/152L: Physical Principles I, II or PHYS 201/201L and PHYS 202/202L: Analytic Physics I, II (12)

REQUIREMENTS FOR A MINOR IN BIOLOGY:

6 courses and associated laboratories, if applicable (32–36 credits)

- Three core courses in biology and accompanying laboratories chosen from the following:
  - BIOL 207: Ecology (6)
  - BIOL 220: Human Physiology (6)
  - BIOL 236: Molecular and Cell Biology (6)
  - BIOL 241: Plant Biology (6)
- Three elective courses in biology at or above the 200 level (including laboratories, if applicable).

COURSES IN BIOLOGY:

BIOL 117: ENVIRONMENTAL SCIENCE (4) Godard

In this lecture/laboratory course students explore how organisms, communities, and ecosystems function under natural conditions, as well as how they function under human influence. We will cover a variety of current environmental concerns in both the classroom and laboratory, including the patterns of human population growth, the extinction crisis, global warming, acid rain, water pollution, solid waste management, sustainable agriculture, and renewable energy. Also listed as ES 117. Not intended for students majoring in biology. Open to first-year students. No prerequisite. Offered Term 2. (SCI)

BIOL 121: PLANTS AND PEOPLE - AN INTRODUCTION TO ETHNOBOTANY (4) Huish

This interdisciplinary course draws from the natural and social sciences to investigate plant-human interactions. We'll examine modern and historical uses of plants in a variety of cultures. Topics explored include plants as food, medicine, and in ritual and everyday life. The combined lecture/laboratory format allows students to experience the science of ethnobotany firsthand through experimentation and observation. Not intended for students majoring in biology. Also listed as INTL 121. Open to first-year students. No prerequisite. Offered both terms. (GLO, SCI)

BIOL 130: BIOLOGICAL SELF DEFENSE (4) White

This lecture/laboratory course explores how the human immune system protects us from disease and the microbial pathogens that try to breach our
defenses. The outcome of this constant interaction dictates the state of human health. Topics covered will include sexually transmitted diseases, biological agents, AIDS, malaria, and other diseases of public health interest. Laboratory experiments will investigate different facets of the immune system, the ubiquity of microorganisms and antibiotic sensitivity/resistance. Not intended for students majoring in biology. Open to first-year students. No prerequisite. Not offered in 2010–11. (SCI)

BIOL 132: HUMAN BIOLOGY - HOW DOES MY BODY WORK? (4) Wilson
This lecture/laboratory course explores the basic principles and functions of the human body (such as digesting a meal, taking a breath, or fighting an infection) and puts them in the context of total body function. The aims of this course are to provide students with hands-on experience gathering physiological data, as well as with a basic knowledge of human health, which will provide them with a foundation from which they can ask informed questions of a physician about their own health and/or the health of their family members. Not intended for students majoring in biology. Open to first-year students. No prerequisite. Offered Term 1. (SCI)

BIOL 140: HUMAN GENETICS (4) Beach
In this combined lecture/laboratory course we explore the science behind such issues as human cloning, genetic testing, gene therapy, forensic DNA evidence, and genetically modified foods. Students gain an understanding of how the Human Genome Project may impact their lives and get a hands-on introduction to the laboratory analyses used in these studies. Not intended for students majoring in biology. Open to first-year students. No prerequisite. Not offered 2010-11. (SCI)

BIOL 156: THE BIOLOGY OF WOMEN AND ITS SOCIAL IMPLICATIONS (4) Boatman
Also listed and described as GWS 156. Open to first-year students. No prerequisite. Not offered in 2010–11. (SCI)

BIOL 197F: FIRST-YEAR SEMINAR - YOU ARE WHAT YOU EAT: MAKING GOOD FOOD CHOICES FOR YOUR HEALTH AND THE ENVIRONMENT (4) Beach
Why do we make the food choices we make? Do we choose food mainly out of habit, or do we consider what is in it and how it was grown? How does the media and advertising influence our diet? In this course students learn to critically evaluate the foods they eat and the messages the food choices send to their bodies and the environment. We will examine where our foods come from, how food production and transportation impact the environment, why excessive use of pesticides has become problematic, and why trans fats and genetically modified foods (GMOs) may pose health risks. We will also investigate the energy footprints of processed foods and whole foods, and learn why some scholars advocate locally produced food and plant-based diets as the solution to the many environmental and health issues that surround food. Laboratory investigations will include testing for GMOs in foods, producing cultured and fermented foods, and analyzing our diets for nutritional content. Also listed as ES 197F. No prerequisite. Placement to be determined during the summer. Offered Term 1. (r, SCI)

BIOL 207: ECOLOGY (4) Godard
As one of the core courses for the biology major, students explore the structure and function of the natural world. We examine the relationships between organisms and their physical and biological environment, global patterns of climate and biological life, patterns in population dynamics, as well as structure and change in communities of organisms. Also listed as ES 207.
BIOLOGY continued
Open to first-year students. No prerequisite. Offered Term 1. (SCI: must take lab to fulfill SCI)

BIOL 207L: LABORATORY FOR ECOLOGY (2) Godard
Students explore local aquatic and terrestrial ecosystems as well as gain hands-on experience carrying out ecological research in this field laboratory course. Students will also have several opportunities to carry out their own independent research. Also listed as ES 207L. Corequisite: BIOL 207. Offered Term 1. (SCI)

BIOL 220: HUMAN PHYSIOLOGY (4) Wilson
As one of the four core courses for the biology major, students explore physiological mechanisms of the human body on the cellular, tissue, organ, organ system, and whole-organism levels, with emphasis on the way in which the human body responds to various external and internal stimuli to maintain homeostasis. Open to first-year students. Prerequisite: CHEM 101 or CHEM 105 or permission. Offered Term 2. (SCI: must take lab to fulfill SCI)

BIOL 220L: LABORATORY FOR HUMAN PHYSIOLOGY (2) Wilson
In this inquiry-based laboratory course, we explore many of the tools and techniques used in the study of physiological mechanisms. Students will employ hypothesis testing to explore these mechanisms and learn the essentials of scientific research and writing. Corequisite: BIOL 220. Offered Term 2. (SCI)

BIOL 236: MOLECULAR AND CELL BIOLOGY (4) Beach
The diversity and complexity of different cell types found in multicellular organisms is extensive, yet all eukaryotic cells have the same basic molecular components. One of the four core courses for the biology major, this course provides an overview of cell structure, biological macromolecules, cellular reproduction, and gene structure and function. Open to first-year students. Prerequisite: CHEM 101 or CHEM 105, BIOL 220, or permission. Offered Term 2. (SCI: must take lab to fulfill SCI)

BIOL 236L: LABORATORY FOR MOLECULAR AND CELL BIOLOGY (2) Beach
This project-oriented laboratory provides students with the opportunity to analyze and characterize DNA and other cellular molecules. The course is designed to give students experience with an array of molecular biological techniques. In addition, students are exposed to elements of research and experimental design in a directed framework. Corequisite: BIOL 236. Offered Term 2. (SCI)

BIOL 241: PLANT BIOLOGY (4) Huish
This course provides a comprehensive understanding of the nature of plants and the practice of plant science. We’ll cover the structure, function, and diversity of plants, including discussions of practical/applied plant biology (conservation, biotechnology, etc.). Students will be challenged to build an integrated understanding of plants, from an awareness of their biochemistry to their roles in an ecosystem, enabling future studies of plants and plant-mediated processes. Prerequisite/corequisite: CHEM 101 or CHEM 105. Offered Term 1.

BIOL 241L: LABORATORY FOR PLANT BIOLOGY (2) Huish
Laboratory sessions provide a hands-on introduction to plant biology in laboratory and field settings. Investigations of plant structure, diversity, ecology, and physiology will introduce students to experimental design, data collection,
and subsequent written and oral presentations of results. At least one weekend field trip will be required. Corequisite: BIOL 241. Offered Term 1. (o)

**BIOL 260: HUMAN ANATOMY (4)**  
**Godard, Wilson**  
In this course, students have the opportunity to investigate the structure of the human body through independent exploration of texts and computer-based models of human anatomy. Students will be evaluated for their understanding of each anatomical system through written tests, lab practicals, and oral exams. This self-directed course is only for students who need human anatomy as a prerequisite for professional schools. Prerequisite/corequisite: BIOL 220 and BIOL 220L. Permission of instructor is required. Offered Term 2.

**BIOL 290: INDEPENDENT STUDY (2 or 4)**  
**Department**  
Tutorials based on standard primary and secondary sources or may contain an experiential component. These studies, below the advanced level, must be planned and approved in consultation with a member of the department prior to registration. Maximum of 8 credits permissible. Offered any term.

**BIOL 310: EVOLUTION AND THE HUMAN CONDITION (4)**  
**Godard**  
In this seminar students explore basic evolutionary concepts, such as natural selection, sexual selection, and population genetics and relate them to issues in human health and disease, the extinction crisis, and other impacts associated with human activity in the world. Our investigations will include an exploration of a variety of issues from the costs and benefits of aging, to the host-pathogen arms race, to the long-term viability of conservation programs for endangered species. Prerequisite: one of the four biology core courses (BIOL 207, BIOL 220, BIOL 236, or BIOL 241) or permission. Not offered 2010-11. (o, r)

**BIOL 312: MICROBIOLOGY (4)**  
**White**  
The term *microorganism* brings to mind the thought of disease and infection, yet plants and animals cannot exist without the many microbes in our world. This course provides a survey of microorganisms, focusing largely on the bacterial organisms and viruses that have the greatest impact on our existence. Prerequisites: BIOL 220 and BIOL 236; CHEM 102 or CHEM 105. Not offered 2010-11.

**BIOL 312L: LABORATORY FOR MICROBIOLOGY (2)**  
**White**  
This lab concentrates on techniques for culturing, handling, and identifying microorganisms. Students also carry out independent laboratory projects during the final weeks of the semester. Corequisite: BIOL 312. Not offered 2010-11.

**BIOL 313: INVERTEBRATE ZOOLOGY (4)**  
**Wilson**  
Invertebrates, members of the animal kingdom lacking a backbone, comprise 95 percent of the animals on Earth today. In this course students explore the anatomy, physiology, behavior, ecology, and taxonomy of this incredibly diverse group of animals. Prerequisite: BIOL 220. Not offered 2010-11.

**BIOL 313L: LABORATORY FOR INVERTEBRATE ZOOLOGY (2)**  
**Wilson**  
This laboratory provides students the opportunity to explore the anatomy of invertebrate organisms, the environments in which they live, and the techniques used to classify them. Exercises are conducted in both the laboratory and the field. Corequisite: BIOL 313. Not offered 2010-11.
BIOLOGY

BIOL 314: GENETICS (4)  Beach
This course covers aspects of inheritance, including classical Mendelian and modern molecular genetics. Population genetics and variation will also be explored. Prerequisite: Two of the four biology core courses (BIOL 207, BIOL 220, BIOL 236, or BIOL 241 and CHEM 101 or CHEM 105). Not offered 2010-11.

BIOL 314L: LABORATORY FOR GENETICS (2)  Beach
In this laboratory students gain practical experience in the techniques of both classical geneticists and molecular biologists. Laboratory investigations include breeding experiments with plants and fruit flies, as well as molecular genetic experiments using recombinant DNA methodology. Corequisite: BIOL 314. Not offered 2010-11.

BIOL 315: COMPARATIVE VERTEBRATE ANATOMY (4)  Wilson
Why are there no flying elephants? In this course we will compare the design and structure of vertebrate animals in relationship to the environments in which they evolve. We will emphasize the functional morphology of anatomical systems and major adaptive changes in the evolution of vertebrate structure. Prerequisite: BIOL 220. Not offered 2010-11.

BIOL 315L: LABORATORY FOR COMPARATIVE VERTEBRATE ANATOMY (2)  Wilson
This laboratory involves detailed dissections and comparisons of organ systems in the lamprey, shark, and cat. Corequisite: BIOL 315. Not offered 2010-11.

BIOL 317: BIOLOGICAL PSYCHOLOGY (4)  Bowers
Also listed and described as PSY 317. Prerequisites: PSY 141 (or permission) and BIOL 220. Not offered 2010-11. (SCI)

BIOL 322: DEVELOPMENTAL BIOLOGY (4)  Beach
Development from the fertilized egg to a complete adult organism requires a precisely coordinated series of events involving molecular, cellular, and organismal mechanisms. This course provides an integrative survey of animal development, with a focus on those unifying mechanisms that are common to all developing embryos. Prerequisite: BIOL 236 or BIOL 314. Offered Term 1.

BIOL 322L: LABORATORY FOR DEVELOPMENTAL BIOLOGY (2)  Beach
This laboratory is designed to give the student hands-on experience in experimental embryology. The first part of the course is devoted to techniques for handling, culturing, and manipulating invertebrate and vertebrate embryos. Students then apply these techniques in self-designed independent projects during the remaining half of the semester. Corequisite: BIOL 322. Offered Term 1.

BIOL 323: ANIMAL BEHAVIOR (4)  Godard
Analyses of animal behavior incorporating ethological, ecological, and evolutionary perspectives. This interdisciplinary course covers the development, underlying mechanisms, adaptive value, and evolution of behavior. Also listed as PSY 323. Prerequisite: BIOL 207 or BIOL 220. Offered Term 2.

BIOL 323L: LABORATORY FOR ANIMAL BEHAVIOR (2)  Godard
Observational and experimental techniques in field and laboratory settings. The lab culminates in independent research projects. Also listed as PSY 323L. Corequisite: BIOL 323. Offered Term 2.
BIOL 332: IMMUNOLOGY (4)  White
This course provides an overview of the cell and molecular biology of the mammalian immune response, focusing on antibody structure and function, cells and tissues of the immune system, and the genetic basis for antibody diversity. Advances in studies of immune deficiencies, autoimmune diseases, the allergic response, transplant rejection, and cancer are also covered. Prerequisites: BIOL 220 and BIOL 236 and CHEM 101 or CHEM 105. Offered Term 2.

BIOL 332L: LABORATORY FOR IMMUNOLOGY (2)  White
This laboratory provides students with hands-on experience in experimental techniques used in immunology research. Laboratory methods focus on cellular, molecular, and biochemical aspects of immunology. Corequisite: BIOL 332. Offered Term 2.

BIOL 351: BIOCHEMISTRY (4)  Boatman
Also listed and described as CHEM 351. Prerequisites: CHEM 222 and CHEM 222L or equivalent. Offered Term 1.

BIOL 351L: LABORATORY FOR BIOCHEMISTRY (2)  Boatman
Also listed and described as CHEM 351L. Corequisite: BIOL 351. Offered Term 1.

BIOL 352: ADVANCED BIOCHEMISTRY (4)  Boatman
Also listed and described as CHEM 352. Prerequisite: BIOL 351. Offered Term 2.

BIOL 352L: LABORATORY FOR ADVANCED BIOCHEMISTRY (2)  Boatman
Also listed and described as CHEM 352L. Corequisite: BIOL 352. Not offered 2010-11.

BIOL 357: CONSERVATION BIOLOGY (4)  Huish
This seminar examines the impact of current environmental problems (global warming, introduced species, degradation of water resources, land use practices, etc.) on the life-sustaining properties of natural ecosystems, as well as current theories and practices in conservation biology. We not only try to understand the nature, cause, and implications of various environmental issues, but we also explore possible solutions to the problems. Each student has the opportunity to explore a particular environmental problem of interest (from local to global) and present her research. Also listed as ES 357. Prerequisites: BIOL/ES 207 and 207L or BIOL/ES 117 and permission. Offered Term 2.

BIOL 357L: LABORATORY FOR CONSERVATION BIOLOGY (2)  Huish
Laboratory activities will cultivate an understanding of real-world, hands-on conservation biology through fieldtrips, active discussions, and training on the use of professional tools used by conservation biologists, such as GIS (Geographic Information Systems), which significantly aid in the decision-making process for the management and preservation of biodiversity. Corequisite: BIOL 357. Offered Term 2.

BIOL 361: PHYSIOLOGICAL ECOLOGY (4)  Wilson
Living organisms must overcome the challenges imposed by their natural surroundings to survive. This course explores the physiological mechanisms that animals (both vertebrate and invertebrate) employ to flourish in a variety of environments, both aquatic and terrestrial. Using a comparative approach in the context of evolution, students explore topics such as osmoregulation and
excretion, metabolism, respiration and circulation, thermoregulation, and the neuroendocrine control of physiology and behavior. Prerequisite: BIOL 207 or BIOL 220. Offered Term 1.

BIOL 361L: PHYSIOLOGICAL ECOLOGY LAB (2) Wilson
This laboratory provides students with hands-on experience documenting and experimentally manipulating the physiological mechanisms employed by organisms in response to a variety of environmental conditions. Following introductory laboratory experiences, students design and carry out their own experiments to test questions involving a variety of physiological processes. Corequisite: BIOL 361. Offered Term 1.

BIOL 390: INDEPENDENT STUDY (2 or 4) Department
Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered any term.

BIOL 391: INDEPENDENT RESEARCH IN BIOLOGY (4) Department
This course is intended for students conducting independent scientific research. At the beginning of the semester in which the student enrolls in this course, a proposal for the research project will be developed in consultation with the faculty supervisor. The project must involve laboratory and/or field research with significant data collection and analysis. The student will be expected to produce a formal scientific report at the conclusion of the project, which should include a review of the scientific literature relevant to the study. Prerequisites: two of the four biology core courses (BIOL 207, BIOL 220, BIOL 236, or BIOL 241). Offered any term.

BIOL 399: INTERNSHIP (4) Department
Application must be made with faculty prior to registration. May be proposed any term.

BIOL 471, 472: SENIOR SEMINAR (2, 2) Beach, Wilson
All majors are required to take this course during both terms of their senior year. During the first term, each student will prepare a portfolio summarizing her academic experiences. Additionally, during the first term students will explore and develop presentations about the primary literature. In the second term, students will choose from a number of major topics of importance and controversy and develop group presentations and lead discussions exploring these topics. Offered both terms.

BIOL 480: SENIOR THESIS (4, 4) Department
Students are expected to carry out a yearlong research project (includes Short Term). The research project will be summarized in a paper of publication quality. If a student’s status and thesis meet the requirements for honors, then BIOL 480 will be converted to BIOL 490. Application must be made with faculty prior to registration.

BIOL 490: SENIOR HONORS THESIS (4, 4) Department
Students should not register for BIOL 490. Research is initially conducted as BIOL 480: Senior Thesis. Honors status will be determined in the spring.
The business major seeks to train its students in the analytical skills necessary for the understanding and application of theory in the various important areas of business, finance, and economics. 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, computer science, communication, and languages. Students may follow a General Business track or choose from three optional business tracks: Finance, International, or Business Communication and Technology. The faculty actively pursues scholarly and professional work and offers a sequence of rigorous courses that prepares students for career paths and graduate school. The faculty mentors students and also provides a challenging and competitive course environment.

Students who transfer to Hollins and major in business must earn at least half of the credits for the major from Hollins courses.

**REQUIREMENTS FOR A MAJOR IN BUSINESS:**
11 courses (44 credits) and one internship

**REQUIRED COURSES:**
- BUS 100: Introduction to Business (4)
- BUS 125: Accounting I (4)
- BUS 222: Business Law (4) or BUS 224: Ethical Leadership (4)
- BUS 474: Senior Seminar in Strategic Management (4)
- ECON 157: Principles of Microeconomics (4)
- ECON 158: Principles of Macroeconomics (4)
- ECON 211: Research Methods in Economics (4) or STAT 140: Introduction to Statistics (4) or STAT 251: Statistical Methods I (4)

**INTERNSHIP:**
- One business or business-related internship completed during any term, that meets the criteria established by the department. A faculty member in the department must certify the internship to be business related.

**CHOOSE ONE OF THE FOLLOWING TRACKS:**

**GENERAL BUSINESS TRACK**
- BUS 228: Marketing (4)
- BUS 349: Corporate Finance (4)
- Any two business courses at the 200 level or above (8)
BUSINESS continued

FINANCE TRACK
- BUS 203: Investments (4)
- BUS 226: Accounting II (4)
- BUS 349: Corporate Finance (4)
- One of the following:
  BUS 266: International Finance (4)
  BUS 275: Management of Financial Institutions (4) or
  ECON 272: Money, Credit, and Banking (4)
  BUS 310: Introduction to Derivative Markets (4)

INTERNATIONAL TRACK
- BUS 263: International Business (4)
- BUS 266: International Finance (4)
- Completion of a second language through the intermediate level (4)
- Two of the following, including at least one BUS course (8)
  BUS 203: Investments (4)
  BUS 226: Accounting II (4)
  BUS 349: Corporate Finance (4)
  ECON 265: International Trade (4)
  FREN 356: French for International Business (4)
  SPAN 355: Basic Business Spanish (4)

BUSINESS COMMUNICATION AND TECHNOLOGY TRACK
- BUS 228: Marketing (4)
- BUS 322: E-commerce (4)
- Two of the following, including at least one BUS course (8):
  BUS/SOC 252: Organizational Behavior (4)
  BUS 260: Business Writing and Presentation (4)
  COMM 322: Public Relations Principles (4)
  CMPS 200: Microcomputers in the Business World (4)

REQUIREMENT FOR A MINOR IN BUSINESS:
6 courses (24 credits)

REQUIRED COURSES:
- BUS 100: Introduction to Business (4)
- BUS 125: Accounting I (4)
- ECON 157: Principles of Microeconomics (4)
- 2 courses from the following:
  BUS 203: Investments (4)
  BUS 222: Business Law (4) or
  BUS 224: Ethical Leadership (4)
  BUS 228: Marketing (4)
  BUS 252: Organizational Behavior (4)
- One course at the 300 level or above (4)
- One business-related internship (4) (normally completed during Short Term)

REQUIREMENTS FOR THE MINOR IN INTERNATIONAL BUSINESS:
- BUS 100: Introduction to Business (4)
- BUS 125: Accounting I (4)
- BUS 263: International Business (4)
- BUS 266: International Finance (4)
- ECON 158: Principles of Macroeconomics (4)
- One 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)  Kelly
This is a broad survey of fundamental business concepts, such as management, marketing, human resources, 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 world, while it lays the foundation for their meaningful participation in more advanced classes. Open to first-year students. No prerequisite. Offered both terms. (r, MOD)

BUS 104: PERSONAL FINANCE (4)  Tsanacas
This introductory class in investments is geared primarily for nonmajors. 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, options, real estate, and income tax. Open to first-year students. No prerequisite. Offered Term 1.

BUS 125: ACCOUNTING I (4)  Lloyd
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 Term 1.

BUS 203: INVESTMENTS (4)  Dadak
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 or BUS 104. Offered Term 2. (Q)

BUS 222: BUSINESS LAW (4)  Foster
This course provides insight into the legal environment in which firms operate. Includes contracts, negotiable instruments, agency, property concepts, and business organization. Prerequisite: BUS 100. Offered Term 1.

BUS 224: ETHICAL LEADERSHIP (4)  Kelly
This course uses leadership theory as a lens to evaluate both ethical theory and ethical decision making in the context of business organizations. We examine theory (both ethics/philosophy and leadership) and learn to evaluate and interpret ethical decision making (through case examples) in order to arrive at a better understanding of the intertwined natures of leadership and ethical behavior and the complexities of corporate social responsibility. Prerequisite: BUS 100. Offered Term 2. (w, MOD)

BUS 226: ACCOUNTING II (4)  Lloyd
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)  Kelly
Basic principles of marketing will be examined with applications for businesses and consumers. Topics include the marketing mix of price, promotion, product, and distribution, as well as segmentation and marketing strategies. Practical applications will be studied through case analysis via videos and written cases. Prerequisites: BUS 100 and ECON 157 or permission. Offered Term 1. (o)
BUSINESS continued

BUS 252: ORGANIZATIONAL BEHAVIOR (4)  
Kelly  
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. Also listed as SOC 252. Offered Term 2. (MOD)

BUS 260: BUSINESS WRITING AND PRESENTATION (4)  
Department  
Effective written and oral presentations in the business world. This course covers various forms of presentation common in business. It also examines technologies such as teleconferencing and the Internet, which enhance business interactions and decision making. Prerequisite: BUS 100. Not offered 2010-11.

BUS 263: INTERNATIONAL BUSINESS (4)  
Dadak  
This course surveys managerial techniques used by multinational corporations. Issues related to foreign direct investment, especially financial and accounting implications, are also presented, as is the particular impact of globalization on smaller firms. Case discussions are important components of this course. Prerequisites: BUS 100 and ECON 158. Not offered 2010-11. (w, x, GLO)

BUS 266: INTERNATIONAL FINANCE (4)  
Dadak  
Also listed and described as ECON 266. Prerequisites: q and ECON 158. Offered Term 1. (w, x, o, Q, GLO)

BUS 275: MANAGEMENT OF FINANCIAL INSTITUTIONS (4)  
Department  
A study of depository institutions and related financial institutions; banking laws and the regulation of banks and bank-holding companies. Financial management of banks; loans and investments; liquidity management; interest rate exposure. Prerequisites: BUS 125 and ECON 211. Not offered 2010-11.

BUS 290: INDEPENDENT STUDY (2 or 4)  
Department  
Independent study below the advanced level. Application must be made with faculty prior to registration. Offered any term.

BUS 310: INTRODUCTION TO DERIVATIVE MARKETS (4)  
Department  
This course provides the foundation for cutting-edge topics in modern finance. It studies the markets in futures, options, and swaps, and the use of these instruments in both hedging and speculation. In addition, modern financial concepts are applied to corporate decision making. Prerequisite: BUS 203. Not offered 2010-11.

BUS 320: MANAGING NONPROFIT ORGANIZATIONS (4)  
Department  
Fundamental management concepts: mission, performance, marketing, human resource development, and strategy are applied to the nonprofit environment. Additionally, fundraising functions and techniques, attracting volunteers, and shareholder analysis are discussed. Practical applications are studied. Basic knowledge of business concepts and techniques is expected. Prerequisite: BUS 100. Not offered 2010-11. (w, x, o)

BUS 322: E-COMMERCE (4)  
Basu  
This course provides a broad introduction to information technologies now available to the business organization. The objectives of this course are to study the key features of electronic commerce and how the new technologies
work, to explore the opportunities for improving managerial and commercial processes, and to identify the requirements of its optimal use. Prerequisites: BUS 100 and BUS 228. Offered Term 2.

**BUS 330: ENTREPRENEURSHIP - WOMEN AND SMALL BUSINESS (4) Kelly**
This class focuses on entrepreneurship, with particular attention to women’s issues in entrepreneurship. The challenges of starting and operating a small business will be a central topic of study. Students will learn about developing and assessing ideas for entrepreneurial ventures, risk, and success strategies. Students will prepare a business plan as the major project of this course. Prerequisites: BUS 100, BUS 125, and BUS 228. Not offered 2010-11. (w, x)

**BUS 349: CORPORATE FINANCE (4) Dadak**
Fundamentals of business finance, including financial analysis, forecasting, working capital management, capital budgeting, security valuation, and the cost of capital. This course makes considerable use of computer spreadsheets. Prerequisites: q and BUS 125. Offered Term 1. (o, Q)

**BUS 350: SPECIAL TOPIC (4) Department**
Not offered in 2010–11.

**BUS 353: TRAINING AND HUMAN RESOURCE DEVELOPMENT (4) Department**
This course is divided into three sections: training, human resource development, and organizational development. Topics covered in training include needs assessment and evaluation, as well as training techniques. Human resource development focuses on staffing, current issues in HR, and professional development. Organizational development covers elements of organizational changes and the role of change agents. Prerequisite: BUS/SOC 252. Not offered 2010-11.

**BUS 390: INDEPENDENT STUDY (2 or 4) Department**
Independent study at the advanced level. Application must be made with faculty prior to registration. Offered both terms.

**BUS 399: INTERNSHIP (4) Dadak**
Application must be made with faculty prior to registration. May be proposed in any term.

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

**MAJOR, MINOR**

**PROFESSORS:** Sandy Boatman, Bansi L. Kalra (chair)
**ASSOCIATE PROFESSOR:** Daniel R. Derringer
**CURATOR:** Patricia Tucker
CHEMISTRY continued
By nurturing the intellect and by fostering the 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 state-of-the-art teaching equipment and by close working relationships with faculty, the student receives expert theoretical and practical instruction in all fundamental areas of modern chemistry, including analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. There are three program options available to the student: chemistry and chemistry with a biochemistry concentration (B.A. and B.S.), and chemistry with a business concentration (B.A. only). Depending on the program the student completes, she will be qualified for graduate study in one or more of the following areas: chemistry, biochemistry, environmental chemistry, chemical engineering, medicine, veterinary medicine, and pharmacy. Furthermore, any one of the aforementioned programs will prepare the student to teach chemistry at the high school level or for work in the chemical industry.

REQUIREMENTS FOR A MAJOR IN CHEMISTRY (B.A.):
9 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 I 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.):
9 lecture courses, 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 I 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 wishing the chemistry track is required to take CHEM 244, CHEM 332, and their associated laboratory courses. A student wishing 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, the
senior Short Term is usually carried out in chemistry, biochemistry, or a closely
related field. Students must write and defend a report (thesis), which is based upon
research carried out in the senior year (this must be completed before the end of
April); furthermore, each student must make a research presentation at the Hollins
University Science Seminar or at another meeting sponsored by a professional
society in chemistry. 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 I 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: Accounting I (4)
- BUS 226: Accounting II (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
  (CMPS 200: Microcomputers in the Business World; BUS 203: Investments;
  BUS 222: Business Law; BUS/SOC 252: Organizational Behavior;
  BUS/ECON 266: International Finance; BUS 330: Entrepreneurship—Women
  and Small Business; 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]

A student with a score of 4 or 5 on the College Entrance Examination Board
Advanced Placement Test in chemistry will receive four credits in chemistry and may
enroll in CHEM 214: Analytical Chemistry, CHEM 221: Organic Chemistry I, or
CHEM 241: Inorganic Chemistry I in the first year.

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 MAJOR IN CHEMISTRY (B.S.):

9 lecture courses and the associated laboratory courses (92 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 I and CHEM 214L (4, 2)
- CHEM 221: Organic Chemistry I and CHEM 221L (4, 2)
CHEMISTRY continued

- 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)

REQUIRED ALLIED COURSES:

- MATH 241: Calculus I (6)
- MATH 242: Calculus II (4)
- PHYS 108: Basic Electronics (4) or
  PHYS 310: Modern Physics (4) or
- PHYS 335: Quantum Mechanics (4)
- PHYS 201: Analytical Physics I and PHYS 201L (4, 2)
- PHYS 202: Analytical Physics II and PHYS 202L (4, 2)
- CMPS 160: Computer Science I (4)

[Laboratory numbers reflect the course number + L]

REQUIREMENTS FOR A MAJOR IN CHEMISTRY WITH A BIOCHEMISTRY CONCENTRATION (B.S.):

9 lecture courses, the associated laboratory courses and senior research (90 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 I 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:

- MATH 241: Calculus I (6)
- MATH 242: Calculus II (4)
- PHYS 201: Analytical Physics I and PHYS 201L (4, 2)
- PHYS 202: Analytical Physics II and PHYS 202L (4, 2)
- Two courses and the associated laboratory courses from:
  BIOL 220: Human Physiology and BIOL 220L (4, 2)
  BIOL 236: Molecular and Cell Biology and BIOL 236L (4, 2)
  BIOL 312: Microbiology and BIOL 312L (4, 2)
  BIOL 314: Genetics and BIOL 314L (4, 2)
  BIOL 322: Developmental Biology and BIOL 322L (4, 2)
  BIOL 332: Immunology and BIOL 332L (4, 2)

[Laboratory numbers reflect the course number + L]

REQUIREMENTS FOR A MINOR IN CHEMISTRY:

Five courses and the associated laboratory courses (30 credits)
• Four courses at or above the 200 level
• One additional course at any level

(CHEM 101: General Chemistry I may not be counted among courses offered for the minor)

COURSES IN CHEMISTRY:

CHEM 101: GENERAL CHEMISTRY I (4) Kalra
Introduction to fundamental principles of chemistry with emphasis on structure-behavior correlation. Opportunity for computer use. Open to first-year students. Not open to students who have taken Chemistry 105. No prerequisite. Offered Term 1. (SCI: must take lab to fulfill SCI)

CHEM 101L: LABORATORY FOR GENERAL CHEMISTRY I (2) Kalra
This course allows students working in the lab to make measurements, synthesize and analyze compounds, and use Microsoft Excel to analyze the data obtained from their experiments. Students use both the traditional as well as modern instruments in this course. Prerequisite: q. Corequisite: CHEM 101. Open to first-year students. Offered Term 1. (Q, SCI)

CHEM 102: GENERAL CHEMISTRY II (4) Derringer
Fundamental principles of chemistry, including the study of molecular structure, chemical bonding, states of matter, thermodynamics, chemical kinetics, and chemical equilibria. Open to first-year students. Not open to students who have taken CHEM 105. Prerequisite: CHEM 101. Offered Term 2. (SCI: must take lab to fulfill SCI)

CHEM 102L: LABORATORY FOR GENERAL CHEMISTRY II (2) Derringer
Introduction to aspects of gases, colligative properties, chemical kinetics, equilibrium, and spectrophotometry. Open to first-year students. Prerequisite: q. Corequisite: CHEM 102. Offered Term 2. (Q, SCI)

CHEM 105: PRINCIPLES OF CHEMISTRY (4) Derringer
Review of stoichiometry, equilibria, reaction rates, atomic structure, bonding, and thermodynamics. Designed for students who have had chemistry in high school. Open to first-year students who by placement examination demonstrate that they have a working knowledge of important elementary principles of chemistry. Not open to students who have taken CHEM 101 or CHEM 102. Offered Term 1. (SCI: must take lab to fulfill SCI)

CHEM 105L: LABORATORY FOR PRINCIPLES OF CHEMISTRY (2) Derringer
Introduction to selected aspects of synthesis, classical and instrumental analysis, safety, and the laboratory notebook. Open to first-year students. Prerequisite: q. Corequisite: CHEM 105. Offered Term 1. (Q, SCI)

CHEM 112: ENVIRONMENTAL ANALYSIS (4) Kalra
This class is mainly a hands-on class. It introduces the student to some of the chemistry background, the analytical techniques, and instruments used in the chemical analysis of environmental pollutants. Meetings: Lecture 1.5 hr., lab 3 hrs. Open to first-year students. Prerequisite: q, one to two years of high school chemistry. Also listed as ES 112. Not offered in 2010–11. (Q, SCI)

CHEM 114: EXPERIENCE CHEMISTRY (4) Kalra
This is a hands-on course where students spend one afternoon a week in the laboratory working on such problems as how to tell if a glass of water is Evian
or good old water from a Hollins fountain, how much acid you consume when you drink a can of soda, how much aspirin is in a Bufferin or Anacin tablet, or is there any aspirin in these tablets at all. These and other problems are dealt with using some simple and some advanced laboratory instruments. The once-a-week lecture is used to look at the chemistry behind the experimental work.

Prerequisites: $q$, one year of high school chemistry. Not offered in 2010–11. (Q, SCI)

**CHEM 115: FORENSIC SCIENCE: CSI HOLLINS (4)** Boatman

Forensic science is any science used in public, in court, or in the justice system—any science used for the purposes of the law. Forensic scientists are involved in all aspects of criminal cases; their work serves both the defense and the prosecution. The forensic scientist’s goal is the evenhanded use of all available information to determine the facts and, subsequently, the truth. This interdisciplinary course will explore and give students hands-on experience with many areas of scientific activity in forensics where laboratory and field investigation are important. Not intended for students majoring in biology or chemistry. Open to first-year students. No prerequisite. Offered Term 2. (Q, SCI)

**CHEM 120: CHEMISTRY AND COOKING (4)** Derringer

As Harold McGee, author of *On Food and Cooking*, a book which is arguably one of the most important treatises on the culinary arts, puts it, “[c]ooking is applied chemistry, and the basic concepts of chemistry—molecules, energy, heat, reactions—are keys to a clearer understanding of what our foods are and how we transform them.” In this course we examine the nature of food and explore the fascinating changes it undergoes during cooking processes. Some attention will be given to human nutrition, and the course will have an integrated laboratory component. No prerequisite. Open to first-year students. Not offered in 2010–11. (Q, SCI)

**CHEM 214: ANALYTICAL CHEMISTRY I (4)** Kalra

An introduction to the basic processes of chemical analysis and the theories that govern them. Prerequisites: CHEM 105 and CHEM 105L (or CHEM 102 and CHEM 102L). Open to first-year students. Offered Term 2. (SCI: must take lab to fulfill SCI)

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

This course will introduce you to different analytical techniques used in the academic, industrial, and government laboratories. You will learn to separate components of a mixture and analyze them quantitatively using procedures from those involving gravimetry to such state-of-the-art instruments as atomic absorption and diode array spectrophotometers. Prerequisite: $q$. Corequisite: CHEM 214. Offered Term 2. (Q, SCI)

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

An introduction to structure, bonding, nomenclature, and physical properties of aliphatic and aromatic compounds, conformational analysis, stereochemistry, functional groups, and organic reactions. Prerequisites: CHEM 105 and CHEM 105L (or CHEM 102 and CHEM 102L); or permission. Offered Term 1.

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

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

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

CHEM 241: INORGANIC CHEMISTRY I (4)  Derringer
Introduction to the structures, physical properties, and reactivities of the elements and their compounds. Both theoretical and descriptive aspects of this material will be covered. Prerequisites: CHEM 105 and CHEM 105L (or CHEM 102 and CHEM 102L); or permission. Offered Term 1.

CHEM 241L: LABORATORY FOR INORGANIC CHEMISTRY I (2)  Derringer
Introduction to inorganic synthesis and to classical and instrumental methods of qualitative and quantitative analysis in inorganic chemistry. Corequisite: CHEM 241. Offered Term 1.

CHEM 244: INORGANIC CHEMISTRY II (4)  Derringer
Introduction to the chemistry of the d-block elements and their compounds. Specific topics include symmetry; structures of and bonding in complexes; reactions and reaction mechanisms of complexes; nuclear magnetic resonance, electronic absorption, and infrared spectra of complexes; organo-metallic complexes; and selected chemistry of the first-row transition elements. Prerequisites: CHEM 241 and CHEM 241L. Offered Term 2.

CHEM 244L: LABORATORY FOR INORGANIC CHEMISTRY II (2)  Derringer
Introduction to synthesis and analysis of complexes of first-row transition metal ions. Corequisite: CHEM 244. Offered Term 2.

CHEM 290: INDEPENDENT STUDY (2 or 4)  Department
Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

CHEM 320: ADVANCED ORGANIC CHEMISTRY (4)  Boatman
Selected topics in organic chemistry. Prerequisites: CHEM 214 and CHEM 214L; CHEM 222 and CHEM 222L. Not offered in 2010–11.

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

CHEM 331: PHYSICAL CHEMISTRY I (4)  Kalra
Fundamental principles of physical chemistry, including kinetic molecular theory of gases, thermodynamics, and study of phase equilibria. Also listed as PHYS 331. Prerequisites: PHYS 202 and PHYS 202L; CHEM 105 and CHEM 105L (or CHEM 102 and CHEM 102L); MATH 242; or permission. Offered Term 1.

CHEM 331L: LABORATORY FOR PHYSICAL CHEMISTRY I (2)  Kalra
The experiments carried out in the lab relate to the main topics covered in the class, including heat capacities of gases, thermodynamics properties of
CHEMISTRY continued

different systems, and phase diagrams. Also listed as PHYS 331L. Corequisite: CHEM 331. Offered Term 1.

CHEM 332: PHYSICAL CHEMISTRY II (4) Kalra
Thermodynamics of solutions of electrolytes and nonelectrolytes, electrochemistry, transport properties of gases, an introduction to chemical kinetics and quantum mechanics, and application to basic problems in atomic and molecular structure and spectroscopy. Also listed as PHYS 332. Prerequisites: CHEM/PHYS 331 and CHEM/PHYS 331L. Offered Term 2.

CHEM 332L: LABORATORY FOR PHYSICAL CHEMISTRY II (2) Kalra
The experiments carried out in the lab relate to the main topics covered in the class, including electrochemistry, transport properties of liquids, ionic conductance, chemical kinetics and introductory quantum chemistry. Also listed as PHYS 332L. Corequisite: CHEM 332. Offered Term 2.

CHEM 335: QUANTUM MECHANICS (4) Ametepe
Also listed and described as PHYS 335. Not offered in 2010–11.

CHEM 340: ADVANCED INORGANIC CHEMISTRY (4) Derringer
Selected topics in inorganic chemistry, including chemical and physical behavior of some of the less familiar elements, nonstoichiometric compounds, types and structures of complexes, ligand and crystal field theories. Investigation into both the factual and the theoretical aspects of inorganic chemistry that are of use or interest to the students enrolled. Prerequisites: CHEM 222 and CHEM 222L; CHEM 244 and CHEM 244L; CHEM 331 and CHEM 331L. Corequisites: CHEM 332 and CHEM 332L. Not offered in 2010–11.

CHEM 351: BIOCHEMISTRY (4) Boatman
The chemical nature of biological molecules and the relationship of their structure and function; the function of carbohydrates, nucleic acids, proteins, and lipids in living systems. Introduction to metabolism. Also listed as BIOL 351. Prerequisites: CHEM 222 and CHEM 222L; or the equivalent. Offered Term 1.

CHEM 351L: LABORATORY FOR BIOCHEMISTRY (2) Boatman
Experimental techniques used in biochemistry: potentiometry, centrifugation, chromatography, electrophoresis, spectrophotometry, isolation, purification, and characterization of proteins and nucleic acids, enzymology. Development of a research proposal and practice writing a grant proposal. Also listed as BIOL 351L. Corequisite: CHEM 351. Offered Term 1.

CHEM 352: ADVANCED BIOCHEMISTRY (4) Boatman
Topics such as enzyme kinetics, structure-function relationships in biological molecules, bioinorganic chemistry, and the physical chemistry of biological systems will be discussed. Also listed as BIOL 352. Prerequisites: CHEM 351 and CHEM 351L. Offered Term 2.

CHEM 352L: LABORATORY FOR ADVANCED BIOCHEMISTRY (2) Boatman
Study of formation and properties of lipid micelles, denaturation of proteins and protein folding; isolation and characterization of a protein obtained using techniques of recombinant DNA. Short research project. Also listed as BIOL 352L. Corequisite: CHEM 352. Not offered in 2010–11.

CHEM 354: PHARMACEUTICAL CHEMISTRY (4) Boatman
Selected topics related to pharmaceuticals, their discovery, testing, regulation,
and manufacture, including: structures and modes of action of the major classes of drugs; new methods used in drug discovery and development of clinically useful drugs; assessment of pharmacokinetics, pharmacodynamics, safety and efficacy of promising drug candidates; the role of various regulatory agencies in approval and use of drugs. Prerequisite: CHEM 222 and CHEM 222L. Offered Term 2.

CHEM 354L: LABORATORY FOR PHARMACEUTICAL CHEMISTRY (2) Boatman
Synthesis and qualitative and quantitative analyses of pharmaceutical substances, including use of analytical instruments. Corequisite: CHEM 354. Not offered in 2010–11. (SCI)

CHEM 390: INDEPENDENT STUDY IN CHEMISTRY (2 or 4) Department
Independent study conducted at the advanced level. Experimental component is normally required. May be offered during the summer and may be repeated up to a total of three courses. Application must be made with faculty prior to registration. May be proposed in any term.

CHEM 399: INTERNSHIP (4) Department
Application must be made with faculty prior to registration. May be proposed in any term.

CHEM 480: SENIOR RESEARCH (4) Department
Open to seniors majoring in chemistry and to other qualified students with permission of the department. Students are required to give a one-hour seminar on some topic in chemistry chosen in consultation with a department member and using the primary literature. Required: one regular term and Short Term. Application must be made with faculty prior to registration.

CHEM 490: SENIOR HONORS RESEARCH (4, 4) Department
Open to majors with permission of the department. Required both regular terms and Short Term. 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

PROFESSOR: George Fredric Franko
ASSOCIATE PROFESSOR: Christina Salowey

Classical studies is the multidisciplinary study of the language, literature, art, and history of ancient Greece, Rome, and their Mediterranean neighbors. Courses in Greek and Latin provide the skills to appreciate and evaluate literary masterpieces without the intermediary of a translator. Courses in Greek and Roman art, history, and literature in translation teach the responsible use of primary evidence to form sound critical judgments about the ancient world. The survey courses in Ancient Art provide a multicultural view of the ancient world, integrating a synchronous study of ancient Egypt and the ancient Near East into the student’s work on Greece and Rome. The classical studies program is designed to guide a student through these paths of inquiry and to evaluate her progress by means of written assignments, evaluative exams, and oral presentations. Students who major in classical studies have gone on to graduate studies in ancient art, archaeology, and languages and have been well prepared for careers in law, museum work, and publishing.
The department offers a major in classical studies with two different concentrations, as well as minors in Latin and Greek. The concentration in classical philology emphasizes competence in the reading of Latin and/or Greek and the critical analysis of ancient literature. The concentration in ancient studies, under the direction of the student’s advisor, focuses on a particular aspect of ancient art, history, philosophy, religion, or literature and provides basic training in Latin and/or Greek.

All classical studies majors are strongly encouraged to pursue programs abroad (Arcadia Center for Hellenic, Balkan and Mediterranean Studies in Athens, Intercollegiate Center for Classical Studies in Rome, travel study in Short Term), archaeological excavations, and internships with museums.

Students who have passed Greek at the 200 level or Latin at the level of 202 or above may receive their Hollins diploma written in Latin.

**REQUIREMENTS FOR A MAJOR IN CLASSICAL STUDIES WITH A CONCENTRATION IN ANCIENT STUDIES:**

9 courses (34 credit hours)

- At least 16 credit hours of Latin and/or Greek
- At least 8 credit hours in 300-level courses in classical studies, Latin, or Greek
- CLAS 480: Senior Thesis (2 or 4)
- The remaining credit hours will be chosen from among courses in classical studies, Latin, Greek, HIST 135: Introduction to Ancient History, PHIL 201: Ancient Philosophy, REL 117: Introduction to the Hebrew Bible, REL 118: Introduction to the New Testament, and REL 224: Women in Early Christianity

**REQUIREMENTS FOR A MAJOR IN CLASSICAL STUDIES WITH A CONCENTRATION IN CLASSICAL PHILOLOGY:**

9 courses (36 credit hours)

- 32 credit hours in Latin and/or Greek, with at least 8 credit hours at the 300 level
- At least 4 credit hours chosen from among classical studies courses

**REQUIREMENTS FOR A MINOR IN LATIN:**

5+ courses (20 credit hours)

- At least 16 credit hours in Latin at the level of 201 or higher
- 4 credit hours chosen from among:
  - CLAS 138: Classical Mythology (4)
  - CLAS 241: Roman History (4)
  - CLAS 332: The Ides of March (4)
  - ART/CLAS 355: Advanced Topics in Ancient Art - 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 138: Classical Mythology (4)
  - CLAS 240: Greek History (4)
  - CLAS 245: Myth and Ancient Art (4)
  - ART/CLAS 355: Advanced Topics in Ancient Art - Ancient Greek Religion Through Art (4)
COURSES IN CLASSICAL STUDIES:

CLAS 138: CLASSICAL MYTHOLOGY (4)
Franko
An introduction to the nature and function of myth in Greece and Rome. Readings and discussions will give an understanding of the role of myth in religion, history, politics, and social organization. The course will also introduce the various methodologies for studying myth, such as comparative, historical, psychoanalytic, structuralist, folkloric, and feminist approaches. Open to first-year students. Offered Term 2. (ANC)

CLAS 197F: FIRST-YEAR SEMINAR – THE GREAT (AND NOT SO GREAT) GREEK TRAGEDIES (4)
Franko, Markert
This first-year seminar engages students in the study of the unique nature and enduring significance of Greek tragedy. Students read tragedies by Aeschylus, Sophocles, Euripides, and O'Neill, as well as related texts on the theory of tragedy, including Aristotle’s Poetics. Students also will stage a production of Aristophanes’ Frogs. Various productions on DVD and field trips will enhance the study of these plays. Also listed as THEA 197F. Placement to be determined during the summer. Offered Term 1. (f, x, r, AES, ANC)

CLAS 240: GREEK HISTORY (4)
Franko
Also listed and described as HIST 240. Not offered in 2010–11. (ANC)

CLAS 241: ROMAN HISTORY (4)
Leedom
Also listed and described as HIST 241S. Offered Term 2. (ANC)

CLAS 245: MYTH AND ANCIENT ART (4)
Salowey
Myths from the near-eastern, Egyptian, and classical worlds are not only preserved in textual sources but also in vase paintings, architectural sculpture, carved reliefs, frescoes, and other painted media. We’ll compare the artistic representations with literary sources for the mythological stories of several ancient civilizations, discuss myths known only from visual sources, learn the elements of iconography, and examine the interplay of text and image in many works of art. Also listed as ART 245. Open to first-year students. Not offered in 2010–11. (f, w, x, AES, ANC)

CLAS 261: ANCIENT ART (4)
Salowey
Also listed and described as ART 261. Offered Term 1. (Q, AES, ANC)

CLAS 290: INDEPENDENT STUDY (2 or 4)
Department
Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

CLAS 332: THE IDES OF MARCH (4)
Leedom
Also listed and described as HIST 332. Not offered in 2010–11. (w, x, r, ANC)

CLAS 355: ADVANCED TOPICS IN ANCIENT ART - ANCIENT GREEK RELIGION THROUGH ART (4)
Salowey
Vase painting, votive reliefs and figurines, statuary, architectural sculpture, temple architecture, and altars are all essential pieces of evidence for the study of the Greek religion. This course examines the material remains in many different artistic genres for evidence of ancient Greek religious/cultic practice. Our investigations will begin in the Bronze Age and trace the growth of the established pantheon through the Dark Ages and Geometric period, but will focus on the fully developed pan-Hellenic sanctuaries (e.g., Delphi, Athens, ...
CLASSICAL STUDIES continued

Olympia, Eleusis, Epidaurus, etc.) in the Classical and Hellenistic periods. The canonically established twelve Olympian divinities will be studied as well as hero and heroine cults, and other lesser known figures of cult. Also listed as ART 355. Prerequisite: ART/CLAS 261 or permission. Offered Term 2. (o, r, AES, ANC)

CLAS 390: INDEPENDENT STUDY (2 or 4) Department
Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered any term.

CLAS 399: INTERNSHIP (4) Department
Application must be made with faculty prior to registration. May be proposed in any term.

CLAS 480: SENIOR THESIS (2 or 4) Department
Students write a major research paper using primary and secondary sources. Prerequisite: Senior standing. Required of senior majors. Application must be made with faculty prior to registration. Offered both terms.

COURSES IN GREEK:

GREK 101, 102: ELEMENTARY ANCIENT GREEK (4, 4) Franko
This yearlong course introduces the elements of classical Attic Greek to attain a knowledge of Greek grammar and vocabulary to enhance reading ability. The readings of simple prose and poetry will introduce the cultures of Archaic, Classical, and Hellenistic Greece. Fulfills the language requirement for those students who have not previously studied Greek. Open to first-year students. Not offered in 2010–11. (LAN)

GREK 210: PLATO (4) Salowey
In this second-year Greek course, we will translate one or more of the dialogues of Plato. The class will complete a thorough review of Greek grammar and syntax, expand into more advanced structures of the language, and increase vocabulary. We will also discuss Plato’s philosophy and philosophical language, the problems of translation, and the intellectual atmosphere of the fifth century BCE. Prerequisite: GREK 102 or equivalent. Offered Term 1. (LAN if taken with second 200-level GREK course; ANC)

GREK 220: HOMER (4) Franko
This second-year Greek course will translate selections from the _Iliad_ and/or _Odyssey_. The class will learn the dialect, rhetorical devices, and meter of Homer’s epic poems. Additional readings of Homer’s epics in English translation will provide fodder for discussions on epic form and style, heroic values, religion and divinity in the Homeric world, and Greek mythology. Prerequisite: GREK 102 or equivalent. Not offered in 2010–11. (LAN if taken with second 200-level GREK course; ANC)

GREK 230: NEW TESTAMENT (4) Franko
This second-year Greek course will translate selections from the New Testament. The class will review Greek grammar and syntax and increase the fluency with which the student reads Greek prose. Additional readings of the New Testament in English will focus on historical problems of the text and difficulties in translation. Prerequisite: GREK 102 or equivalent. Offered Term 2. (LAN if taken with second 200-level GREK course; ANC)
GREK 290: INDEPENDENT STUDY (2 or 4)  
Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

GREK 310: PLATO (4)  
Salowey  
In this third-year Greek course, we’ll translate one or more of the dialogues of Plato. The course meets in conjunction with GREK 210. Prerequisite: GREK 210, GREK 220, GREK 230, or GREK 250. Offered Term 1. (ANC)

GREK 320: HOMER (4)  
Department  
In this third-year Greek course, we’ll translate selections from the *Iliad* and/or *Odyssey*. The course meets in conjunction with GREK 220. Prerequisite: GREK 210, GREK 220, GREK 230, or GREK 250. Not offered in 2010–11. (ANC)

GREK 330: NEW TESTAMENT (4)  
Franko  
In this third-year Greek course, we’ll translate selections from the New Testament. The course meets in conjunction with GREK 230. Prerequisite: GREK 210, GREK 220, GREK 230, or GREK 250. Offered Term 2. (ANC)

GREK 390: INDEPENDENT STUDY (2 or 4)  
Department  
Independent study at the advanced level. Application must be made with faculty prior to registration. Offered any term.

GREK 399: INTERNSHIP (4)  
Department  
Application must be made with faculty prior to registration. May be proposed any term.

COURSES IN LATIN:

LAT 101, 102: ELEMENTARY LATIN (4, 4)  
Salowey  
This yearlong 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. Offered both terms. (LAN)

LAT 201: INTERMEDIATE LATIN I (4)  
Franko  
This course completes a survey of advanced grammatical and syntactical issues while reviewing the basics and increasing vocabulary. The class will read unaltered Latin prose selections from such works as Petronius’ *Satyricon*, Apuleius’ *The Golden Ass*, Pliny’s Letters, or the *Vulgate* that will lead to discussions of prose style, authorial intent, genre, and Roman cultural norms. Prerequisite: LAT 102 or equivalent. Offered Term 1. (LAN)

LAT 202: INTERMEDIATE LATIN II (4)  
Franko  
An introduction to Roman poetry based on translation and close analysis of two books of Vergil’s *Aeneid*, discussion of the entire poem read in English, practice in the scansion of Latin poetry, and further review of Latin grammar and syntax. Prerequisite: LAT 201 or equivalent. Fulfills the language requirement for those students who have previously studied Latin. Not offered in 2010–11. (LAN)
CLASSICAL STUDIES continued

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*. The class will complete advanced study in the scansion and rhetorical devices of Latin poetry, as well as expand vocabulary and grammatical understanding. The course will also set the poem in the context of the historical and social events in Rome that inspired them as well as explore the Greek precedents for the genre of epic poetry. Prerequisite: LAT 202 or equivalent. Not offered in 2010–11. (ANC)

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. Prerequisite: LAT 202 or equivalent. Offered Term 2. (ANC)

LAT 330: ROMAN HISTORIANS (4)  
A study of ancient historiography based upon the translation and thoughtful analysis of readings in English from three major Roman historians: Sallust, Livy, and Tacitus. To enhance our understanding of the genre and the history of the era, we shall also read selections from other ancient historians, orators, and biographers, as well as works of modern scholarship. Prerequisite: LAT 202 or equivalent. Not offered in 2010–11. (ANC)

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 202 or equivalent. Not offered in 2010–11. (ANC)

LAT 350: SPECIAL TOPIC - ROMAN BIOGRAPHY (4)  
The bulk of the class will consist of translation and analysis of one or more of Suetonius’ Lives of the 12 Caesars. In addition, the class will read (in English) and discuss other examples of the genre, including biographies by Tacitus, Plutarch, and the so-called “Writers of Augustan History”. Occasional videos (*I, Claudius*; HBO’s *Rome*) will enhance the experience. Prerequisite: LAT 202 or the equivalent. Offered Term 1.

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 (Arisophanes, Menander) and modern descendants (Shakespeare, Moliere). We shall also watch several videos and examine important works of modern scholarship. Prerequisite: LAT 202 or equivalent. Not offered in 2010–11. (ANC)
LAT 370: CICERO (4) Franko
A study of the various works of the great Roman orator, statesman, and philosopher. We shall translate and analyze at least one oration plus either a philosophical work or selections from his personal letters. We shall also discuss some of his most famous works (read in English), as well as the intellectual and political climate of the later Roman Republic. Prerequisite: LAT 202 or equivalent. Not offered in 2010–11. (o, ANC)

LAT 380: THE ROMAN NOVEL (4) Salowey
Petronius’ Satyricon and Apuleius’ Metamorphoses or 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. Prerequisite: LAT 202 or equivalent. Not offered in 2010–11. (ANC)

LAT 390: INDEPENDENT STUDY (2 or 4) Department
Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered any term.

LAT 399: INTERNSHIP (4) Department
Application must be made with faculty prior to registration. May be proposed in any term.

Communication Studies

ASSOCIATE PROFESSORS: Lori J. Joseph, Christopher J. Richter (chair)
ASSISTANT PROFESSOR: Vladimir Bratic
INSTRUCTOR: Jill M. Weber
VISITING DISTINGUISHED LECTURER: Keith Humphry (adjunct)
ADJUNCTS: Jody Jaffe, John Muncie

The communication studies major is a broad-based liberal arts program which balances theory and practice. It prepares women to be ethical leaders and professionals, innovative media practitioners and technology users, and involved citizens in a diverse society. Students who complete the major will:

- develop expertise in traditional academic skills of research, analysis, and critical reflection
- study ways that different modes of communication affect society and individuals and how communication theory is applied in specific contexts (e.g., media law and policy, principles of public relations, international communication, organizations, etc.)
- master specific practical and professional communication skills (e.g. writing for electronic media, journalistic writing, business writing and speaking etc.)
- gain direct professional experience through internships

In consultation with an advisor, a communication studies major tailors her program of study to prepare for a career in a field such as media production, public relations, or communication in organizations, or for further study in professional or graduate school.
COMMUNICATION STUDIES continued

REQUIREMENTS FOR A MAJOR IN COMMUNICATION STUDIES:
11 courses (44 credits)

CORE COURSES (REQUIRED):
• COMM 101: Introduction to Communication Studies (4)
• Two of the following method-oriented courses:
  COMM 205: Research Methods in Communication (4) or
  COMM 210: Electronic Media and Children (4) or
  COMM 216: Methods of Rhetorical Criticism (4)
• COMM 470: Senior Seminar (4)

TWO COURSES (8 CREDITS) FROM GROUP I SKILLS:
• ART 203: Introduction to Photography (4)
• COMM 222: Video Studio Processes (4)
• COMM 231: Writing for Print Media I (4)
• COMM 232: Writing for Print Media II (4)
• COMM 236: Writing for Electronic Media (4)
• COMM 238: Argumentation and Advocacy (4)
• COMM 240: Web Design I (4)
• COMM 250: Special Topic - Contemporary Mass Media (4)
• COMM 260: Business Communication (4)

FIVE COURSES (20 CREDITS) FROM GROUP II, THEORY AND APPLICATION:
FOUR COURSES (16 CREDITS) MUST BE AT THE 300 LEVEL.
• COMM 215: Gender and Communication (4)
• COMM/GWS 217: Rhetorical Theory - From Ancient Greece to Renaissance (4)
• COMM 220: Interpersonal Communication (4)
• COMM 234: Alternative Media (4)
• COMM 250: Special Topic - Media Campaigns (4)
• COMM 270: Intercultural Communication (4)
• COMM 313: Media Criticism (4)
• COMM 316: Contemporary Public Communication (4)
• COMM 322: Public Relations Principles (4)
• COMM 327: Communication and Technology (4)
• COMM 343: Organizational Communication (4)
• COMM 344: Health Communication (4)
• COMM 348: Communication and Culture (4)
• COMM 350: Special Topic - Peace, Conflict and Media (4)
• COMM 350: Special Topic - Women Talking Work (4)
• COMM 361: Media Law and Policy (4)
• COMM 380: Global Communication (4)

INTERNSHIP:
Students must complete one internship in communication studies

REQUIREMENTS FOR A MINOR IN COMMUNICATION STUDIES:
5 courses (20 credits)
• Students must complete satisfactorily COMM 101 (4)
• One course (4 credits) from Group I (Skills)
• Three courses (12 credits), including at least two at the 300 level selected from the core and Group II (Theory and Application)
COURSES IN COMMUNICATION STUDIES:

COMM 101: INTRODUCTION TO COMMUNICATION STUDIES (4)  Richter, Weber
This course introduces students to the theories and practices of various areas of study in the field of communication. Verbal and nonverbal communication, the mass media, communication technologies, popular culture, and communication in organizations are among the topics covered. Open to first-year students. Offered both terms. (r, MOD)

COMM 125: PUBLIC SPEAKING (4)  Weber
 Theory and practice of public speaking, including selection of content, organization of ideas, language, and delivery; practice in extemporaneous speaking; training in critical analysis through reading and listening to contemporary speeches. Offered Term 2. (o)

Throughout American history thousands of women have contributed to the United States’ efforts to promote liberty and justice for all. This course spotlights those influential women leaders and celebrates their contributions to a variety of social movements and campaigns. Students will read primary texts from historical women speakers to learn about the benefits women leaders experience and the demands they face. Students also will research and present speeches about women leaders. Also listed as GWS 197F. Placement to be determined during the summer. Offered Term 1. (o, r)

COMM 205: RESEARCH METHODS IN COMMUNICATION (4)  Joseph
Research is the basis for the communication discipline and most careers in communication. This course introduces students to various search strategies and research methods that contribute to the study of communication, the collection of information, and the solution of practical problems. Open to first-year students. Prerequisites: q and COMM 101 or permission. Offered Term 1. (r, Q)

COMM 210: ELECTRONIC MEDIA AND CHILDREN (4)  Richter
This course is an introduction to a variety of issues concerning children and electronic media. Students learn about some of the communication theories developed to help understand the media’s impact on children; social science research that assesses the actual impact; government attempts to regulate the media; and ways in which the theory and research affect (or don’t affect) the regulatory process and vice versa. Media considered may include radio, television, recorded music, video games, and/or computers. Open to first-year students. Offered Term 1. (o, r, MOD)

COMM 215: GENDER AND COMMUNICATION (4)  Joseph
In this course we examine the constitution of gender identities through communication. We incorporate a variety of readings and exercises to facilitate our exploration of how sex status/gender is made relevant through our everyday communicative patterns. We’ll examine the constitutive relationship between communication and gender in a variety of contexts such as family, friendships, romantic relationships, the workplace, and the media. Also listed as GWS 215. Open to first-year students. No prerequisite. Offered Term 2. (r, DIV, MOD)

COMM 216: METHODS OF RHETORICAL CRITICISM (4)  Weber
A survey course of established methods and procedures of rhetorical criticism. Students will learn the basic procedures and theories of describing, analyzing, and evaluating rhetorical texts. Topics include basic procedures and theories of
COMMUNICATION STUDIES continued

describing, analyzing, and evaluating rhetorical texts. Topics include the nature, definition, and functions of rhetoric and rhetorical criticism. Prerequisite: COMM 101 and junior standing or permission. Not offered in 2010–11. (w, x)

COMM 217: RHETORICAL THEORY - FROM ANCIENT GREECE TO THE RENAISSANCE (4) Weber
A survey course on the origins and major developments in rhetorical theory from 5th century B.C.E. Greek society to the Renaissance period. In addition to reading Plato and Aristotle, students explore how women like Aspasia and Sappho transcended the public sphere’s gendered-boundaries. Discussions consider how categories of sex/gender, race, ethnicity, class, and age both influenced men’s and women’s power to speak and shaped the rhetorical practices we employ today. Also listed as GWS 217. No prerequisite. Open to first-year students. Offered Term 2. (o, r, ANC)

COMM 220: INTERPERSONAL COMMUNICATION (4) Weber
Students will learn the progression of skills necessary in developing and maintaining personal relationships. The importance of understanding one’s style of communication in various relationships is relevant to successful communication. Topics such as self-concept, perception, verbal/nonverbal messages, listening, and disclosing will be discussed. No prerequisite. Open to first-year students. Not offered in 2010–11.

COMM 222: VIDEO STUDIO PROCESSES (4) Richter
This course introduces students to basic concepts and creative processes in the video studio. Focus is on three interrelated areas: pre-production, including script writing, visualization and planning; production, including use of equipment and live multi-camera directing; and critique, including peer critique of completed assignments and critique of professionally produced videos with an eye to developing visualization and writing skills. Class meets four hours per week. No prerequisite. Open to first-year students. Offered Term 1. (CRE)

COMM 231: WRITING FOR THE PRINT MEDIA I (4) Department
This course offers special topics in writing for newspapers, magazines, and other print media formats. Offered Term 1.

COMM 232: WRITING FOR THE PRINT MEDIA II (4) Department
Advanced writing for the print media based on skill and knowledge developed in COMM 231. Prerequisite: COMM 231. Not offered in 2010–11.

COMM 234: ALTERNATIVE MEDIA (4) Richter
Students learn about the theory and practice of alternative media. The sociology of alternative media is addressed in terms of the limits of the mainstream media for political and personal expression. Various forms of alternative media, including 'zines, community access television, and Web pages are surveyed. The student’s final project is an alternative media production. Offered Term 2.

COMM 236: WRITING FOR ELECTRONIC MEDIA (4) Humphry
Students learn to write for a variety of electronic media with an emphasis on newsgathering for television and radio. Students will learn what goes into putting together a news story as well as a newscast as a whole. They will also develop the basics of gathering information, writing using sound and video, and putting together concise, clear copy that conveys accurate information. Not offered in 2010–11.
COMM 238: ARGUMENTATION AND ADVOCACY (4)  Weber
Students learn and apply principles of reasoned discourse and techniques of argumentation in this course. Logic, appropriate use of evidence, and addressing alternative perspectives are among topics covered. Students prepare and present written and oral arguments on controversial issues. Prerequisite: sophomore standing or permission. Not offered in 2010–11. (o, r)

COMM 240: WEB DESIGN I (4)  Weber
This course introduces students to the creative, social, and pragmatic uses of the Internet. Using Basic HTML code and applications such as FrontPage and Photoshop, students will create interactive sites that integrate text, graphics, and images. No prerequisite. Offered Term 2.

COMM 250: SPECIAL TOPIC – CONTEMPORARY MASS MEDIA (4)  Bratic
This course is an introduction to a variety of mass media forms (newspapers, film, radio, television, and the Internet). Students will gain an understanding of the media’s roles in society and learn how to become critical media users and practitioners. Students will also learn how to produce their own media content and discuss historical development, economic structure, and social context of media technologies. No prerequisite. Open to first-year students. Offered Term 2. (r, MOD)

COMM 260: BUSINESS COMMUNICATION (4)  Joseph
This course covers writing, planning, and presentation skills needed in a variety of business settings. It addresses report and proposal writing, résumés and cover letters as well as business meeting and special event planning. Additionally, students will learn presentational skills appropriate to different business contexts. No prerequisite. Open to first-year students. Not offered in 2010–11. (o)

COMM 270: INTERCULTURAL COMMUNICATION (4)  Bratic
This course examines the diverse cultural and sociocultural customs, rules, and communication styles in multicultural interaction. Topics examined are intercultural communication theory, communication styles across different cultures, the impact of cultural difference on human interaction in business, education, and interpersonal interaction, and strategies in cross-cultural training. Prerequisite: COMM 101 or permission. Offered Term 2. (o, DIV, MOD)

COMM 290: INDEPENDENT STUDY (2 or 4)  Department
Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

COMM 313: MEDIA CRITICISM (4)  Bratic
A survey of critical approaches to the mass media and mass culture. The purpose of the course is to develop students’ critical viewing skills by increasing awareness of the pervasiveness of the mass media in everyday life, by studying various theories of media criticism, and by doing critical analysis of the media. Prerequisite: COMM 101 and junior standing or permission. Not offered in 2010–11. (MOD)

COMM 316: CONTEMPORARY PUBLIC COMMUNICATION (4)  Richter
Students learn about philosophies and realities of communication in a democratic society. Topics covered include different ways a public realm of debate has been conceptualized historically, and the nature of participation and the role of mass media in political processes in modern society. Prerequisite: COMM 101 and junior standing or permission. Offered Term 2.
COMM 322: PUBLIC RELATIONS PRINCIPLES (4) Joseph
This course familiarizes students with the principles and functions of public relations. Utilizing hands-on teaching, students will learn about and apply PR principles, persuasive theory, and PR planning through the development of a PR campaign. Also covered are PR history, ethics, and development of tactics, such as press releases, brochures, and special events. Prerequisite: COMM 101 and junior standing or permission. Not offered in 2010–11.

COMM 327: COMMUNICATION AND TECHNOLOGY (4) Richter
Social influences on the emergence of new communication technologies, and the way such technologies impact society are studied in this course. The course begins with consideration of the history of technologies such as telegraph, telephone, and broadcasting. Insights from historical study are then applied in critical analysis of current and emergent communication technologies. Prerequisite: COMM 101 and junior standing or permission. Not offered in 2010–11.

COMM 343: ORGANIZATIONAL COMMUNICATION (4) Joseph
Students examine communicative approaches to organizing—including classical/scientific management, human relations, human resources, systems, cultural and critical theories. Specific issues in organizations such as socialization, conflict, work and emotion, and sexual harassment will be considered from a communicative perspective. Prerequisite: COMM 101 and junior standing or permission. Offered Term 1. (MOD)

COMM 344: HEALTH COMMUNICATION (4) Joseph
Health communication is an emerging specialty in the field of communication. This course is a survey of some of the concepts and theories in health communication and explores several areas, including the social construction of health and illness, patient-provider interaction, the development of health care promotion messages, and an overview of health care models and organizational structures in the U.S. Prerequisite: sophomore standing. Offered Term 2.

COMM 348: COMMUNICATION AND CULTURE (4) Bratic
This course examines the relationship of communication media and popular culture. The study of popular culture reveals how people make meaning in everyday communicative interaction. Topics covered include the role of popular culture in society, cultural studies analysis, and a case study of rock and roll as a cultural form. Prerequisite: COMM 101 and junior standing or permission. Offered Term 2. (DIV, MOD)

COMM 361: MEDIA LAW AND POLICY (4) Richter
Students gain a basic understanding of philosophy and practice of government regulation of U.S. media. First Amendment issues, intellectual property, and differences between regulation of print and electronic media are covered. Students prepare in-depth research projects on issues such as regulation of children’s television. Prerequisite: COMM 101 and junior standing or permission. Not offered in 2010–11.

COMM 380: GLOBAL COMMUNICATION AND MEDIA (4) Bratic
This course deals with the development of various international media systems and international communication. Topics include comparative analysis of U.S., British, Russian, Chinese, and other countries’ media systems and the role of commercial, intergovernmental and non-governmental organizations in shaping of global communication and critical analysis of documentary films portraying
international media issues. Prerequisite: sophomore standing or permission. Also listed as INTL 380. Offered Term 1. (o, GLO, MOD)

COMM 390: INDEPENDENT STUDY (2 or 4)  Department
Independent study conducted at the advanced level. Application must be made with faculty prior to registration.

COMM 399: INTERNSHIP (4)  Department
Application must be made with faculty prior to registration. May be proposed in any term.

COMM 470: SENIOR SEMINAR (4)  Joseph
In this capstone course, students draw on the knowledge and skills developed in the program to write a major research paper in a particular area of communication studies. Prerequisite: COMM 205 and senior standing. Offered Term 1.

COMM 490: SENIOR HONORS THESIS (4, 4)  Department
For honors candidates, senior seminar is a three-term project culminating in a thesis. Application must be made with faculty prior to registration. Meets with senior seminar Term 1.

Computer Science  SUPPORT COURSES

ASSISTANT PROFESSOR: Nancy R. Healy (adjunct), Leslie Bernard (adjunct)
PART-TIME LECTURERS: Larry Blankenship, Richard Carr

COURSES IN COMPUTER SCIENCE:

CMPS 100: INTRODUCTION TO COMPUTER SCIENCE (4)  Healy, Bernard
Society appears on the threshold of universal computer dependence. Will this advance of science and technology cause a global revolution of social change? Can we use computers to solve human problems? Investigate these possibilities through an introduction to the science of computing. Word processing, database management, spreadsheets, and other application programs will be examined. Meets the information technology skill requirement. Open to first-year students. Offered both terms. (i)

CMPS 160: COMPUTER SCIENCE I (4)  Department
An introduction to computer science. Emphasis is placed on the software development life cycle (SDLC), including logical thinking, developing algorithms, and solving problems programmatically. Students will learn basic programming by studying Java used as a procedural language and learn to design, write, debug, and document programs from simple to medium complexity. Open to first-year students. Prerequisite: q. Offered Term 1. (Q)

CMPS 197F: FIRST-YEAR SEMINAR - WOMEN AND TECHNOLOGY (4)  Healy
Love it or hate it, we all end up using technology. It’s not just for boys, either. For as long as we have records, women have used technology. This course will allow us to explore the role of technology in the lives of women. We will also be using computer technology to expand our powers as students. New Horizon student seminar: placement to be determined during the summer. Offered Term 1. (i, r)
CMPS 200: MICROCOMPUTERS IN THE BUSINESS WORLD (4)  Carr
Microcomputer business applications, including spreadsheets, graphics, database management, Web page development, and word processing are explored in depth. Open to first-year students. Offered both terms. (i)

CMPS 260: COMPUTER SCIENCE II (4)  Blankenship
An introduction to object-oriented programming (OOP). The basic Java programming skills mastered in CMPS 160 are expanded with the introduction of OOP techniques, including inheritance, polymorphism, interfaces, and abstract classes. In addition, graphics, applets, and GUI programming are explored. Open to first-year students. Prerequisite: CMPS 160. Offered Term 2 by request.

CMPS 290: INDEPENDENT STUDY (2 or 4)  Department
Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

Creative Writing
Undergraduate programs: see pages 132–147.
Graduate programs: see graduate catalog on Web site at www.hollins.edu.

Dance  MAJOR, MINOR
ASSOCIATE PROFESSOR: Jeffery Bullock (chair and interim director, mfa program)
GUEST ARTISTS: To be announced on www.hollinsdance.com

Each year the dance program at Hollins hires numerous guest artists to be in residence during the year. These artists not only assist in teaching most all of the courses, but also set work on Hollins Repertory Dance Company members. Since the guest artist program was started in 1994, guest artists have included Lisa Race, Doug Varone and Dancers, Mark Haim, Shen Wei, John Jasperse, Neta Pulvermacher, Nicholas Leichter, Shani Collins, and Miguel Gutierrez. Undergraduate students have the unique opportunity to dance and engage with students in the internationally recognized Hollins University/American Dance Festival M.F.A. program (www.americandancefestival.org).

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. Course work and ongoing exposure to professionals and scholars in the field of modern and contemporary dance around the globe, combined with opportunities both on and off campus, prepares students to reach beyond assumed limits of understanding about dance. 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. See the student Web site at www.hollinsdance.com.
Serious dance students attend the American Dance Festival at Duke University to study intensively during the summer and participate in the January Short Term Intensive dance experiences in New York. These experiences range from apprenticeships with professional companies to abroad study in countries such as France or the Czech Republic.

REQUIREMENTS FOR A MAJOR IN DANCE (B.A.):
At least 46 credits

STUDIO COURSES:
12 credits, with at least 8 credits from:
• DANC 225: Movement Studio II (4)
• DANC 325: Movement Studio III (4)
• Additional studio courses up to a total of 12 credits. DANC 225 and DANC 325 may be repeated for credit.

CORE COURSES:
26 credits
• DANC 130: Performance Ensemble (6)
• DANC 237: Dance History I (4)
• DANC 239: Dance History II (4)
• DANC 240: Imaginative Thinking, Moving, and Crafting I (4)
• DANC 340: Imaginative Thinking, Moving, and Crafting II (4)
• DANC 470: Advanced Senior Seminar/Senior Project (4) or DANC 490: Senior Honors Project (4)

ELECTIVE COURSES:
8 credits of dance electives

REQUIREMENTS FOR A MAJOR IN DANCE (B.A./B.F.A.):
82 credits

STUDIO COURSES:
• DANC 225: Movement Studio II (4)
• DANC 325: Movement Studio III (4)
• Additional studio courses up to a total of 20 credits. DANC 225 and DANC 325 may be repeated for credit.

CORE COURSES:
• DANC 130: Performance Ensemble (6)
• DANC 237: Dance History I (4)
• DANC 239: Dance History II (4)
• DANC 240: Imaginative Thinking, Moving, and Crafting I (4)
• DANC 340: Imaginative Thinking, Moving, and Crafting II (4)
• DANC 470: Advanced Senior Seminar/Senior Project (4) or DANC 490: Senior Honors Project (4)

ELECTIVE COURSES (enrollment through Duke University; for costs, see department chair):
14 credits of dance electives

SUMMER COURSES:
• Summer I at the American Dance Festival (8)
• Summer II at the American Dance Festival (8)
INDEPENDENT COURSE WORK:
• 6 credits of choreographic and/or performance apprenticeship work

REQUIREMENTS FOR A MINOR IN DANCE:
24 credits
• 16 credits in areas of movement studio and/or performance
• 8 credits in areas of imaginative thinking, moving, and crafting and/or dance history

COURSES IN DANCE:

DANC 125: MOVEMENT STUDIO 1 (4)
Department
This class offers pathways to imagine the body’s expressive potential and encourages naturalness and spontaneity of movement through dance. No experience necessary. May be repeated for credit. Offered Term 1. (CRE)

DANC 130: PERFORMANCE ENSEMBLE (2)
Bullock
Students must audition. The audition takes place during the first week of classes each term. Working with faculty, guest artists, and other students, members of the ensemble learn and perform selected works. Enrollment in movement studio classes is required. May be repeated for credit. Pass/fail grading only. Prerequisite: DANC 325 or permission. Offered both terms. (CRE)

DANC 150: SPECIAL TOPIC IN DANCE (2 or 4)
Department
Not offered in 2010–11.

DANC 175: INTRODUCTION TO THE STUDY OF ARTS ADMINISTRATION (4)
Krause
Also listed and described as ART 175. No prerequisite. Not offered in 2010–11. (r)

DANC 225: MOVEMENT STUDIO II (4)
Department
This class is designed to challenge and expand the performer’s understanding of movement possibilities. Both Western and non-Western dance techniques will be examined. Studio training will be supported by readings and/or viewings about dance artists from around the world. Students also build an awareness through written responses to the work. May be repeated for credit. Open to first-year students. Prerequisite: DANC 125 for one term or permission. Offered both terms. (CRE)

DANC 237: DANCE HISTORY I (4)
Department
A survey of the development of dance from its beginnings to the rise of ballet and to the revolutionary beginning of the 20th century. Open to first-year students. No prerequisite. Not offered in 2010–11. (f, w, x, r, AES, DIV)

DANC 239: DANCE HISTORY AND THEORY II (4)
Bullock
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. (f, w, x, r, AES)

DANC 240: IMAGINATIVE THINKING, MOVING, AND CRAFTING I (4)
Bullock
Designed for students with or without previous movement training. Assignments encourage individual expression. Students begin to build a conceptual and kinesthetic awareness of creating and organizing from both traditional and nontraditional sources for expressive purposes. May be repeated for credit.
Open to first-year students with strong interest in performance studies. Offered Term 2. (CRE)

DANC 260: PERFORMANCE WORKSHOP (4) Bullock, Guest Artist
The group process will be explored as the class works collectively toward the creation or reconstruction of works. The group will be encouraged to focus on the interconnectedness of training, creating, and critical thought. Showings conclude the course. May be repeated for credit. Prerequisite: DANC 130, DANC 225, DANC 325 or permission. Offered both terms. (CRE)

DANC 276: PHILANTHROPY AND THE ARTS (4) Krause
Also listed and described as ART 276. Offered Term 2.

DANC 290: INDEPENDENT STUDY (2 or 4) Department
Independent study conducted below the advanced level. Application must be made with faculty prior to registration.

DANC 325: MOVEMENT STUDIO III (4) Bullock, Guest Artist
This class is for advanced students. It is designed to integrate the ideas of phrasing, rhythmic clarity, and stylistic interpretation as a means of developing expressive range while moving through space. There will be strong emphasis on technical execution of movement, as well as integrating ideas of functional anatomy, kinesthetic awareness, and visualization. May be repeated for credit. Prerequisite: DANC 225 or audition. Offered both terms. (CRE)

DANC 335: MULTIMEDIA (4) Department
In this intensive studio course, students create multimedia projects in the dance media lab for a performance context, combining media such as video, images, text, sound, and live-action events. Class projects and reading encourage interdisciplinary thinking, real-time interactivity, and new media/computer skills. The class has a variety of practical applications in the fields of dance, theatre, music, and visual art. Prerequisite: q. Not offered in 2010–11. (Q, CRE)

DANC 336: SOUND DESIGN (4) Department
In this intensive studio class, students develop creative audio projects to learn basic recording, sampling, processing, and mixing using software in the dance media lab. The skills learned can be applied to a variety of disciplines, including dance, music, theatre, film, and art. Reading and listening assignments provide additional background for the class. Prerequisite: q. Not offered in 2010–11. (Q, CRE)

DANC 340: IMAGINATIVE THINKING, MOVING, AND CRAFTING II (4) Bullock
Extended exploration of theories, improvisations, and compositions of movement. May be repeated for credit. Prerequisite: DANC 240 or permission. Not offered in 2010–11. (AES)

DANC 390: INDEPENDENT STUDY IN DANCE (2 or 4) Department
Independent study conducted at the advanced level. Application must be made with faculty prior to registration.

DANC 399: INTERNSHIP (4) Department
May be proposed in any term. Application must be made with faculty prior to registration.
DANCE continued

DANC 470: ADVANCED SENIOR SEMINAR (2 or 4) Bullock
Seminar meets weekly as a group to discuss topics that relate directly to student projects. Original creative projects must be approved by the faculty. Creative work culminates in both written and performance work.

DANC 490: ADVANCED SENIOR SEMINAR/SENIOR HONORS PROJECT (2, 2) Bullock
Seminar as above. Also yearlong project by invitation of the faculty.

Economics

PROFESSOR: Juergen Fleck
ASSOCIATE PROFESSOR: Casimir Dadak (chair)
ASSISTANT PROFESSOR: Rathin Basu, Pablo Hernandez
ADJUNCT LECTURERS: Richard E. B. Foster, Lisa Lloyd

The economics major seeks to train its students in the analytical skills necessary for the understanding and application of theory in the various important areas of business, finance, and economics. To enhance student skills, courses have substantial writing, quantitative or oral-presentation components. The faculty actively pursues scholarly and professional work and offers a sequence of rigorous courses that prepares students for career paths and graduate school. The faculty will mentor students and also provide a challenging and competitive 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.

REQUIREMENTS FOR A MAJOR IN ECONOMICS:
10 courses (40 credits)
• ECON 157: Principles of Microeconomics (4)
• ECON 158: Principles of Macroeconomics (4)
• ECON 211: Research Methods in Economics (4)
• ECON 321: Macroeconomic Theory and Policy (4)
• ECON 386: Managerial Economics (4)
• ECON 480: Senior Thesis (4)
• Four additional ECON electives (16)

Note: STAT 140 or STAT 251 may be substituted for ECON 211. While students majoring in economics are strongly encouraged to complete at least one internship, an internship (ECON 399) does not count toward the major in economics or toward the minor in economics. An independent study (ECON 290 or ECON 390) counts toward the minor in economics only if the student receives prior approval from the department.

REQUIREMENTS FOR A MINOR IN ECONOMICS:
5 courses (20 credits)
• ECON 157: Principles of Microeconomics (4)
• ECON 158: Principles of Macroeconomics (4)
• Two ECON courses at the 200 level or higher (8)
• At least one ECON course at the 300 level (4)
REQUIREMENTS FOR A MINOR IN INTERNATIONAL ECONOMICS:

5 courses (20 credits)
• ECON 157: Principles of Microeconomics (4)
• ECON 158: Principles of Macroeconomics (4)
• Two courses from the following: (8)
  ECON 259: International Political Economy (4)
  ECON 265: International Trade (4)
  ECON 266: International Finance (4)
• ECON 312: Economics of Development and Globalization (4) or
  ECON 321: Macroeconomic Theory and Policy (4)

COURSES IN ECONOMICS:

ECON 157: PRINCIPLES OF MICROECONOMICS (4) Hernandez
Microeconomics centers on alternative ways in which individual consumers and firms address scarce resources. The course also examines how prices of goods and resources are determined under different market structures and the impact that alternative market structures bear on the welfare opportunities confronting society. This course introduces students to the logic behind standard microeconomic models and helps students develop a critical assessment of these models’ premises and basic conclusions. Finally, the course explores the premises and logic behind comparative advantage international trade. Open to first-year students. No prerequisite. Offered both terms. (MOD)

ECON 158: PRINCIPLES OF MACROECONOMICS (4) Fleck
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) Department
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. Prerequisite: ECON 157 or ECON 158. Open to first-year students. Not offered in 2010–11.

ECON 230: ECONOMICS AND THE ENVIRONMENT (4) Hernandez
This course introduces students to conventional and unconventional views behind the interplay between the economizing problem and nature’s household. Emphasis is placed on the management of natural resources from an economic standpoint. The course explores general and most urgent natural resources and environmental problems facing humanity, including: energy sources, water, agriculture, fisheries, and industrial pollution. The course addresses these environmental problems from the standard economic approach to environmental distress and the more avant-garde ecological economic approach to nature’s household. Also listed as ES 230. Prerequisite: ECON 157. Open to first-year students. Offered Term 2.

ECON 241: THE ECONOMICS OF SOCIAL ISSUES (4) Fleck
This course looks at a broad range of social issues, including education, health care, the environment, poverty, discrimination, inflation, unemployment, the budget deficit or surplus, and the trade deficit. Current economic trends and
the political debate surrounding these issues will be analyzed. Prerequisites: q and ECON 157 and ECON 158. Offered Term 1. (o, Q, MOD)

**ECON 243: BUSINESS, GOVERNMENT, AND SOCIETY (4)**


**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 ideological and philosophical foundations of classical political economy. Students will be introduced to the history of economic thought as they survey the ideas of Adam Smith, John Stuart Mill, Thomas R. Malthus and David Ricardo through the legacy of Karl Marx on the instability of capitalism. Students will examine the nature of the private and common goods, the role reserved for the Nation state in providing the latter, and the idyllic, yet problematic notion of how the pursuit of self-interest may be guided objectively towards satisfactory social outcomes. Also listed as INTL 259. Prerequisites: q, ECON 157 or ECON 158. Offered Term 1. (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. Not offered in 2010–11. (r, Q, MOD)

**ECON 265: INTERNATIONAL TRADE (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. Prerequisite: ECON 157. Not offered in 2010-11. (GLO)

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

Foreign exchange markets, the balance of payments and the international monetary system. An economic study of purchasing-power parity, interest parity, and monetarist (and other) views of the balance of payments. A business and financial study of management aspects of international finance, including coverage of international financial instruments and markets. This course
makes considerable use of computer spreadsheets. Also listed as BUS 266. Prerequisites: q and ECON 158. Offered Term 1. (w, x, α, Q, GLO)

**ECON 272: MONEY, CREDIT, AND BANKING (4)** Fleck
An investigation of U.S. financial markets and the factors that determine credit conditions. The conduct of the Federal Reserve in implementing various monetary policies and the effect of those policies on the U.S. economy will be assessed. Prerequisites: q and ECON 158. Offered Term 1. (r, Q)

**ECON 290: INDEPENDENT STUDY (2 or 4)** Department
An independent study at the lower level that counts toward the economics minor only if the student has received prior approval from the department. Offered any term.

**ECON 312: ECONOMICS OF DEVELOPMENT AND GLOBALIZATION (4)** Hernandez
Development economics is concerned with increasing the material prosperity of middle- and low-income countries and of expanding the capabilities of people in the global South. Globalization is a multidimensional process characterized by the rise of information technologies that have made possible the emergence of social relations that transcend national boundaries and are increasingly independent of geographical distance. This course will explore the ways in which globalization has affected economic and political conceptions of development. Prerequisite: ECON 259, ECON 265, or ECON 266. Not offered in 2010–11. (GLO, MOD)

**ECON 321: MACROECONOMIC THEORY AND POLICY (4)** Fleck
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 241 or ECON 272. Offered Term 2. (Q)

**ECON 350: SPECIAL TOPIC (4)** Department
Not offered in 2010–11.

**ECON 386: MANAGERIAL ECONOMICS (4)** Hernandez
The objective of this course is twofold: First, to familiarize you with basic and intermediate techniques that are used in the standard (neoclassical) economic approach to the study of human behavior. Second, to introduce you to various analytical problems that should help you make more informed decisions in beyond college. Topics covered in this course include the theory of consumer behavior, decisions under risk and uncertainty, theories of the firm, the structure of markets, and an introduction to general equilibrium theory. This course also examines the major limitations and criticisms to some of the standard theories, particularly, rational choice theory and general equilibrium analysis. Prerequisite: ECON 157. Offered Term 2.

**ECON 390: INDEPENDENT STUDY (2 or 4)** Department
An advanced level independent study that counts toward the economics minor only if the student receives prior approval from the department. Offered any term.

**ECON 399: INTERNSHIP (4)** Department
Does not count toward economics major or minor and is graded on a pass/fail basis only. Application must be made with faculty prior to registration. May be proposed either term.
**ECONOMICS continued**

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

Hernandez

An extensive research project conducted in the Fall Term. Limited to senior economics majors. Prerequisites: ECON 211 or STAT 140; either ECON 321 or ECON 386; elective courses considered by the faculty readers as appropriate to the thesis topic. Application must be made with faculty prior to registration. Offered Term 1.

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

Hernandez

An extensive research project carried out over both regular terms and Short Term. Open to qualified senior economics majors. Prerequisites: ECON 211 or STAT 140; either ECON 321 or ECON 386; elective courses considered by the faculty readers as appropriate to the thesis topic. Application must be made with faculty prior to registration.

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**Education**

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**TEACHER LICENSURE**

**ASSOCIATE PROFESSORS:** Kristi Fowler (Director of Education Programs), Rebecca Reiff

**ASSISTANT PROFESSOR:** Anna Baynum

**LECTURERS:** Tim Baynum, Craig Fowler, Kristina Karnes, Charles McElhaney, Lin Roberts, Jennifer Shamy, Dave Watts

The undergraduate and graduate teacher education programs for initial licensure at Hollins University seek to prepare women and men to become competent, caring, and qualified teachers who are able to meet the educational needs of diverse populations in today’s schools. From a wide range of academic work in the liberal arts to varied field experiences, students develop a strong background in both content and pedagogy. Through completion of our program, they become independent and lifelong learners as well as reflective practitioners, informed decision makers, and constructivist educators fully prepared to meet requirements for licensure and to become successful teachers.

The teacher preparation program at Hollins is for students who wish to meet licensure requirements in the Commonwealth of Virginia as well as all other states. Hollins is a member of the state-approved national accrediting body Teacher Education Accreditation Council (TEAC). Virginia also requires students to pass PRAXIS I for admission into the program and the Virginia Communications and Literacy Assessment (VCLA) and PRAXIS II in order to receive a teaching license; PreK–6 applicants must also complete the Virginia Reading Assessment (VRA). Notably, Hollins student teachers achieve a 100 percent pass rate on the PRAXIS II subject area tests; VCLA and VRA required for licensure by the Virginia Department of Education.

Students complete an internship of 125 hours in the school in preparation for their supervised student teaching placement. Student teaching is 35 hours per week for a total of 12 weeks, and 375 hours total. Successful completion of the required courses on the following pages will enable students to fulfill the competencies required by this program and by the Commonwealth of Virginia in order to secure a teaching license. **All students seeking admission into the teacher education program are required to meet with a faculty member of the education department prior to enrolling in education courses other than EDUC 141.**
COMBINED UNDERGRADUATE AND MASTER OF ARTS IN TEACHING PROGRAM:
Hollins offers students a combined degree program that allows students to earn a bachelor of arts degree, a master of arts in teaching degree, and a Virginia teaching license in five years. In the first four years, the program integrates the education components with the requirements for the B.A., and in the fifth year students will complete remaining professional studies requirements for the M.A.T. and undertake student teaching. Following is a description of the structure of the program.

STRUCTURE OF THE COMBINED FIVE-YEAR PROGRAM:

First Year
• Student will meet with an education advisor during the second semester to become acquainted with the requirements for admission to the education program and map out a plan to meet general education licensure requirements.
• The student will concentrate on her ESP requirements and major (if one has been selected).

Second Year
• The student will continue to work toward completion of her ESP and major requirements.
• The student will continue to work toward completion of her general education licensure requirements.
• The student can complete EDUC 141: Schooling in American Society (fall or spring) or wait until her third year to do so. Student must make a B- or better.
• Progress Checkpoint: The student will meet with her education advisor to determine if she is likely to meet eligibility for the five-year program or if she should pursue the regular four-year licensure track.

Third Year
• The student will complete EDUC 141: Schooling in American Society (fall or spring) if she did not do so in her second year. Student must make a B- or better.
• The student will pursue all further requirements for admission into the education program and apply as an undergraduate.
• The student will complete PSY 307: Psychology Applied to Teaching and Learning in the spring (PreK–6) or PSY 144: Development of Human Behavior (6–12).
• Progress Checkpoint: The student will meet with her education advisor to review her file to ensure she is progressing satisfactorily.

Fourth Year
• The student will complete all remaining undergraduate requirements (ESP, major, and general licensure).
• The student will complete requirements for admission to the graduate program (see Admission Criteria for Hollins University Education Department). She must have a 3.0 to qualify. The student must also provide a letter of reference from a faculty member in her major attesting to her ability to successfully complete graduate level work as well as fulfilling the additional requirements for application to the M.A.T. program. If admitted, she will be admitted to the M.A.T. with advanced standing in the fall semester of her fifth year.
• The student will complete the education internship, EDUC 399/599 (as a dual enrollment course) in January of her fourth year.
• Three courses will be taken dual enrollment. For the PK–6 student, EDUC 377 and EDUC 378 will be taken dual enrollment as well as the internship, EDUC
EDUCATION continued
399/599. For the secondary student, EDUC 372 and EDUC 380 will be taken
dual enrollment as well as the internship, EDUC 399/599. (See below for
Education Courses Taken for Combined Program.)
• The student will take and pass PRAXIS II in order to be permitted to student teach.
• The student will take M.A.L.S. (or 300 level or above as a graduate level course
with the approval of the instructor) courses per the requirements for the M.A.T.
degree.
• Progress Checkpoint: The student will apply for student teaching the following
year, satisfying all requirements; her application will be reviewed for acceptance.
• Progress Checkpoint: The student will see an education advisor each semester
to ensure she is on track and has satisfied all requirements for admission to the
M.A.T. program.
• The student will graduate with her B.A. or B.S. degree.

Fifth Year
• The student will be admitted to the M.A.T. program with advanced standing (three
dual enrollment courses toward her graduate degree).
• The student will complete remaining coursework in the professional studies
sequence.
• The student will complete remaining M.A.L.S. requirements.
• The student will complete student teaching in the spring.
• The student will be eligible for licensure.
• The student will register for and complete a thesis/action research project over
the course of the full year in order to complete the M.A.T. degree.
• Progress Checkpoint: The student will see an education advisor each semester
to ensure she is on track; she must maintain a 3.0.

EDUCATION COURSES TAKEN FOR COMBINED PROGRAM:
PK–6
EDUC 141: Schooling in American Society
1. EDUC 570: Teaching Social Sciences
2. EDUC 571: Teaching Mathematics and Science
3. EDUC 577: Language Acquisition and Reading I (dual enrollment)
4. EDUC 578: Language Acquisition and Reading II (dual enrollment)
5. EDUC 599: Education Internship (dual enrollment)
6. M.A.L.S. course (dual enrollment)
7. M.A.L.S. course
8. SOSCI 500C: Research Methods in Social Science
9. EDUC 600: Thesis *
10. EDUC 600: Thesis *
Total: 10 graduate level courses
* Because students would be actively and intensively involved in a yearlong action
project/research thesis, they would register for the thesis each semester of their
final year and it would count as two courses toward their requirement for 10
graduate level courses.

6–12
EDUC 141: Schooling in American Society
1. EDUC 560: Teaching in the Middle Schools
2. EDUC 572: Secondary Curriculum and Instruction (dual enrollment)
3. EDUC 580: Reading in the Content Areas (dual enrollment)
4. EDUC 599: Education Internship (dual enrollment)
5. M.A.L.S. course (dual enrollment)
6. M.A.L.S. course
7. M.A.L.S. course
8. SOSCI 500C: Research Methods in Social Science
9. EDUC 600: Thesis *
10. EDUC 600: Thesis *

Total: 10 graduate level courses
* Because students would be actively and intensively involved in a yearlong action project/research thesis, they would register for the thesis each semester of their final year and it would count as two courses toward their requirement for 10 graduate level courses.

REQUIREMENTS FOR ADMISSION TO THE TEACHER EDUCATION PROGRAM:

1. Students must complete an interview with a member of the education department faculty to assess potential for leadership and effective oral language usage.
2. A writing sample is required to assess effective written language usage.
3. Students must have a letter of reference from their instructor for EDUC 141.
4. Students must have letters of reference from a non-education faculty member and an education faculty member. The recommendation should speak to the student’s ability to become an effective teacher.
5. Students must have passing scores on the PRAXIS I test or sufficient SAT/ACT scores as a substitute for PRAXIS I.
6. Students must have a GPA of 2.5 or greater, which must be maintained throughout the program in education courses as well as general education courses required for licensure.
7. Students must complete the Myers-Briggs/Strong inventories and submit results to the Education Department.
8. Students must have a grade of B- or higher in EDUC 141.
9. Students must have a GPA of 2.5 or greater, which must be maintained throughout the program in education courses as well as general education courses required for licensure.
10. Students must apply for admission to the program no later than spring term of the sophomore year. (Transfer students with sophomore or above standing must apply after one semester.)
11. Upon completion of the above requirements, a letter of acceptance will be sent to the student. Students may then register for 300-level education courses. No student will be accepted into 300-level courses until accepted into the program.
12. In accordance with state regulations, students who have been convicted of a felony or a misdemeanor involving drugs or who have had a teaching license revoked in any state cannot be admitted to the education program.

REQUIREMENTS FOR ADMISSION TO STUDENT TEACHING:

1. The student should be a senior.
2. The student must have completed all appropriate prerequisite professional and specific endorsement or subject area requirements before admission to student teaching.
3. The student must have a minimum cumulative grade point average of 3.0.
4. The student must possess the physical and mental health necessary to perform the tasks required for successful teaching. A background check will be required.
5. The student must file evidence from a faculty member in her major area that she is qualified for student teaching.
6. In addition to PRAXIS I: Pre-Professional Skills Test, which is required for admission to the program, students are required to pass a PRAXIS II
Specialty Area examination prior to admission to student teaching.
Registration may be completed online at www.ets.org/praxis/.

7. Students are required to take and pass the Virginia Communications and Literacy Assessment prior to admission to student teaching.
8. Students seeking endorsement in PK-6 are required to take and pass the Virginia Reading Assessment prior to admission to student teaching.
9. Candidates for student teaching must apply by March 1 of the year preceding the year in which they plan to student teach or a placement cannot be secured. Application forms may be obtained from the education department.

In addition to the requirements above, students should note the following conditions.
1. The student’s course work in the education department prior to student teaching will be evaluated in terms of the student’s suitability for teaching. Students may be asked to remedy any deficiencies before being allowed to student teach. If deficiencies are not remedied, students will be withdrawn from the teacher preparation program.

2. Students will be eligible for a Collegiate Professional License issued by the Virginia Department of Education upon successful completion of the education program and submission of appropriate documents. Students who earn a C- or lower in their student teaching placement will not be recommended for licensure.

**ELEMENTARY EDUCATION (PreK–6)**

Course work requirements for meeting the approved program for Virginia licensure are listed below.

**PROFESSIONAL STUDIES REQUIREMENTS (PreK–6):**

- EDUC 141: Schooling in American Society (4)
  (EDUC 141 is a prerequisite to all other education courses.)
- PSY 144: The Development of Human Behavior (4)
- EDUC 260: Teaching Science (4)
  Prerequisite: EDUC 141 and lab science course
- EDUC 270: Teaching Social Sciences (4)
  Prerequisite: EDUC 141 and U.S. history course
- EDUC 377: Language Acquisition and Reading I (4)
  Prerequisite: admission to the teacher education program
- EDUC 378: Language Acquisition and Reading II (4)
  Prerequisite: admission to the teacher education program
- EDUC 399: Internship in Education (PreK–6) (4)
  (Short Term or independent study practicum)
  Prerequisite: EDUC 141 and admission to the teacher education program
- EDUC 470: Student Teaching (PreK–6) (12)
  Prerequisites: completed course work sequence, application, and approval

**Formal application for student teaching is required by March 1 of the junior year. Placements cannot be guaranteed if application is not received by the deadline.**
GENERAL EDUCATION/SPECIFIC ENDORSEMENT REQUIREMENTS (PreK–6):

1. HUMANITIES/ENGLISH (12)
   - ENG ___ : (any English course that meets the expository (4) writing requirement)
   - ENG 242: Introduction to Children’s Literature (4)
   - ENG ___ : (any other English course that meets the writing (4) requirement)

2. HISTORY AND SOCIAL SCIENCES (16)
   - HIST 111 or 112: U.S. History Survey (4)
   - HIST 349: World History to 1500 (4)
   - ECON ___ : (any economics course) (4)
   - INTL 210: World Geography (or any geography course) (4)

3. MATHEMATICS (12)
   - MATH 140: Precalculus or MATH 130: Mathematical Modeling (4) in Today’s World
   - MATH 297: Teaching Mathematics (or any mathematics course) (4)
   - MATH ___ : (any mathematics course) (4)

4. NATURAL SCIENCES
   - SCIENCE: (any science with a lab, except psychology) (4–6)
   - SCIENCE: (any additional sciences) (4–6)
   - SCIENCE: (any additional sciences) (4–6)

5. COMPUTER SCIENCE/TECHNOLOGY
   - EDUC 348: Classroom Technology Integration (4)

6. FINE ARTS
   - ART 240: Children and Their Art (4)
   - MUSIC 124: Teaching Music (2)
   - FINE ARTS (any additional fine arts course) (4)

SECONDARY EDUCATION (6–12)

Course work requirements for meeting the approved program for Virginia licensure are listed below.

PROFESSIONAL STUDIES REQUIREMENTS (6–12):

- EDUC 141: Schooling in American Society (4)
  (EDUC 141 is a prerequisite to all other education courses.)
- PSY 307: Psychology Applied to Teaching (4)
  Prerequisite: admission to the teacher education program
- EDUC 372: Secondary Curriculum and Instruction (6)
  (includes practicum)
  Prerequisite: admission to the teacher education program
- EDUC 380: Reading in the Content Area (4)
  Prerequisite: admission to the teacher education program
- EDUC ___: additional curriculum and instruction course specific (4)
  to content area
- EDUC 399: Internship in Education (Short Term) (4)
  Prerequisite: EDUC 141 and admission to the teacher education program
- EDUC 472 or 473: Student Teaching (12)
  Prerequisites: completed course work sequence, application, and approval
EDUCATION continued

Formal application for student teaching is required by March 1 of the junior year. Placements cannot be guaranteed if application is not received by the deadline.

GENERAL EDUCATION/SPECIFIC ENDORSEMENT REQUIREMENTS (6–12):

1. HUMANITIES (8 credits)
   • Must include one course in English and public speaking

2. SOCIAL SCIENCES (8 credits)
   • Must include HIST 111 or 112: U.S. History Survey and one other course

3. NATURAL SCIENCES AND MATHEMATICS (8 credits)
   • Must include one laboratory science (except psychology) and one mathematics course

4. COMPUTER SCIENCE/TECHNOLOGY (4 credits)
   • EDUC 348: Classroom Technology Integration

5. FINE ARTS (8 credits)

SUBJECT AREA REQUIREMENTS:

1. The Humanities

   English (6–12)
   Students seeking endorsement in English are required to major in English and take courses in each of the four areas listed below.

   1. Literature        Study of English, American, world, and ethnic literature
   2. Language         Study of the history and nature of the English language, of comparative English grammar, and of standard written English
   3. Composition      Study of the teaching of writing, with emphasis on advanced composition
   4. Speech           Study of oral expression and related listening skills

   In order to fulfill the above requirements, Hollins requires the following courses: COMM 125, ENG 281, ENG 282, and an advanced composition course. The remaining credits for the major should be taken from courses in English and American literature. A course in creative writing is recommended.

   Foreign Languages (PreK–12)
   Students seeking endorsement in a foreign language are required to major in that language. In the first three years, students are expected to develop the following competencies in the target language:

   1. Four-skills competency in the language;
   2. Basic familiarity with the cultural language; and
   3. Grounding in literary history.

   French
   Students seeking endorsement in French are required to major in French. They will complete 36 credits of French, with experience in advanced grammar and composition, conversation, culture and civilization, literature, and applied linguistics.

   In order to fulfill these requirements, Hollins requires the following courses: FREN 261, FREN 262, FREN 271, two 300-level courses, and additional credits in French language and literature. In addition, students must complete FREN 388: Teaching Foreign Languages and a two-credit
practicum. Written and oral proficiency will be demonstrated in FREN 261 and FREN 262.

Latin
Students seeking endorsement in Latin are required to major in classical studies with a concentration in classical languages. They will complete at least 36 credits of Latin and classical civilization courses.

In order to fulfill these requirements, Hollins requires the following courses: CLAS 138, LAT 310, and LAT 320. Oral proficiency will be demonstrated in LAT 310.

Spanish
Students seeking endorsement in Spanish are required to major in Spanish. They will complete 32 credits of Spanish, with experience in advanced grammar and composition, conversation, culture and civilization, and literature.

In order to fulfill these requirements, Hollins requires the following courses: SPAN 231; SPAN 236 or SPAN 238; SPAN 251; SPAN 252 or SPAN 266; additional work to include 300-level language and literature courses for a minimum of 32 credits. In addition, they must complete SPAN 388: Teaching Foreign Languages and a two-credit practicum. Oral proficiency will be demonstrated in SPAN 231.

2. The Social Sciences

History and Social Sciences (6–12)
Students seeking endorsement in history and social sciences must major in history or political science. Forty-four credits in the following areas must be completed as part of or in addition to the major:

- HIST 111 and HIST 112: United States History Survey, as well as two courses reflecting the study of European history, and one other history course (20 credits)
- POLS 101: American Government and two other political science courses (12 credits)
- INTL 210: World Geography and five other geography credits
- ECON 157: Principles of Microeconomics and ECON 158: Principles of Macroeconomics (8 credits)

3. The Natural Sciences and Mathematics

Biology (6–12)
Students seeking endorsement in biology are required to major in biology, completing at least 52 credits in biology courses. Course work must include botany and zoology. The prospective biology teacher will also have preparation in each of the following: organic chemistry, physics, mathematics (including statistics), and earth sciences.

In order to fulfill these requirements, Hollins requires the following courses: a major in biology plus CHEM 101 and CHEM 102 or CHEM 105; CHEM 221 and CHEM 222; PHYS 151; and one other course selected from physics, chemistry, or statistics. (It is recommended that two courses in physics be taken.)

Chemistry (6–12)
Students seeking endorsement in chemistry are required to major in chemistry, completing at least 52 credits (9 courses plus corresponding labs). The prospective chemistry teacher will also have preparation in
EDUCATION continued

each of the following areas: physical and organic chemistry, biology, physics, and mathematics, including calculus.

Mathematics (6–12)
Students seeking endorsement in mathematics are required to major in mathematics, completing at least 40 credits in calculus, modern algebra, geometry, applications of mathematics, and one or more of the following: probability and statistics, computer science, and computer programming involving one or more of the common computer languages. The geometry requirement will be satisfied by completing an independent study in geometry/history of mathematics (MATH 390) and MATH 298: Teaching Mathematics, or any additional mathematics course.

Physics (6–12)
Students seeking endorsement in physics are required to major in physics, completing at least 44 credits (9 courses plus corresponding labs). The prospective physics teacher will also have preparation in each of the following: chemistry, biology, and mathematics, including calculus.

4. The Fine Arts

Visual Arts (PreK–12)
Students seeking endorsement in art are required to major in studio art. In addition to the courses required of a studio art major, education students must complete ART 240: Children and Their Art and a two credit independent study in ceramics and crafts. Please note this major requires 60 credits and must be carefully planned.

Music—Choral (PreK–12)
Students seeking endorsement in choral music must major in music. In addition to the requirements for the major, students must complete four additional credits in performance study, must have taken MUS 272: Conducting, plus independent studies in Vocal Pedagogy (2 credits), and Instructional Methods (2 credits), and must have participated in the concert choir for four semesters.

COURSES IN EDUCATION:

EDUC 141: SCHOOLING IN AMERICAN SOCIETY (4) Baynum
This course examines the forces that influence American education. The topics for this course focus on perennial social policy issues in education such as who should control the schools, equality of educational opportunity, and how changing demographics affect instruction. The topics are organized to give students access to important ideas and issues as well as influential thinkers and theories that have had or will have an impact on education. The many complex and intricate relationships the school has with society will be examined. Students will explore how specific social and political forces within American society have had and continue to have an impact on education and how schools reflect and affect the society they serve. The readings, writing assignments, and class discussions will draw from the disciplines of history, political science, economics, philosophy, and sociology. Fieldwork is required. Prerequisite or corequisite to all other education courses required for teacher licensure, including internships. Students not seeking licensure must have approval of the education department before registering for the course. Open to first-year students during Term 2 only. Offered Term 2. (f, w, x, o)
ART 240: CHILDREN AND THEIR ART (4)  Shamy
Philosophy, concepts, and content pertaining to children and their art. Drawing, painting, sculpture, printmaking, and crafts suitable for children are explored. Lab fee required. Prerequisite: students must be accepted in the education teacher certification program to register for this course. Offered Term 1. (CRE)

EDUC 260: TEACHING SCIENCE (4)  Reiff
A study of concepts, strategies, and techniques for teaching science in a child-centered, inquiry-based, participatory environment. Emphasis is on integrating science across the curriculum. Students will understand the context, knowledge, skills, and processes of the Earth, life and physical science; understand the nature of science and scientific inquiry, including the role of science in explaining and predicting events and phenomena and the science skills of data analysis, measurement, observation, predication, and experimentation; conduct research projects and experiments in a safe environment; organize key science content into meaningful units of instruction; incorporate instructional technology to enhance student performance in science; teach the processes and organize concepts common to the natural and physical sciences; understand the contributions and significance of science including its social and cultural significance; connect the relationship of science to technology; and discuss the historical development of scientific concepts and scientific reasoning. Students will plan and deliver lessons. Observations in schools and science museums are required. Prerequisites: EDUC 141 and a science course. Not offered in 2010 –11. (o)

PSY 307: PSYCHOLOGY APPLIED TO TEACHING AND LEARNING (4)  McElhaney
This course will prepare the student to possess knowledge and understanding of human growth and development from birth through adolescence and the link between child development and instruction; develop the ability to understand children in the context of family, culture, and community; develop the ability to establish positive and collaborative relationships with all families as partners in teaching and learning; develop the ability to support families in character development through emphasis on respect, responsibility, and moral behavior; and develop the ability to support students by cooperatively working with parents and other professionals. Prerequisite: admission to the teacher education program and PSY 141. Offered both terms.

EDUC 343: CLASSROOM MANAGEMENT AND ORGANIZATION (4)  Reiff
State licensure regulations require that skills in this area contribute to an understanding and application of classroom [and behavior] management techniques [classroom community building,] and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. This area shall address diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice. Thus, this course will explore approaches that support professionally appropriate practices which promote positive redirection of behavior, development of social skills, and of self-discipline. Students will understand the link between classroom and behavior management as well as how students' ages must be understood in order to choose appropriate techniques to use in the classroom.Students will develop a classroom management plan to showcase their knowledge of this important skill and their ability to apply that knowledge to real classroom situations. Prerequisite: admission to the teacher education program. Offered Term 2.
EDUCATION continued

EDUC 348: CLASSROOM TECHNOLOGY INTEGRATION (4) Fowler, Watts
This course focuses on the needs of practicing and pre-service classroom teachers for information to assist them as they effectively integrate technology across the curriculum. It also covers the Technology Standards for Instructional Personnel. Concepts as well as hands-on instruction will be provided. A portfolio will be required upon completion of the course. Prerequisite: admission to the teacher education program. Offered both terms.

EDUC 350: SPECIAL TOPIC (2 or 4) Department
Not offered in 2010–11.

EDUC 370: TEACHING SOCIAL SCIENCES (4) Fowler
A study of concepts, strategies, and techniques for teaching social sciences in a child-centered, cooperative, participatory environment. Emphasis is on integrating social sciences across the curriculum. Students will have an understanding of the knowledge, skills, and processes of history and the social science disciplines; understand the nature of history and the social sciences, and how the study of the disciplines assists students in developing critical thinking skills. Students will plan and deliver lessons. Observations in schools and in historical and cultural museums are required. Prerequisite: EDUC 141 and a U.S. history course. Offered Term 1. (o)

EDUC 372: SECONDARY CURRICULUM AND INSTRUCTION (6) Reiff
This course prepares prospective secondary teachers to develop effective teaching strategies and techniques for all learners, including gifted and talented students and those with disabling conditions; create appropriate learning environments in the classroom such as how to divide students into groups, how to manage resources, and how to facilitate a community of respect; make effective decisions in planning, implementing, and assessing curriculum and instruction; articulate the specific developmental, psychological, behavioral, and social concerns of adolescents; and become more proficient in the use of technology in the classroom. Students will plan and deliver lessons. Prerequisite: admission to the teacher education program. Offered Term 2.

EDUC 377: LANGUAGE ACQUISITION AND READING I (4) Baynum
This core course for understanding the teaching of reading addresses literacy development from its earliest stage to maturity. Established firmly in the understanding that reading is a language-based activity, the course addresses a linguistic and developmental approach to learning to read. Participants will focus on the skills necessary for efficient reading and critical thinking. The theory presented in this course is essential for elementary and middle school teachers. All people will be seen to develop literacy in similar patterns within variable cultural and social influences. Prerequisite: admission to the teacher education program. Offered Term 1.

EDUC 378: LANGUAGE ACQUISITION AND READING II (4) Baynum
This course focuses on an approach to instruction that relies on an understanding of English orthography and the way in which all people develop as readers, writers, and spellers. This course will present assessment tools, diagnostic procedures, and conceptual/cognitive approaches to differentiated literacy instruction. Participants will extend their understanding of the five stages of literacy development and will understand how to recognize characteristics of reading, writing, spelling, and vocabulary at each level. Prerequisite: admission to the teacher education program. Offered Term 2.

EDUC 380: READING IN THE CONTENT AREAS (4) Baynum
This course explores how students comprehend and learn with text and how
teachers assist them in these processes. Participants will investigate the nature and meaning of comprehension, strategic teaching and learning, and will examine what it means to learn with texts. This class emphasizes the exploration, modeling, and practice of a range of comprehension strategies within the context of effective instruction. Participants will learn assessment techniques to level content area texts and match books to students appropriately. Practicum experiences with middle and high school students will provide participants with hands-on opportunities to implement conceptually based strategies that promote comprehension before, during, and after reading.

Prerequisite: admission to the teacher education program. Offered Term 1.

**EDUC 399: INTERNSHIP (4)** Fowler
Internships in education will be graded on a pass/fail basis. May be proposed in any term. Prerequisite: admission to the teacher education program and satisfactory completion of most education courses.

**STUDENT TEACHING (12)** Baynum, Reiff, Roberts
This capstone experience takes place in cooperating area schools. Student teaching is open to accepted seniors with all prerequisites completed. The student should allow a minimum of 35 hours per week, exclusive of preparation time to further develop understanding of the principles of learning; the application of skills in discipline-specific methodology; communication processes; classroom management; selection and use of materials, including media and computers; and evaluation of pupil performance. Teaching methods, including for gifted and talented students and those students with disabling conditions, will be explored. A seminar is included that will address classroom management, diverse student populations, teacher expectations, current and legal issues in education, and other topics of interest. Prerequisite: All education and general education coursework completed. Offered both terms.

**EDUC 470: STUDENT TEACHING IN ELEMENTARY SCHOOLS: PREK–6** Department
Offered both terms.

**EDUC 472: STUDENT TEACHING IN SECONDARY SCHOOLS: 6–12** Department
Offered both terms.

**EDUC 473: STUDENT TEACHING: ART, MUSIC, OR FOREIGN LANGUAGE: PREK–12** Department
Offered both terms.

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**English and Creative Writing** MAJOR, MINOR

**PROFESSORS:** Richard H. W. Dillard, Cathryn Hankla, David Huddle (Distinguished Visiting Professor of Creative Writing), Jeanne Larsen (on leave 2010-11), Lawrence “Wayne” Markert (University Professor), Marilyn Moriarty, Eric Trethewey

**ASSOCIATE PROFESSORS:** Michelle Abate (on leave Fall and Short Term), T. J. Anderson, Pauline Kalidas (on leave Spring Term), Julie Pfeiffer

**ASSISTANT PROFESSORS:** Thorpe Moeckel, Elizabeth Poliner

**VISITING ASSISTANT PROFESSORS:** Adam Dorris, Charlotte Matthews, Mariflo Stevens

**LOUIS RUBIN WRITER-IN-RESIDENCE:** Carol Moldaw (part time, Spring Term)
The English department provides majors and other interested students an opportunity to enhance their powers of expression through the close reading of texts, the free exchange of ideas in a supportive and demanding environment, and the production of original works of poetry, prose, and literary analysis.

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

LOUIS D. RUBIN, JR. SEMESTER IN CREATIVE WRITING
In addition to the M.F.A. in creative writing (see graduate catalog), 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 16-credit load, including a writing workshop at an appropriate level; a tutorial class on the theory and craft of poetry, fiction, translation, and literary nonfiction; and two 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 Hollins English department.

REQUIREMENTS FOR A MAJOR IN ENGLISH:

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

CORE COURSES:

• One 100-level literature course (first-year seminars do not fulfill this requirement)
• One 200-level literature course
• Four 300-level literature courses (one in each of the following areas):
  Genre, Theory, or Transhistorical
  Pre-17th Century
  17th or 18th Century
  19th, 20th, or 21st Century
• Senior portfolio, including a photocopy of graded analytical paper (of at least 2,000 words) written for a 300-level English course at Hollins for which the student received a grade of “B” or higher.

ELECTIVE COURSES:

NO CONCENTRATION

• Eight credits of additional English electives
  It is strongly recommended that majors take ENG 223: Major British Writers I or ENG 281: United States Literature to 1860, or both, during their sophomore year.
  No course may be counted for fulfillment of more than one requirement.
If a student attempts honors, the credits for the successful completion of that project will be applied to the credits required for the major.

Upperclass women who require assistance in writing should request that short essays be assigned them in any class in which they enroll. They may also request to work with a student writing tutor and may consult with the director of the Writing Center.

**TWO CONCENTRATIONS**

A student can declare two concentrations, but cannot count a single course toward both concentrations. Students are reminded that only 60 credits in one department can count toward the 128 credits required for graduation. If credits in English exceed 60, then extra credits must be taken outside of the major for graduation (more than 128 credits will be needed).

**CONCENTRATION IN CREATIVE WRITING**

20 credits from among:
- ENG 141: Fundamentals of Writing Poetry and Fiction
- ENG 142: Intermediate Creative Writing
- ENG 207, 407: Advanced Creative Writing
- ENG 208, 408: Advanced Creative Writing
- ENG 210: Creative Nonfiction
- ENG 304: Advanced Expository Writing
- ENG 306: How Writing is Written
- ENG 321: Screenwriting I
- ENG 322: Screenwriting II
- ENG 323: Cinematic Adaptation
- ENG 324: Poetry in Performance
- ENG 350: Selected Special Topics courses, as determined by the director of the Creative Writing Program (this will generally apply to courses taught by the Louis D. Rubin, Jr. Writer-in-Residence)
- ENG 363: Cross-Genre and Experimental Writing

(ENG 207, 208: Advanced Creative Writing may be repeated for credit.)

**CONCENTRATION IN MULTICULTURAL U.S. LITERATURE**

20 credits from among:
- ENG 211: Multicultural Women Writers
- ENG 221: African American Literature
- ENG 230: The Textual Construction of Gender
- ENG 263: Holocaust Literature
- ENG 281: United States Literature to 1860
- ENG 282: United States Literature from 1860 to Present
- ENG 284: The Beat Generation
- ENG 309: The Jazz Aesthetic in Literature
- ENG 318: Imagining Race in American Letters
- ENG 320: Immigrant Literature
- ENG 342: Advanced Studies in Children’s Literature - The Tomboy Character
- ENG 346: Arab American Literature
- ENG 356: Contemporary U.S. Poetry
- ENG 377: Truth Scribbled in Margins
- ENG 379: Feminist Theory
- ENG 382: Literature of Protest

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

CONCENTRATION IN LITERATURE AND PERFORMANCE

12 credits from among:
- ENG 264: New Media and Literature
- ENG 284: The Beat Generation
- ENG 303: Literary History and Theory I
- ENG 309: The Jazz Aesthetic in Literature
- ENG 311: Origins of Poetry
- ENG 321: Screenwriting I
- ENG 322: Screenwriting II
- ENG 323: Cinematic Adaptation
- ENG 324: Poetry in Performance
- ENG 332: Shakespeare and the Theatre
- ENG 333: Shakespeare’s Women
- ENG 340: Shakespeare as Screenwriter
- ENG 353: Film as Narrative Art I
- ENG 354: Film as Narrative Art II
- ENG 356: Contemporary U.S. Poetry

Eight credits from among:
- ANTH 324: Life Histories/Self-Narratives
- ART 365: American Art
- DANC 237: Dance History I
- DANC 239: Dance History II
- DANC 240: Imaginative Thinking, Moving, and Crafting I
- DANC 260: Performance Workshop
- DANC 335: Multimedia
- DANC 336: Sound Design
- DANC 340: Imaginative Thinking, Moving, and Crafting II
- FILM 272: American Cinema
- GWS 343: Drag – Theories of Transgenderism and Performance
- HUM 212: The French Absurd Theatre
- MUS 256: Women in Western Music
- PHIL 207: Philosophy of Art
- SOC 333: Blues, Jazz, and Culture
- THEA 258: Viewpoints
- THEA 262: Non-Western Theatre
- THEA 263: History of Western Theatre I
- THEA 264: History of Western Theatre II
- THEA 335: Multimedia
- THEA 364: Playwriting

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

REQUIREMENTS FOR A MINOR IN ENGLISH:

5 courses (20 credits)
- Two courses from:
  - ENG 223, 224: Major British Writers
  - ENG 281, 282: United States Literature
- Two courses at the 300 level (8)
- One additional course at any level (4)
REQUIREMENTS FOR A MINOR IN CREATIVE WRITING:

20 credits
• ENG 141: Fundamentals of Writing Poetry and Fiction (4)
• 16 additional credits from among:
  ENG 142: Intermediate Creative Writing (4)
  ENG 207, 407: Advanced Creative Writing (4)
  ENG 208, 408: Advanced Creative Writing (4)
  ENG 304: Advanced Expository Writing (4)
  ENG 306: How Writing is Written (4)
  ENG 321: Screenwriting I (4)
  ENG 322: Screenwriting II (4)
  ENG 323: Cinematic Adaptation (4)
  ENG 324: Poetry in Performance (4)
  ENG 363: Cross-Genre and Experimental Writing (4)
  ENG 350: selected Special Topics courses, as determined by the Director of the Creative Writing Program (this will generally apply to courses taught by the Louis D. Rubin, Jr. Writer-in-Residence)
  (ENG 207, 208: Advanced Creative Writing may be repeated for credit.)

The English department has established the following prerequisites for upper-level courses:
• Creative writing courses: The prerequisites for ENG 207, 407 and ENG 208, 408: Advanced Creative Writing are ENG 141: Fundamentals of Writing Poetry and Fiction or ENG 142: Intermediate Creative Writing, or permission; the prerequisite for ENG 142 is ENG 141 or permission.
• 200-level English courses other than creative writing: The prerequisite is at least one semester of college work, including a writing requirement course, or permission of the instructor.
• 300-level English courses: Sophomore standing or higher; previous course work in English at the 200 level is recommended. Sophomores wishing to enroll in 300-level courses are strongly advised to consult with the instructor before registration.

COURSES IN ENGLISH AND CREATIVE WRITING:

ENG 100: EXPOSITORY WRITING (4) Stevens
Designed to make students conscious of, comfortable with, and proficient in all stages of composing from invention to drafting and revision to editing. Frequent short writing assignments and a workshop format give students constant practice in producing and analyzing expository prose. Not open to students who took it with previous number of ENG 120. Enrollment by placement or permission. Offered Term 1. (o)

ENG 117: CHILDBIRTH AND WOMEN’S WRITING (4) Pfeiffer
An introduction to literary and interdisciplinary study as well as college writing. We will analyze birth stories as literary and cultural metaphors in the texts of authors such as Anne Bradstreet, Kate Chopin, Helene Cixous, Louise Erdrich, Shulamith Firestone, Julia Kristeva, Toni Morrison, Adrienne Rich, and Fay Weldon. Also listed as GWS 117. No prerequisite. Not offered in 2010–11. (f, w, x)

ENG 123: CONTEMPORARY LITERATURE OF EXILE (4) Department
This interdisciplinary and writing-intensive course explores the rhetorical and literary construction of exile and immigration. What do we mean when we talk of being in exile? How are speaking, reading, and writing themselves states of exile? Possible texts: W.E.B. Dubois, Gloria Anzaldua, Monique Thuy-Dung
ENG 129: MONSTERS AND MARVELS (4)  
Moriarty  
Both monsters and marvels are deviations from a norm or standard that is called “natural.” Frequently it is the case that the word nature or natural implies a system of values or norms. Deviations from this norm—whether horrible (monsters) or wonderful (marvels)—offer an insight into the basis of values which form the norm. Readings will include The Odyssey, Frankenstein, and The Metamorphosis. No prerequisite. Not offered in 2010–11. (f, w, x, AES, DIV)

ENG 141: FUNDAMENTALS OF WRITING POETRY AND FICTION (4)  
Dorris, McPherson, Nemes, Sharp, VanWormer  
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. No prerequisite. Offered both terms. (f, w, o, CRE)

ENG 142: INTERMEDIATE CREATIVE WRITING (4)  
Kaldas, Matthews, Poliner  
The writing of poetry and fiction; intermediate level. Includes discussion of student work and contemporary short stories and poems. Frequent conferences with the instructor. Prerequisite: ENG 141. Offered both terms. (f, w, CRE)

ENG 150: SPECIAL TOPIC – THE IRISH RENAISSANCE (4)  
Markert  
The Irish Renaissance, which revived ancient Irish folklore, legends, and traditions in literary works, emerged during the late 19th- and early 20th-centuries. This literary and political movement produced some of the most important literature of the modern era, including the poetry and plays of Yeats, the dramas of J. M. Synge and Sean O’Casey, and the novels of James Joyce. Also listed as HUM 150. No prerequisite. Offered Term 1. (f, w, x, MOD)

ENG 150: SPECIAL TOPIC – A SENSE OF PLACE IN LITERATURE (4)  
Poliner  
This course examines literature with a strong geographical sense of place—well-grounded writing, so to speak. Texts will include the novels Winesburg, Ohio and The Country of the Pointed Firs, and the memoir The Solace of Open Spaces, among others. Development of critical writing skills will be of concern. No prerequisite. Offered Term 2.

ENG 151: CLOSE READING, CRITICAL WRITING (4)  
Department  
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. This course meets the 100-level literature course requirement for potential majors, but all are welcome. No prerequisite. Not offered in 2010–11. (f, x, AES)

ENG 152: THE CHILD’S IMAGINATION: CHILDREN IN LITERATURE (4)  
Pfeiffer  
An exploration of the role(s) of the child in literature with a special focus on the significance of the imagination. Texts include Jane Eyre, Anne of Green Gables, The Little Prince, and My Name is Asher Lev. Assignments include weekly papers and oral presentations. No prerequisite. Not offered in 2010–11.

ENG 160: EXTREME FICTIONS (4)  
Abate  
U.S. culture loves to take life to the extreme. From “extreme sports” to “extreme surgery,” our society consistently rejects moderation and embraces excess. This interdisciplinary and writing-intensive course will apply this
phenomenon to the nation’s print and popular culture, examining works that are “extreme” in some way: extremely long or short, popular or obscure, serious or nonsensical. We will explore the impact that these various forms of excess have on narrative content, aesthetic value, and artistic merit. No prerequisite. Offered Term 2. (f, w, x, AES)

ENG 197F: FIRST-YEAR SEMINAR – WOMEN, HEALTH, AND POWER (4) Pfeiffer
This course works from the premise that “knowledge is power” to the conclusion that self-knowledge leads to personal and community empowerment. Reading from feminist perspectives, we will investigate issues such as fertility, mental health, body image, and sexualities. Placement to be determined during the summer. Also listed as GWS 197F. Offered Term 1. (o, r)

ENG 207, 208: ADVANCED CREATIVE WRITING (2, 2) Anderson, Kaldas, Matthews, Moeckel, Poliner, Stephens, Trethewey
A seminar in creative writing. May be repeated for credit. Seniors, with permission, may elect this course for four credits (ENG 407, ENG 408) each term during the senior year. Prerequisites: ENG 141, ENG 142, or permission. Offered both terms. (w, CRE)

ENG 210: CREATIVE NONFICTION (4) Moeckel
This course focuses on the writing of creative nonfiction. 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. Also listed as ES 250. Prerequisite: sophomore standing or permission. Offered Term 1. (w, CRE)

ENG 211: MULTICULTURAL WOMEN WRITERS (4) Kaldas
This course focuses on the work of 20th-century women writers whose work explores issues of culture, ethnicity, and American identity. Issues discussed include how each character struggles to create a sense of female identity within the often conflicting influences of family and American culture; how authors respond to stereotypes of their cultural heritage; and how they depict the history of their group within the larger context of American history. Also listed as GWS 211. Prerequisite: one semester of college work or permission. Not offered in 2010–11. (w, x, AES, DIV)

ENG 221: AFRICAN AMERICAN LITERATURE (4) Anderson
This survey course will focus on African American literature from the 1920s to the present. Topics include the Harlem Renaissance, the Black Arts Movement, and black women writers. We will examine the various ways the black experience has been depicted in poetry, fiction, and drama, as we discuss issues of aesthetics, community, and gender. Prerequisite: one semester of college work or permission. Not offered in 2010–11. (DIV, MOD)

ENG 223: MAJOR BRITISH WRITERS I (4) Moriarty
An introduction to the dominant metaphors, structures, and themes of English Medieval and Renaissance literature as they are embodied in selected works of Chaucer, Shakespeare, Milton, and Pope. Prerequisite: one semester of college work or permission. Offered Term 1. (AES)

ENG 224: MAJOR BRITISH WRITERS II (4) Markert
An introduction to British poetry, fiction, and prose nonfiction of the Romantic, Victorian, and Modern periods. Prerequisite: one semester of college work or permission. Not offered in 2010–11. (w, x, MOD)
ENGLISH continued

ENG 225: MODERN SOUTHERN WRITERS (4)  Markert
An examination of several important writers, including such writers as William Faulkner, Zora Neale Hurston, Flannery O’Connor, Carson McCullers, Eudora Welty, Tennessee Williams, and Walker Percy. Offered Term 1.

ENG 230: THE TEXTUAL CONSTRUCTION OF GENDER (4)  Moriarty
Beginning with the premise that sex (biological difference) differs from gender (the significance attributed to sexual difference), this course historically and thematically surveys various models of gender construction. Readings are drawn from the classics, the Bible, Freud, and contemporary writers. Also listed as GWS 230. Prerequisite: one semester of college work or permission. Offered Term 2.

ENG 242: INTRODUCTION TO CHILDREN’S LITERATURE (4)  Pfeiffer
An introduction to traditional and contemporary classics. This course provides a foundation both in the history and interpretation of children’s literature and in the practical implications of book selection and censorship. Also listed as GWS 243. Prerequisite: one semester of college work or permission. Offered Term 2. (w, x, AES)

ENG 248: BUDDHIST LITERATURE - EAST AND WEST (4)  Larsen
Novels, poems, films, and literary nonfiction (U.S., China, Japan, Germany, England, Korea, Tibet) written in light of Mahayana Buddhist teachings. Close readings in the contexts of diverse cultural re-inscriptions of a global system of practice and understandings. Topics include art as delusion, emptiness, paradise, the road to awakening, and blue mountains walking. No background in Buddhism required. Prerequisite: one semester of college work or permission. Not offered in 2010–11. (AES, GLO)

ENG 251: 19TH-CENTURY BRITISH NOVEL (4)  Pfeiffer
Studies in selected 19th-century novelists from the heirs of Richardson and Fielding to the precursors of Modernism. Authors will include Austen, Shelley, the Brontës, Trollope, Thackeray, Dickens, Hardy, James, and others. Prerequisite: one semester of college work or permission. Not offered in 2010–11.

ENG 252: MODERN BRITISH NOVEL (4)  Department
Studies in the 20th-century British novel, featuring work by Hardy, Joyce, Conrad, Woolf, Forster, Waugh, Greene, and others. Prerequisite: one semester of college work or permission. Not offered in 2010–11.

ENG 263: HOLOCAUST LITERATURE (4)  Moriarty
This course considers the way that various writers attempted to create meaning from their experience of the Holocaust. We consider the role of memory/memorial and the use of literary genres and devices as ways writers impose form on an experience that, by its nature, is unrepresentable. Readings include the work of Primo Levi, Viktor Frankl, and Art Spiegelman. Open to first-year students. Prerequisite: one semester of college work or permission. Not offered in 2010–11.

ENG 264: NEW MEDIA AND LITERATURE (4)  Department
New Media Studies is an emerging interdisciplinary field that brings together literature, cultural studies, and multimedia technologies. The course explores the idea of the “literary” and authorship in relationship to the technologies and arts that mediate aesthetic experience. Texts include: digital media, experimental and graphic novels, and media criticism. Prerequisites: one semester of college work or permission. Not offered in 2010–11. (AES)
ENG 273: STUDIES IN LYRIC POETRY (4)  Larsen
How do poets work, and play, with words? Close readings of selected poems by traditional and contemporary writers; training in the analysis of poetry useful to writers and other students interested in studying literature and to anyone else who wishes to learn the rules of the game of poetry. The course will focus on British and American poetry and will conclude with a consideration of a few influential poets from China and Japan. Prerequisite: one semester of college work or permission. Not offered in 2010–11.

ENG 281: UNITED STATES LITERATURE TO 1860 (4)  Abate
In this course we examine literature written from the initial colonization of the land that would eventually become the United States until the outbreak of the Civil War that would threaten to destroy it. Through our reading of sermons, poems, novels, essays, stories, lectures, and political treatises, we investigate how the concept of “American” gradually became attached to the concept of “nation” during this era. Prerequisite: one semester of college work or permission. Offered Term 2. (w, x, AES, DIV)

ENG 282: UNITED STATES LITERATURE FROM 1860 TO PRESENT (4)  Anderson
The development of prose and poetry in the U.S. from the Civil War to the present, including the schools of regionalism, realism, and naturalism in fiction, the emerging African American literary tradition, and the growing multicultural nature of U.S. literature in the 20th century, along with the development of Modernism and post-Modernism. Prerequisite: one semester of college work or permission. Not offered in 2010–11. (a, AES, MOD)

ENG 284: THE BEAT GENERATION (4)  Anderson
This course explores the creative work of a unique and racially diverse group of artists and musicians who gathered primarily around the cosmopolitan cities of New York and San Francisco during the 1950s and 1960s. This group of Bohemian intellectuals revolutionized art and introduced a new way of seeing America. The course focuses on the origins of the “Beat Movement” by examining the work of Bob Kaufman, Jack Kerouac, Allen Ginsberg, Diane DiPrima, William Burroughs, Amiri Baraka (LeRoi Jones), and several others. Prerequisite: one semester of college work or permission. Offered Term 2. (DIV)

ENG 290: INDEPENDENT STUDY (2 or 4)  Department
Independent study conducted below the advanced level. Application must be made with faculty and department chair prior to registration. Offered any term.

ENG 303: LITERARY HISTORY AND THEORY I (4)  Moriarty
This course offers an opportunity to examine philosophical, historical, literary, and theoretical writings. The course will focus on the issue of representation from classical to poststructural thought. We will consider mimetic and expressive views of representation as well as the postmodern crisis in representation. Also listed as PHIL 303. Prerequisite: sophomore standing or permission. Offered Term 1. (MOD)

ENG 304: ADVANCED EXPOSITORY WRITING (4)  Kaldas
The writing of nonfiction prose with an overview of the essay as a literary genre. Students will read, analyze, and write autobiographical and personal essays, informational, persuasive, and exploratory essays, with focus on voice, purpose, and style. Prerequisite: sophomore standing or permission. Not offered in 2010–11. (w, x)
ENGLISH continued

ENG 306: HOW WRITING IS WRITTEN (4)  Hankla
An exploration of the creative process of poetry and fiction writing. The course will include readings of literature and works by writers on their art and craft, writing assignments, and discussion of student work. Prerequisite: ENG 207 or ENG 208. Not offered in 2010–11. (w, AES, MOD)

ENG 307: LITERARY HISTORY AND THEORY II (4)  Moriarty
This course offers a focused look at the different schools of contemporary theory. It is intended to deepen the student’s knowledge in literary theory and to serve as a methods course preparing students for graduate study. Prerequisite: sophomore standing or permission. ENG 303 is recommended but not required. Offered Term 2.

ENG 309: THE JAZZ AESTHETIC IN LITERATURE (4)  Anderson
This course explores the development of literature (poetry, fiction, autobiography, etc.) that employs a “jazz aesthetic.” The philosophical/aesthetic role that jazz improvisation has played in the development of Modernist and Post-Modernist critique will also be examined. Artists discussed include Charles Mingus, Jack Kerouac, Bob Kaufman, Amiri Baraka, Nathaniel Mackey, Miles Davis, Anthony Braxton, Jayne Cortez, and several others. Prerequisite: sophomore standing or permission. Not offered in 2010–11. (AES, DIV)

ENG 310: CHAUCER (4)  Department
A consideration of the pilgrimage as controlling metaphor in the Canterbury Tales. Prerequisite: sophomore standing or permission. Not offered in 2010–11. (w, x, AES, ANC)

ENG 311: ORIGINS OF POETRY (4)  Larsen
Love songs, hymns, tribal traditions, the urge to syng cuckow: What preceded poets of Shakespeare’s time, and what did they miss out on? What happens when a poem’s language changes—or is changed? What’s the source of a writer’s lyric impulse? We’ll read poems first written in Old, Middle, and Early Modern English, and some brought over from Latin, Hebrew, and Greek. Texts from China, Sumer, and Japan will allow trans-cultural triangulation. Prerequisite: sophomore standing or permission. Not offered in 2010–11. (AES, ANC)

ENG 313: LITERATURE OF THE RENAISSANCE (4)  Moriarty
A study of authorship/authority (political, textual, and rhetorical) in Renaissance works. Topics include the creation of real and ideal worlds and the authority of the original (firsts as bests—pastoral, the Golden Age, writing from nature, the role of citation). Prerequisite: junior standing or permission. Offered Term 2. (AES, MOD)

ENG 315: DANTE (4)  Department
Dante’s Divine Comedy in translation. Analysis of the figurative mode of perception in the Inferno and the Purgatorio with an introduction to the Paradiso. Prerequisite: sophomore standing or permission. Not offered in 2010–11. (ANC)

ENG 317: MEDIEVAL LITERATURE (4)  Moriarty
This course surveys secular and sacred medieval literature with attention given to the role of the female subject, both as the writing subject and as the written object. Readings may include The Showings of Julian of Norwich, The Book of Margery Kempe, as well as selections from Chaucer and medieval drama. Prerequisite: junior standing or permission. Not offered in 2010–11.
ENG 318: IMAGINING RACE IN AMERICAN LETTERS (4)  
Trethewey  
Given that the United States is a multiracial, multicultural country, it is important for members of different groups to understand something of the historical dynamics of their interactions with others. The aim of the course is to introduce students to various literary expressions of how race and race relations have been conceived in this country throughout its history, with particular attention paid to relations between African American citizens and those of European ancestry. My hope is that students will come to a clearer understanding of the complexities implicit in racial interactions in the past and present. Prerequisite: sophomore standing or permission. Not offered in 2010–11. (w, x, AES, DIV)

ENG 320: IMMIGRANT LITERATURE (4)  
Kaldas  
This course focuses on the literature of immigrants in the United States from the early 1900s to the present. Students will explore the varied and complex experiences of immigrants from different cultural backgrounds. Discussion issues include: the way in which the process of immigration disrupts one’s sense of identity, the struggle between alienation and assimilation, and the concept of home. Written requirements will consist of several papers and a final creative/critical project. The course is conducted as a discussion seminar, with emphasis on student participation. Prerequisite: junior standing or permission. Not offered in 2010–11. (AES, DIV)

ENG 321: SCREENWRITING I (4)  
Dillard  
An intensive hands-on course in the art of writing for the screen—for beginners and for writers experienced in other genres (fiction, poetry, and creative nonfiction). Screenings, writing exercises, and workshop-style critiques comprise the course. Also listed as FILM 321. Prerequisite: sophomore standing or permission. Not offered in 2010–11. (w, CRE)

ENG 322: SCREENWRITING II (4)  
Dillard  
An intensive course in screenwriting in which students go through the various stages of developing and writing a feature-length film script, from outline to treatment to presentation and group critiques to finished screenplay, including the analysis of previously produced screenplays and films. Also listed as FILM 322. Prerequisite: ENG/FILM 321, ENG/FILM 323, or permission. Not offered in 2010–11. (CRE)

ENG 323: CINEMATIC ADAPTATION (4)  
Dillard  
Students will go through the entire process (from analysis of the story to outline to treatment to screenplay) of adapting a work of fiction for the screen. The course also includes close study of works of fiction that have previously been adapted for the cinema, as well as the resulting screenplays and films. Also listed as FILM 323. Prerequisite: sophomore standing or permission. Offered Term 2.

ENG 324: POETRY IN PERFORMANCE (4)  
Anderson  
This course examines the aesthetics of textual performance as it has been applied to the performative aspect of poetry. Students will develop methods of critiquing and perform a broad range of aesthetic expression that incorporates poetry with other media. Poets to be discussed include Jayne Cortez, Ed Sanders, and several others. This course is a composite seminar/practicum. Prerequisite: junior standing or permission. Not offered in 2010–11. (o, CRE, MOD)
ENGLISH continued

ENG 325: ROMANTIC POETRY (4) Trethewey
A study of the major British Romantic poets, including, among others, Blake, Wordsworth, Coleridge, Keats, and Shelley. Prerequisite: sophomore standing or permission. Offered Term 1.

ENG 330: 17TH- AND 18TH-CENTURY LITERATURE (4) Markert
A survey of the aesthetic range of Restoration drama and its engagement with cultural transformations in England. Important Restoration adaptations of the genre include the appearance of women on the London stage, and the use of elaborate machinery as spectacle. Antecedent continental works and concurrent dramatic theory will be included. Prerequisite: sophomore standing or permission. Offered Term 2. (AES, MOD)

ENG 331: SHAKESPEARE’S ROME (4) Moriarty
Tudor historians linked the dim history of Britain to that of Rome. Republic, empire, myth—what did Rome, and romanitas, mean to Shakespeare? Influenced by Ovid and Plutarch as well as the British chronicle histories, Shakespeare located several tragedies in the Roman world and portrayed a Roman presence in Cymbeline. We will examine the political and aesthetic use of romanitas in select plays and The Rape of Lucrece. Prerequisite: sophomore standing or permission. Not offered in 2010–11.

ENG 332: SHAKESPEARE AND THE THEATRE (4) Moriarty
A consideration of the metaphor of the stage in representative comedies and tragedies. Prerequisite: sophomore standing or permission. Not offered in 2010–11.

ENG 333: SHAKESPEARE’S WOMEN (4) Moriarty
An examination of the way female characters in Shakespeare’s comedies and tragedies perform, expand, subvert, or question their social roles. Attention will be given to Shakespeare’s creating and theatricalizing a female role, the political implications of dynastic marriage, female access to power through language and self-creation, and women’s relationship to nature. Genre will also be a category of analysis. Prerequisite: junior standing or permission. Offered Term 1. (AES, MOD)

ENG 334: THE “ATLANTIC” 18TH CENTURY (4) Department
This course explores the circulation of ideas and identities through transatlantic pairings of literary, autobiographical, and philosophical writings. Special attention is given to the role of genre as its own conceptual and literal “geography.” Historical end points for the course are Aphra Behn’s Oroonoko (1688) and The Interesting Narrative of the Life of Olaudah Equiano (1789). Prerequisite: sophomore standing or permission. Not offered in 2010–11. (r)

ENG 335: MILTON (4) Pfeiffer
An analysis of Paradise Lost. We will use close readings of the poem’s language, structure, and themes to understand Milton’s epic as a literary masterpiece; we will consider literary responses to the poem as a means of determining the epic’s cultural significance. Prerequisite: junior standing or permission. Offered Term 1. (w, x, o, r)

ENG 336: SHAKESPEARE’S TRAGEDIES (4) Moriarty
This course examines the structure and theme of tragedy in Shakespeare’s plays. Works to be read include Hamlet, Macbeth, Othello, King Lear, and Antony and Cleopatra. Prerequisite: junior standing or permission. Not offered in 2010–11. (AES)
ENG 337: 17TH-CENTURY POETRY (4)
Department
The metaphysical poets: Donne, Herbert, Vaughan, Marvell. Emphasis on the emblematic imagination. Prerequisite: sophomore standing or permission. Not offered in 2010–11.

ENG 339: 18TH-CENTURY BRITISH NOVEL (4)
Dillard
An examination of the cultural background and early development of the novel in English with some attention to the sentimental and Gothic genres. Close reading of novels by Samuel Richardson, Henry Fielding, Laurence Sterne, Tobias Smollett, Fanny Burney, Ann Radcliffe, Matthew Gregory Lewis, and Jane Austen. Prerequisite: sophomore standing or permission. Not offered in 2010–11.

ENG 340: SHAKESPEARE AS SCREENWRITER (4)
Dillard
An examination of Shakespeare’s plays as collaborations across the centuries with important filmmakers, with attention to the nature of Shakespearean drama and contemporary cinema, the nature of collaboration, translation, interpretation, and the “purity” of imaginative texts. Also listed as FILM 340. Prerequisite: sophomore standing or permission. Not offered in 2010–11.

ENG 342: ADVANCED STUDIES IN CHILDREN’S LITERATURE (4)
Pfeiffer
Close study of various topics in children’s literature. Recent topics have included the tomboy character and gender and girls fiction. Prerequisite: junior standing or permission. Also listed as GWS 342. Not offered in 2010–11. (w, x, AES, MOD)

ENG 343: THE MODERN NOVEL I (4)
Dillard
An examination of how the mystery story has become one of the primary literary forms for deconstruction and reconstruction in the modern novel. After a study of the sources of the form in the Bible, Sophocles, and Poe, the course moves on to novels by such writers as Agatha Christie, Dashiell Hammett, William Faulkner, Alain Robbe-Grillet, Vladimir Nabokov, Chester Himes, and Friedrich Dürrenmatt. Prerequisite: sophomore standing or permission. Not offered in 2010–11.

ENG 344: THE MODERN NOVEL II (4)
Markert
A study of modern British and European novels (in translation), including works by Milan Kundera, Joseph Conrad, Albert Camus, André Malraux, Christa Wolf, Herman Brock, and others. Prerequisite: sophomore standing or permission. Not offered in 2010–11.

ENG 345: ARAB WOMEN WRITERS (4)
Kaldas
This course focuses on the literature of Arab women whose writing engages the political and cultural transformations taking place in the Middle East. Particular attention is paid to how these writers confront the restrictions and expectations placed upon Arab women. Issues raised for discussion include Arab women’s struggle for independence in both domestic and economic spheres, women’s participation in political struggles, and conflicts between modernization and tradition. Also listed as GWS 345. Prerequisite: junior standing or permission. Offered Term 1. (AES, GLO)

ENG 346: ARAB AMERICAN LITERATURE (4)
Kaldas
This course begins with an introduction to the history of the first Arabs to immigrate to the U.S. and their process of adaptation. Moving to the contemporary period, students read a variety of literature by Arab Americans, looking at how these writers have expressed the ways in which Arab Americans
ENGLISH  have crossed geographical and cultural boundaries, their relationship to their homeland, and their evolving identity in the U.S. Written requirements consist of a series of short papers and a final creative/critical project. The course is conducted as a discussion seminar with emphasis on student participation. Prerequisite: junior standing or permission. Not offered in 2010–11. (AES, DIV)

ENG 347: STUDIES IN SHORT FICTION (4)  Poliner
Selected readings in the short story from masters to recent innovators, with attention to stories by women and the contemporary short-short story. Prerequisite: sophomore standing or permission. Not offered in 2010–11. (w, x, AES; MOD)

ENG 350: SPECIAL TOPIC – SEMINAR IN JANE AUSTEN (4)  Pfeiffer
A study of the complete works of Jane Austen, including her unfinished and juvenile works as well as her published novels. Our analysis will be enriched by appeals to the historical context of the “long 18th century” as well as readings in the extensive critical commentary on Austen’s work. Prerequisite: junior standing or permission. Offered Term 2.

ENG 350: SPECIAL TOPIC – WRITER-IN-RESIDENCE: PRESSING BACK: POETRY WRITING AS THE IMAGINATION OF REALITY (4)  Moldaw
Poetry writing in light of Wallace Stevens’ dictum about the central importance of "the imagination pressing back against the pressure of reality." Reading will include Sylvia Plath, Ted Hughes, Galway Kinnell, Thom Gunn, C.D. Wright, and Martha Collins, poets whose approach as they press back against internal and external realities range from the confessional, lyric and surreal, to the fragmented and documentary. Offered Term 2.

ENG 353: FILM AS A NARRATIVE ART I (4)  Dillard
Films of Ingmar Bergman as moral, aesthetic, and psychological narratives, with particular attention to the development of cinematic style in relationship to his concerns throughout his career. Such films as Smiles of a Summer Night, Sawdust and Tinsel, The Seventh Seal, Wild Strawberries, Through a Glass Darkly, Winter Light, The Silence, Persona, Shame, Hour of the Wolf, Cries and Whispers, Scenes From a Marriage, and Fannie and Alexander. Prerequisite: Sophomore standing or permission. Also listed as FILM 353. Offered Term 1.

ENG 354: FILM AS A NARRATIVE ART II (4)  Dillard
Films of Federico Fellini as moral, aesthetic, and psychological narratives, with particular attention to the development of his cinematic style in relationship to his concerns throughout his career. Such films as The White Sheik, I Vitelloni, La Strada, Il Bidone, Nights of Cabiria, La Dolce Vita, 8½, Juliet of the Spirits, Fellini Satyricon, The Clowns, Amarcord, Ginger and Fred, and Intervista. Prerequisite: Sophomore standing or permission. Also listed as FILM 354. Offered Term 2.

ENG 355: MODERN BRITISH AND AMERICAN POETRY (4)  Trethewey

ENG 356: CONTEMPORARY U.S. POETRY (4)  Anderson
Contemporary American poetry and its roots. A study of the origins and the present modes and voices of poetry in North America, with emphasis on works
written since World War II. We will consider the lives of poets in our times, the
issues that have mattered to them, and the ways they have found to make art
from words. Prerequisite: sophomore standing or permission. Offered Term 1.

ENG 363: CROSS-GENRE AND EXPERIMENTAL WRITING (4)  
Hankla
An examination of and practice in forms of writing that straddle the worlds of
fiction/poetry, image/word, fiction/nonfiction, including graphic memoir and
fictional (auto)biography. Students will write prose poetry, flash fiction, and
other experimental forms, while considering selected works by Gertrude Stein,
Lydia Davis, Jamaica Kincaid, James Tate, Michael Ondaatje, Alison Bechdel,
and many others. Prerequisite: ENG 207 or 208. Offered Term 1.

ENG 377: TRUTH SCRIBBLED IN MARGINS - UNCONVENTIONAL WRITING BY
WOMEN (4)  
Hankla
A study of modern and contemporary works by American women of diverse
ethnicities who eschew conventional content and form to challenge the
boundaries of both. This literature often addresses tabooed subjects and blurs
traditional genre lines. Such authors as Gertrude Stein, Adrienne Rich, Audre
Lorde, Margaret Atwood, Kathy Acker, Maxine Hong Kingston, Ai, and others
will be studied. Prerequisite: sophomore standing or permission. Not offered in
2010–11. (w, AES, DIV)

ENG 379: FEMINIST THEORY (4)  
Department
This course looks at key movements and concerns of contemporary feminist
theory. Issues of gender, race, and class are examined across first-, second-, and
third-wave feminism. The final unit for the course looks at queer theory and its relationship to earlier existentialist feminist writing. Also listed as
GWS 379. Prerequisite: sophomore standing or permission. Not offered in
2010–11.

ENG 382: ADVANCED STUDIES IN AMERICAN LITERATURE - LITERATURE OF
PROTEST (4)  
Abate
Victorian America is commonly seen as a prim and polite period, but it gave
rise to the abolitionist, feminist, temperance, and labor reform movements.
This course will consider literary works from each of these four protest
movements, examining how they continued the tradition of print protest from
the Revolutionary War and also foreshadowed the politically charged nature of
20th-century U.S. literature. Also listed as GWS 382. Prerequisite: sophomore
standing or permission. Not offered in 2010–11. (w, x, AES, DIV)

ENG 385: VICTORIAN LITERATURE (4)  
Markert
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
Prerequisite: sophomore standing or permission. Offered Term 2.

ENG 390: INDEPENDENT STUDY (2 or 4)  
Department
Independent study at advanced level. Application for independent study must be
made a term prior to registration. Approval of faculty director and department
chair is required. Prerequisite: sophomore standing or permission. Offered any
term.

ENG 399: INTERNSHIP (4)  
Department
Application must be made with faculty prior to registration. May be proposed in
any term.
ENG 407, 408: ADVANCED CREATIVE WRITING (SENIOR OPTION) (4) Anderson, Kaldas, Matthews, Moeckel, Poliner, Trethewey, Stephens
A four-credit seminar in creative writing for seniors only. Prerequisites: ENG 141, ENG 142, or permission. Offered both terms. (w, CRE)

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

ENG 485, 585: ADVANCED STUDIES IN THE NOVEL (4) Dillard
Studies in the form of the novel, ranging throughout the history of the novel. Close readings of a variety of novels with an effort to determine the demands of the form and ways in which it has been and can be developed. Open to senior English majors and creative writing M.F.A. students. Limited to 20. Not offered in 2010–11.

ENG 486, 586: ADVANCED STUDIES IN CREATIVE NONFICTION (4) Trethewey
This is a course on the literary form that has come to be known as “Creative Nonfiction.” We will read and discuss various modes of writing about personal experience and the aesthetic and ethical issues raised by such writing. Written assignments will include discursive prose, as well as students’ original creative nonfiction. Open to senior English majors and creative writing M.F.A. students. Limited to 20. Offered Term 2.

ENG 487, 587: ADVANCED STUDIES IN SHORT FICTION (4) Huddle
Close readings of representative stories past and present that define or defy our expectations for the form. Attention to building a vocabulary for discussion and to the analysis of technique and structure. Open to senior English majors and creative writing M.F.A. students. Limited to 20. Offered Term 1.

ENG 490: SENIOR HONORS THESIS (4, 4) Department
A yearlong (Fall, Short, and Spring Terms) study culminating in a substantial critical or creative manuscript. Prerequisite: senior standing and invitation from the department based on the student’s previous academic work. Application must be made with faculty prior to registration.
Environmental Studies

PROFESSORS: Renee Godard (biology) (director), Bansi Kalra (chemistry), William P. Nye (sociology) (on leave Fall Term)

ASSOCIATE PROFESSORS: Joseph Ametepe (physics), LeeRay Costa (anthropology and gender and women’s studies)

ASSISTANT PROFESSORS: Jeanette Barbieri (political science), Marshall Bartlett (physics), Jon Donald Bohland (international studies), Pablo Hernandez (economics), Ryan Huish (biology), Thorpe Moeckel (English)

AFFILIATED FACULTY: Rebecca Beach (biology), Sandy Boatman (chemistry), Julie M. Clark (mathematics and statistics), Casimir Dadak (business), James Patrick Downey (philosophy), Juergen Fleck (economics), Lori J. Joseph (communication studies), Edward A. Lynch (political science), Jong Oh Ra (political science), Annette Sampon-Nicolas (French and international studies), Darla Schumm (religious studies), Susan L. Thomas (political science), C. Morgan Wilson (biology)

The field of environmental studies (ES) explores the relationship between humans and the environment. To fully understand the causes and consequences of environmental problems and to acquire skills for developing potential solutions requires an interdisciplinary approach that draws on the natural and social sciences and the humanities. The goal of the ES program is to provide students with a holistic understanding of environmental issues of local, national, and global importance.

The core courses offered in the ES major will ground all students in the study of the environment from scientific, cultural, historical, and societal perspectives. The broad distribution of elective courses will offer the ES major the opportunity to explore a wide range of interdisciplinary approaches to environmental concerns. In addition, a student may also choose to focus her elective studies. For example, a student interested in environmental science may choose to center her electives courses in biology, chemistry, and economics, while a student interested in global environmental issues may choose elective courses in international studies, political science, and anthropology. The Hollins program is distinguished by its experiential component, which requires all majors to be involved in an internship or service project that pertains to their field of interest within the interdisciplinary approach of environmental studies.

REQUIREMENTS FOR A MAJOR IN ENVIRONMENTAL STUDIES:

12 courses (minimum of 44 credits)

- Six core courses in environmental studies.
- Six additional courses from the list of environmental studies elective courses or affiliates. At least three of these courses should be at the 200 level or above, and an additional course at the 300 level or above.
- Experiential component, which consists of a related internship, service project, or certification in Hollins’ Wilderness Education Association’s National Standards Program (NSP). For more information regarding the NSP, contact Jon Guy Owens, Hollins Outdoor Program director.
ENVIROMENTAL STUDIES continued

CORE COURSES:
- ES 117: Environmental Science (4)
- ES 207: Ecology (4)
- ES 207L: Ecology Lab (2)
- ES 357: Conservation Biology (4)
- ES 470: Seminar in Environmental Studies (2)

SIX ADDITIONAL COURSES FROM THE LIST OF ENVIRONMENTAL STUDIES OR AFFILIATED COURSES:

ENVIRONMENTAL STUDIES COURSES:
- ES 112: Environmental Analysis (4)
- ES 121: Introduction to Oceanography and Hydrogeology (4)
- ES 182: Environmental Ethics (4)
- ES 197F: First-year Seminar - Earth Science and Expedition Behavior (4)
- ES 210: World Geography (4)
- ES 219: Food, Culture, and Social Justice (4)
- ES 220: Globalization and Local Responses (4)
- ES 221: Survey of Physics and the Environment (4)
- ES 230: Economics and the Environment (4)
- ES 234: Global Warming: Environmental Politics and Policy (4)
- ES 235: Feeding Frenzy (4)
- ES 250: Special Topic in Environmental Studies (2-4) (may be taken more than once for credit)
- ES 259: Environment and Society (4)
- ES 304: Geography of Global Environment (4)
- ES 305: Cultural Geography and Landscape Studies (4)
- ES 352: Topics in Human Geography (4)
- ES 390: Independent Study (2 or 4)*
- ES 480: Senior Thesis *
- ES 490: Senior Honors Thesis *

AFFILIATED COURSES:

DIVISION I
- PHIL 181: Contemporary Moral Issues (4)
- PHIL 252: Ethics (4)
- REL 109: Introduction to World Religions I (4)
- REL 110: Introduction to World Religions II (4)

DIVISION II
- ANTH 145: Introduction to Anthropology (4)
- ANTH 312: Women and Social Movements Around the Globe (4)
- BUS 224: Business Ethics (4)
- BUS 320: Managing Nonprofit Organizations (4)
- COMM 125: Public Speaking (4)
• COMM 231: Writing for the Print Media I (4)
• COMM 238: Argumentation and Advocacy (4)
• COMM 322: Public Relations Principles (4)
• ECON 157: Microeconomics (4)
• ECON 241: Economics of Social Issues (4)
• ECON/INTL 259: International Political Economy (4)
• ECON 265: International Trade (4)
• ECON 312: Economics of the Third World (4)
• GWS/INTL 252: Gender and Globalization (4)
• GWS/POLS 213: Globalization and Poverty (4)
• INTL 120: Introduction to International Studies (4)
• INTL 302: Comparative Urbanism (4)
• INTL 303: Geopolitics (4)
• POLS 118: Controversial Issues in American Politics (4)
• POLS 226: International Law (4)
• POLS 363: Constitutional Law (4)
• SOC 133: Social Problems in Global Perspectives (4)

DIVISION III

• BIOL 121: Plants and People (4)
• BIOL 236: Cell and Molecular Biology (6)
• BIOL 241: Plant Biology (6)
• BIOL 312: Microbiology (6)
• BIOL 322: Developmental Biology (6)
• BIOL 323: Animal Behavior (6)
• BIOL 361: Physiological Ecology (6)
• CHEM 214: Analytical Chemistry (6)
• CHEM 221: Organic Chemistry I (6)
• CHEM 222: Organic Chemistry II (6)
• STAT 251: Statistical Methods I (4)

REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL STUDIES:
7 courses (26 credits)
• ES 117: Introduction to Environmental Studies (4)
• ES 207: Ecology (4)
• ES 207L: Ecology Lab (2)
• ES 357: Conservation Biology (4)
• Two additional courses from the list of environmental studies elective courses or affiliates (minors are strongly encouraged to enroll in ES 470)

COURSES IN ENVIRONMENTAL STUDIES:

ES 112: ENVIRONMENTAL ANALYSIS (4) Kalra
Also listed and described as CHEM 112. Prerequisite: q, one to two years of high school chemistry. Not offered in 2010–11. (Q, SCI)

ES 117: ENVIRONMENTAL SCIENCE (4) Godard
This lecture/laboratory core course for ES majors explores how organisms, communities, and ecosystems function under natural conditions, as well as how they function under human influence. We will cover a variety of current environmental concerns in both the classroom and laboratory, including the patterns of human population growth, the extinction crisis, global warming, acid rain, water pollution, solid waste management, sustainable agriculture, and
ENVIRONMENTAL STUDIES continued

renewable energy. Also listed as BIOL 117. Open to first-year students. No prerequisite. Offered Term 2. (SCI)

ES 121: INTRODUCTION TO OCEANOGRAPHY/HYDROGEOLOGY (4) Ametepe
Also listed and described as PHYS 121. Open to first-year students. Prerequisite: q. Offered Term 2. Prerequisite: (Q, SCI)

ES 150: SPECIAL TOPIC - ENERGY, ENVIRONMENT, AND CLIMATE (4) Bartlett
This course will develop the physical idea of energy, its manifestations, transformations, and conservation laws. We will examine how energy availability determines the nature of environmental and human systems, how our utilization of energy has transformed the human experience, and how it threatens now to transform our natural environment and climate. We will examine in detail the nature of the current energy-climate connection and potential future scenarios for social and environmental progress. Also listed as PHYS 150. Offered Term 1.

ES 182: ENVIRONMENTAL ETHICS (4) Downey
Also listed and described as PHIL 182. Open to first-year students. No prerequisite. Offered Term 2.

ES 197F: FIRST YEAR SEMINAR – EARTH SCIENCE AND EXPEDITION BEHAVIOR (4) Derringer, Owens
Your instructors, one trained in the physical sciences, the other trained in outdoor leadership studies, have combined to create a unique experience in this seminar. You will immerse yourself in studies related to earth science and space science while contemplating the scientific, technological, and leadership challenges faced by some of the most renowned explorers. While learning, for instance, about Columbus and Magellan, leaders of great oceanic explorations during the Age of Discovery, you will study ocean science. And, while studying 19th and 20th century explorers, especially ones who led expeditions across vast expanses of land (for example, Lewis and Clark), or across vast deserts of ice (for example, Admunsen and Scott), or up the world’s highest mountains (for example, Hillary and Krakauer), you will study aspects of lithospheric science. Studies of science that relate to the atmosphere and space will follow discussions of great adventures in the sky and space, particularly by women who have made important contributions to aviation (for example, Quimby, Stinson, and Earhart) and to space exploration (for example, Tereshkova, Ride, and Collens). Finally, as the class looks to history for general lessons in leadership, you will engage in hands-on activities designed to further your knowledge and understanding of group dynamics and team building and to determine and assess your own personal leadership style. Hands-on activities will include lessons in orienteering and work on ropes courses. Placement to be determined during the summer. Offered Term 1. (o, r)

ES 197F: FIRST-YEAR SEMINAR - YOU ARE WHAT YOU EAT: MAKING GOOD FOOD CHOICES FOR YOUR HEALTH AND THE ENVIRONMENT (4) Beach
Why do we make the food choices we make? Do we choose food mainly out of habit, or do we consider what is in it and how it was grown? How does the media and advertising influence our diet? In this course students learn to critically evaluate the foods they eat and the messages food choices send to our bodies and the environment. We will examine where our foods come from, how food production and transportation impact the environment, why excessive use of pesticides has become problematic, and why trans fats and genetically modified foods (GMOS) may pose health risks. We will also investigate the energy footprints of processed foods and whole foods, and learn why some
scholars advocate locally produced food and plant-based diets as the solution to the many environmental and health issues that surround food. Laboratory investigations will include testing for GMOs in foods, producing cultured and fermented foods, and analyzing our diets for nutritional content. Placement to be determined during the summer. Also listed as BIOL 197F. Offered Term 1. (r, SCI)

**ES 207: ECOLOGY (4)**  
Godard  
As one of the core courses for the environmental studies major, we will explore the structure and function of the natural world. We will examine the relationships between organisms and their physical and biological environment, global patterns of climate and biological life, patterns in population dynamics, as well as structure and change in communities of organisms. Also listed as BIOL 207. Open to first-year students. No prerequisite. Offered Term 1. (SCI; must take lab to fulfill SCI)

**ES 207L: ECOLOGY LAB (2)**  
Godard  
We will explore local aquatic and terrestrial ecosystems as well as gain hands-on experience carrying out ecological research in this field laboratory course. Students will also have several opportunities to carry out their own independent research. Also listed as BIOL 207L. Corequisite: ES 207. Offered Term 1. (SCI)

**ES 210: WORLD GEOGRAPHY (4)**  
Bohland  
This course examines the methods of geography applied to global issues, patterns and linkages in the arrangement of human physical resources, mapping and elements of spatial analysis, and area studies. Also listed as INTL 210. Open to first-year students. Offered Term 2. (GLO, MOD)

**ES 219: FOOD, CULTURE, AND SOCIAL JUSTICE (4)**  
Costa  
Also listed and described as ANTH/GWS 219. No prerequisite. Open to first-year students. Offered Term 2. (r, DIV)

**ES 220: GLOBALIZATION AND LOCAL RESPONSES (4)**  
Bohland  
Also listed and described as INTL 220. Open to first-year students. Prerequisite: q. Offered Term 1. (Q, GLO)

**ES 221: SURVEY OF PHYSICS AND THE ENVIRONMENT (4)**  
Bartlett  
Also listed and described as PHYS 221. Prerequisite: ES 117. Open to first-year students. Not offered in 2010-11.

**ES 230: ECONOMICS AND THE ENVIRONMENT (4)**  
Hernandez  
Also listed and described as ECON 230. Open to first-year students. Prerequisite: ECON 157. Offered Term 2.

**ES 234: GLOBAL WARMING - ENVIRONMENTAL POLITICS AND POLICY (4)**  
Barbieri  
Also listed and described as POLS 234. Prerequisite: q. Open to first-year students. Not offered in 2010-11. (o, Q, GLO)

**ES 235: FEEDING FRENZY - GLOBAL FOOD POLITICS, SECURITY, AND SUSTAINABILITY (4)**  
Barbieri  
Also listed and described as POLS 235. Prerequisite: q. Open to first-year students. Not offered in 2010-11. (o, Q, GLO)

**ES 250: SPECIAL TOPIC - CREATIVE NON-FICTION (4)**  
Moeckel  
This course focuses on the writing of creative nonfiction, including personal
ENVIRONMENTAL STUDIES continued

essays, memoir, and travel writing. 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. Also listed as ENG 210. Prerequisite: sophomore standing or permission. Offered Term 1. (w, CRE)

ES 250: SPECIAL TOPIC - AN INTRODUCTION TO ENVIRONMENTAL DATA COLLECTION & ANALYSIS (4) Bartlett
This course offers an introduction to physical measurement theory as applied in the environmental sciences. Course topics will include the physics of measuring devices, device selection, calibration, accuracy and precision, field-deployment of instrumentation, the planning of a measurement campaign, and techniques for data post-processing and analysis. The course will be student-directed, project-based, and will involve extensive field-work. Also listed as PHYS 250. Prerequisites: q and ES 117 or PHYS 151 or PHYS 201, or permission. Offered Term 2.

ES 259: ENVIRONMENT AND SOCIETY (4) Nye
Current environmental problems are primarily the result of human activity, intentional or otherwise, and any solutions to these problems will necessarily require concerted and cooperative human effort as well. This ES core course investigates the complex interactions between human beings and their natural environment from a sociological point of view with an eye toward averting ecocatastrophe in the not-too-distant future. A rudimentary knowledge of biology and chemistry is recommended. Also listed as SOC 259. No prerequisite. Not offered in 2010–11. (MOD)

ES 304: GEOGRAPHY OF GLOBAL ENVIRONMENT (4) Bohland
Also listed and described as INTL 304. Open to first-year students with permission. No prerequisite. Offered Term 2.

ES 305: CULTURAL GEOGRAPHY AND LANDSCAPE STUDIES (4) Bohland
Also listed and described as INTL 305. Open to first-year students with permission. No prerequisite. Not offered in 2010–11.

ES 357: CONSERVATION BIOLOGY (4) Huish
In this ES core course we attempt to synthesize studies of ecology, natural resource management, politics, economics, and ethics so that we may define for ourselves the meaning of conservation biology. Our discussions are intended to lead us through a reappraisal of what constitutes a sustainable relationship between that which is wild and that considered tame. Also listed as BIOL 357. Prerequisites: ES 117 or ES 207 and 207L. Offered Term 2.

ES 357L: CONSERVATION BIOLOGY LAB (4) Huish
Laboratory activities will cultivate an understanding of real-world, hands-on conservation biology through field trips, active discussions, and training on the use of professional tools used by conservation biologists, such as GIS (Geographic Information Systems), which significantly aid in the decision-making process for the management and preservation of biodiversity. ES majors are strongly encouraged to take this laboratory course. Also listed as BIOL 357L. Corequisite: ES 357. Offered Term 2.

ES 390: INDEPENDENT STUDY (2 or 4) Department
Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered any term.
ES 470: SEMINAR IN ENVIRONMENTAL STUDIES (2)  
Godard

The ES major is informed by a wide array of academic disciplines. In this capstone seminar we will try to tie together these academic disciplines as we examine significant environmental challenges facing our world today. In addition, each student will also prepare a portfolio summarizing her academic experiences. This course is intended for senior ES majors but junior ES majors are also invited to enroll. May be taken more than once for credit. Offered Term 1.

ES 480: SENIOR THESIS (4)  
Department

Students must undertake a research project investigating a specific aspect of environmental studies. Students must consult with the ES director in the spring semester of junior year and if approved, research would traditionally be carried out during Fall and Short Terms.

ES 490: SENIOR HONORS THESIS (4, 4)  
Department

Offered to qualified ES majors. Students must consult with the ES director in the spring semester of the junior year. If approved, the research project is completed over Fall, Short, and Spring Terms. Departmental honors will be awarded only if the research project is successfully defended to a panel of ES faculty members.
PROFESSORS: Richard H.W. Dillard (English), Klaus Phillips (film)
ASSISTANT PROFESSOR: Amy Gerber-Stroh

The film major provides a thorough grounding, balancing instruction in the creation of films and videos with courses in the history, aesthetics, and cultural import of these arts. The culmination of the major is a senior project consisting of a creative and/or research project. The major can be applied to careers in film and television, the visual arts, teaching, advertising, public relations, publishing, and others.

REQUIREMENTS FOR A MAJOR IN FILM:
11 courses (44 credits)

REQUIRED CORE:
- FILM 171: Introduction to Film as Art (4)
- FILM 271: World Cinema (4) or FILM 272: American Cinema (4)
- FILM 280: Film Production I (4) or FILM 281: Video Production I (4)
- Seven additional film courses:
  At least two from the 300 level
  Can include FILM 390: Independent Study (2 or 4)
- FILM 480: Senior Project (4)

REQUIREMENTS FOR A MINOR IN FILM:
5 courses (20 credits)
- Two courses from:
  FILM 171: Introduction to Film as Art (4)
  FILM 271: World Cinema (4)
  FILM 272: The American Cinema (4)
- FILM 280: Film Production I (4) or FILM 281: Video Production I (4)
- Two additional 300-level courses (can include FILM 390: Independent Study)

COURSES IN FILM:

FILM 171: INTRODUCTION TO FILM AS ART (4) Phillips
An introduction to the art of narrative film, including dramatic and visual elements, theme and focus, acting, and directorial style. Topics also covered include the materials and methods of filmmaking, the major styles and genres of film, and the relationship of film to theatre and literature. Open to first-year students. No prerequisite. Offered both terms. (AES, MOD)

FILM 175: INTRODUCTION TO THE STUDY OF ARTS ADMINISTRATION (4) Krause
Also listed and described as ART 175. Not offered in 2010–11. (r)

FILM 250: SPECIAL TOPIC - CONTEMPORARY GERMAN CINEMA (4) Phillips
Contemporary German cinema accounts for some of the most provocative and entertaining films in the world, with two receiving Best foreign Film Academy Awards in the last few years. The impact of recent German films on Hollywood has been tremendous. Films to be examined include Run Lola Run, Nowhere in Africa, Goodbye Lenin, and The Lives of Others. Open to first-year students. Offered Term 1.
FILM 250: SPECIAL TOPIC - FILM NOIR (4)  
Phillips
Film Noir, full of dark shadows, mystery, suspense, and a bevy of femmes fatales, is the most elusive of all film genres. Whether it is a genre at all, shaped by the conventions of German Expressionism, post-World War II anxieties, and hard-boiled pulp fiction, is subject to argument; but there is universal agreement that film noir includes some of Hollywood’s most fascinating films, which continue their influence on today’s filmmakers and still appeal strongly to contemporary viewers. Films to be studied include L.A. Confidential, Double Indemnity, Kiss Me Deadly, and The Big Sleep. Open to first-year students. Offered Term 1.

FILM 271: WORLD CINEMA (4)  
Gerber-Stroh
A survey of international film. Concentrating on each film in its own right, as well as its representation of a specific regional form, students study the global influences and innovations of cinema as an artistic medium. Open to first-year students. No prerequisite. Offered Term 2. (AES, MOD)

FILM 272: AMERICAN CINEMA (4)  
Gerber-Stroh
The course is a basic introduction to filmmaking in the U.S. Viewing a broad range of films from classic Hollywood to the visionary experimental to socially dynamic documentaries and independent films, students will discover new ways of appreciating American cinema. Open to first-year students. No prerequisite. Not offered in 2010–11. (AES, MOD)

FILM 276: PHILANTHROPY AND THE ARTS (4)  
Krause
Also listed and described as ART 276. Offered Term 2.

FILM 280: FILM PRODUCTION I (4)  
Gerber-Stroh
An intensive, hands-on beginner’s course in 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. $100 lab fee. Offered Term 1. (CRE)

FILM 281: VIDEO PRODUCTION I (4)  
Gerber-Stroh
An intensive, 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 documentary from concept development to finished piece. Course format includes screenings, discussions, technical instruction, and critique. Open to first-year students. No prerequisite. Offered both terms. (CRE)

FILM 285: ANIMATION (4)  
Gerber-Stroh
An intensive, hands-on introduction to film animation. Students work individually to produce a series of animated films, including a final project. Students learn both traditional and experimental techniques for the construction of motion from successive single-frame images. All basic aspects of 2-D and 3-D animated filmmaking are covered. Limited enrollment. Prerequisite: FILM 280 or permission. $100 lab fee. Not offered in 2010–11.

FILM 290: INDEPENDENT STUDY (2 or 4)  
Department
Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.
FILM 321: SCREENWRITING I (4)  
Dillard  
Also listed and described as ENG 321. Prerequisite: sophomore standing. Not offered in 2010–11. (w, CRE)

FILM 322: SCREENWRITING II (4)  
Dillard  
An intensive course in screenwriting in which students go through the various stages of developing and writing a feature-length film script, from outline to treatment to presentation and group critiques to finished screenplay, including the analysis of previously produced screenplays and films. Also listed as ENG 322. Prerequisite: ENG/FILM 321, ENG/FILM 323, or permission. Not offered in 2010–11. (CRE)

FILM 323: CINEMATIC ADAPTATION (4)  
Dillard  
Also listed and described as ENG 323. Prerequisite: sophomore standing. Offered Term 2.

FILM 340: SHAKESPEARE AS SCREENWRITER (4)  
Dillard  
Also listed and described as ENG 340. Prerequisite: sophomore standing. Not offered in 2010–11.

FILM 353: FILM AS A NARRATIVE ART I (4)  
Dillard  
Films of Ingmar Bergman as moral, aesthetic, and psychological narratives, with particular attention to the development of cinematic style in relationship to his concerns throughout his career. Such films as *Smiles of a Summer Night, Sawdust and Tinsel, The Seventh Seal, Wild Strawberries, Through a Glass Darkly, Winter Light, The Silence, Persona, Shame, Hour of the Wolf, Cries and Whispers, Scenes From a Marriage,* and *Fannie and Alexander.* Prerequisite: Sophomore standing or permission. Also listed as ENG 353. Offered Term 1.

FILM 354: FILM AS A NARRATIVE ART II (4)  
Dillard  
Films of Federico Fellini as moral, aesthetic, and psychological narratives, with particular attention to the development of his cinematic style in relationship to his concerns throughout his career. Such films as *The White Sheik, I Vitelloni, La Strada, Il Bidone, Nights of Cabiria, La Dolce Vita, 8½, Juliet of the Spirits, Fellini Satyricon, The Clowns, Amarcord,* Ginger and Fred, and *Intervista.* Prerequisite: Sophomore standing or permission. Also listed as ENG 354. Offered Term 2.

FILM 372: IMAGES OF WOMEN IN FILM (4)  
Phillips  
An examination of the diverse representations of women in the movies. Why a diversity? How do the images on celluloid compare to the conditions in real life? To what extent, and why, have the celluloid images shaped perceptions and expectations of women in real life? Prerequisite: prior film course or permission. Not offered in 2010–11. (AES, MOD)

FILM 373: DOCUMENTARY FILM AND TELEVISION (4)  
Gerber-Stroh  
An overview of the development of documentary film and a survey of documentary styles. Topics include the nature of propaganda, the social function of documentaries, and an examination of the rhetoric of visual communication. Prerequisite: prior film course or permission. Offered Term 1.

FILM 374: FILM AND CENSORSHIP (4)  
Phillips  
A survey of motion picture censorship, with attention to the evolution and scope of controversial subject matter in movies and how motion pictures shape as well as reflect our perception of morality. Prerequisite: prior film course or permission. Offered Term 2. (AES, MOD)
FILM 380: FILM AND VIDEO PRODUCTION II (4) Gerber-Stroh
An intensive intermediate 16mm and video course that focuses on enhancing cinematic and sound design skills to improve the creative synthesis of image and sound. Students learn various techniques including field recording, lighting, and mixing, as well as advanced methods in cinematography and nonlinear editing. Students work individually to produce one film or video over the course of the semester. Prerequisite: FILM 280 or FILM 281. Limited enrollment. $100 lab fee. Offered Term 2. (CRE)

FILM 390: INDEPENDENT STUDY (2 or 4) Department
Individual project at the advanced level in a specialized field of film research or production. Permission of department chair required prior to registration. Offered both terms.

FILM 399: INTERNSHIP (4) Department
Application must be made with faculty prior to registration. May be proposed in any term.

FILM 480: SENIOR PROJECT (4) Department
One course required for all film majors.

FILM 490: SENIOR HONORS PROJECT (4) Department
Continuation of project or thesis from Fall Term. Offered Short Term and Term 2 to qualified seniors.
First-year Seminars

All first-time, first-year students must enroll in a first-year seminar in the fall term. These seminars are designed to improve student learning at a critical early stage in the undergraduate experience, offer a unique class bonding experience based on academic excellence, and introduce students to a number of general education skills and perspectives (see page 65). All of the seminars share the same pedagogical goals, allowing students to participate in a common learning experience in their first term at Hollins.

What follows is a list of the seminars for the fall 2010, along with the general education requirements they fulfill. These classes are open only to first-time, first-year students who will make their seminar selection over the summer prior to arriving at Hollins. For course descriptions, please refer to the individual department listings in this catalog.

- **ART 197F: Photography Speaks** (r, CRE)
- **ART 197F: What If Michelangelo Had Been a Woman?** (f, x, r, AES)
- **BIOL/ES 197F: You Are What You Eat - Making Good Food Choices for Your Health and the Environment** (r, SCI)
- **CLAS/THEA 197F: The Great (and not so great) Greek Tragedies** (f, x, r, AES, ANC)
- **COMM/GWS 197F: Steppin’ Up and Speakin’ Out - The Rhetoric of Women Leaders** (o, r)
- **ENG/GWS 197F: Women, Health, and Power** (o, r)
- **ES 197F: Earth Science and Expedition Behavior** (o, r)
- **HIST 197F: History Rocks!** (f, x, r, DIV)
- **HIST/GWS 197F: Women of Discovery** (o, r)
- **HUM 197F: The Passion for Power and the Power of Passion** (f, x, r, GLO)
- **INTL/POLS 197F: Heritage, Not Hate? The Culture, Geography and Politics of Nationalism and Heritage** (f, x, r, MOD)
- **MATH 197F: Numb3rs** (o, r)
- **MUS 197F: Take the Crooked Road Through Virginia’s Musical Heritage** (o, r, AES)
- **PHIL 197F: Art - I Know It When I See It** (f, x, r, AES)
- **THEA 197F: Theatre Improv - Who Am I? Where Am I? And What’s My Line Anyway?** (r, CRE)

Horizon students who are taking college courses for the first time, or who have been out of formal education for a number of years, are encouraged to enroll in a special seminar designed for them. This course is restricted to Horizon students and will focus on developing certain skill areas that will help you succeed academically.

- **CMPS 197F: Women and Technology** - Open only to Horizon students. (i, r)
The French major at Hollins strives to give students a strong foundation in all aspects of French language and culture. Students graduating with a major in French from Hollins will be able to express themselves articulately in oral and written French, understand and appreciate cultures and values of the French-speaking world, and exhibit analytical skills.

Hollins French majors are well prepared for careers in fields such as education, business, marketing, government, or tourism. They will also have the solid academic background necessary for graduate school in French, or international business, among other fields. An opportunity for internships reinforces the experiential side of the French major.

A French major can complete her degree requirements by taking courses that focus on language and literature, or on business, international relations, and current events. Another track of study leads to certification to teach French at the secondary school level.

**REQUIREMENTS FOR A MAJOR IN FRENCH:**

9 courses (36 credits) above the 100 level

- FREN 271: French Culture and Civilization (4) or FREN 274: The Francophone World (4)
- One course from the following selections:
  - FREN 301: French Literature Survey I (4) or one course in Pre-19th-Century Literature (medieval, 16th-, 17th- or 18th-century literature) (4)
- One course from the following selections:
  - FREN 302: French Literature Survey II (4) or one course in 19th- or 20th-century literature
- Three electives at the 200 or 300 level
- Three electives at the 300 or 400 level
- Senior majors must demonstrate that they express themselves articulately in oral and written French, understand and appreciate cultures and values of the French-speaking world, and exhibit analytical skills by either completing FREN 470 or writing and defending a senior thesis.
- The French department requires that all French majors spend at least one semester, and preferably one year, in Paris on the Hollins Abroad program. Under extenuating circumstances, students can appeal this requirement to the Academic Policy Committee.
- Majors are required to take at least one 300-level course during their senior year. We strongly recommend that senior majors take a course each semester of their senior year.

Only independent studies approved by the chair of the department will count toward the major. It is recommended that students round out the French major with complementary courses in appropriate areas such as art, business, economics, history, philosophy, and political science. A language placement test determines each student’s placement in French language courses. Qualified first-year students may enter at the 200 level or above. All new students who want to take French classes at any time during their years at Hollins must plan to take the French Placement Test when it is offered during orientation and the first days on campus.
REQUIREMENTS FOR A MINOR IN FRENCH:
6 courses (24 credits)
• Four or more courses at the 200 level or above
• At least two courses at the 300 level

FRENCH HOUSE
La Maison Française is intended especially for practice in speaking French. A native French graduate student resides in the house, aiding in conversation and facilitating use of French at mealtimes. Students who reside in the French House for a semester and participate in activities receive one credit (FREN 231 or FREN 232). French Club also gives students the opportunity to participate in a variety of French cultural events.

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

FREN 101, 102: ELEMENTARY FRENCH (4, 4) Spodark
A yearlong 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 CDs, workbooks, video and DVD resources, and weekly conversation groups with a French assistant. Prerequisite: No more than three units of high school French, or departmental placement test. Fulfills the language requirement for those students who have not studied French previously. Offered both terms. (LAN)

FREN 111, 112: INTERMEDIATE FRENCH (4, 4) Fallon, Spodark
A yearlong 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 CDs, workbooks, video and DVD resources, and weekly conversation groups with a French assistant. Prerequisite: FREN 102 or equivalent, or departmental placement test. Fulfills the language requirement for those students who have previously studied French. Offered both terms. (LAN)

FREN 117, 118: ADVANCED INTERMEDIATE FRENCH (4, 4) Sampon-Nicolas
A yearlong course featuring training in listening comprehension, speaking, reading and writing, using CDs, workbooks, DVDs, and weekly conversation groups with a French assistant. Study of French life and culture with an emphasis on contemporary France. Strongly recommended for students planning on going on the Hollins Abroad–Paris program. Prerequisite: FREN 102 or equivalent, or departmental placement test. Fulfills the language requirement for those students who have previously studied French. Offered both terms. (LAN)

FREN 203: ADVANCED INTENSIVE PRACTICES OF SPOKEN FRENCH (2) Fallon
This two-credit course is offered to students who have progressed beyond the level of intermediate French. Students will identify individual problem areas in their spoken French, which they will strengthen through the study of elements of French phonetics. Prerequisite: 200-level course or placement test into 200 level. Not offered in 2010–11.
FREN 231, 232: CONVERSATIONAL FRENCH (1, 1) Sampon-Nicolas
One credit per term is awarded to students who live in the French House. To receive credit with a grade of P (pass), students are required to participate in regular events with residents of the French House. A maximum of two credits are allowed during the four years at Hollins. Prerequisite: student must live in the French House and be enrolled in an intermediate French course or have departmental permission. Offered both terms.

FREN 261: TOPICS IN FRENCH I (4) Sampon-Nicolas
Development of conversational and writing skills through discussion and analysis of an aspect of French literature, language, society, or culture. The topic changes from year to year. The focus this time is on current events and controversial issues. Prerequisite: FREN 112, FREN 118, or departmental placement in a 200-level course. May be repeated for credit with a different topic. Offered Term 1. (MOD)

FREN 262: TOPICS IN FRENCH II (4) Fallon
Development of reading, writing, conversational and analytical skills through discussion and analysis of a variety of subject matter in French literature, language, society, or culture. The topic changes from year to year. The focus this year is French Pop Music. Prerequisite: FREN 112, FREN 118, or departmental placement in a 200-level course. May be repeated for credit with a different topic. Offered Term 2.

FREN 271: FRENCH CULTURE AND CIVILIZATION (4) Sampon-Nicolas
An introduction to the history, geography, literature, art, political, economic, and social aspects of France from the beginning of French culture to the present. Open to first-year students. Prerequisite: FREN 112, FREN 118, or departmental placement in a 200-level course. Offered Term 2. (GLO, MOD)

FREN 274: THE FRANCOPHONE WORLD (4) Sampon-Nicolas
An introduction to geography, history, literature, and art in French-speaking countries of Québec, Northern and Western Africa, the Pacific, and the Caribbean, as well as an overview of their social, political, and economic importance through the examination of contemporary Francophone literary texts, articles, and films. Open to first-year students. Prerequisite: FREN 112 or FREN 118, or departmental placement in a 200-level course. Not offered in 2010–11. (GLO, MOD)

FREN 290: INDEPENDENT STUDY (2 or 4) Department
Independent study conducted below the advanced level. Application must be made with and approved by faculty prior to registration. Offered any term.

FREN 301: SURVEY OF FRENCH LITERATURE I (4) Fallon
Survey of authors, literary movements, genres, and trends of thought from the Middle Ages to the 18th century. Prerequisite: 200-level French course or permission. Not offered in 2010–11. (AES, ANC)

FREN 302: SURVEY OF FRENCH LITERATURE II (4) Fallon
Survey of major authors, literary movements, genres, and trends of thought from the 19th century to the present. Prerequisite: 200-level French course or permission. Not offered in 2010–11. (AES, MOD)

FREN 306: FRENCH LITERATURE OF THE RENAISSANCE (4) Fallon, Spodark
Masterpieces of French prose and poetry of the 16th century by major literary
FRENCH continued
figures with emphasis on the social, political, and artistic backgrounds of the
time. Prerequisite: 200-level course or permission. Not offered in 2010–11.
(o, ANC)

FREN 335: SEVENTEENTH-CENTURY FRENCH LITERATURE (4) Fallon
Masterpieces of French prose, drama, and poetry of the 17th century by major
literary figures with emphasis on the social, political, and artistic backgrounds
of the time. Prerequisite: 200-level course. Fulfills FREN 301 requirement. Not
offered in 2010–11. (o, AES, MOD)

FREN 345: NINETEENTH-CENTURY FRENCH LITERATURE (4) Fallon
Masterpieces of French theatre, prose, and poetry of the 19th century with
emphasis on the social, political, and artistic backgrounds of the time.
Prerequisite: 200-level course. Fulfills FREN 302 requirement. Not offered in
2010–11. (o, AES, MOD)

FREN 346: TWENTIETH-CENTURY FRENCH LITERATURE (4) Sampon-Nicolas
Masterpieces of French theatre, prose, and poetry of the 20th century with
emphasis on the social, political, and artistic backgrounds of the time.
Prerequisite: 200-level course or permission. Not offered in 2010–11.

FREN 350: SPECIAL TOPIC – QUÉBEC (4) Spodark
This course will explore the history, literature, music, film and contemporary
society of francophone Québec. Students will complete a final project on a
theme of their choice as well give in-class presentations on various aspects of
modern Québec. Class discussions will center on an introduction to the culture
and history of Québec as well as Québécois literature, music and films.
Extensive use of the World Wide Web will be integrated into the course and
written and oral assignments will be based on investigations of selected web
sites. Prerequisite: 200-level French course or permission. Offered Term 2.

FREN 356: FRENCH FOR INTERNATIONAL BUSINESS (4) Sampon-Nicolas
Study of business French with an emphasis on international trade. Students
develop their linguistic skills while focusing on marketing, shipping, and import/
export concepts. Students also study the role of the Francophone world in the
current world economy. Prerequisites: q, a 200-level course, or permission. Not
offered in 2010–11. (o, r, Q, GLO)

FREN 368: NATURE AND THE ENVIRONMENT (4) Sampon-Nicolas
In this course we explore the role of nature and the environment in modern
poetry, fiction, essays, and articles of French and Francophone writers. This
course uses an interdisciplinary approach and incorporates personal experiences
in nature, fiction, and poetry, as well as nonfiction texts dealing with
environmental issues. Prerequisite: 200-level French course or permission.
Fulfills FREN 302 requirement. Offered Term 1. (o, GLO, MOD)

FREN 374: ADVANCED CONVERSATION AND COMPOSITION (4) Spodark
Intensive practice in speaking and writing French. Emphasis will be on current
events in France and Europe. Prerequisite: 200-level course or permission. Not
offered in 2010–11. (o)

FREN 375: FRENCH FILM (4) Fallon
An examination of French cinema in relation to literary, philosophical, social,
psychological, and cultural issues. Prerequisite: 200-level course or permission.
Not offered in 2010–11.
FREN 376: ADVANCED FRENCH GRAMMAR (4)  

FREN 380: PREPARATION FOR CERTIFICAT PRATIQUE DE LANGUE FRANÇAISE (2)  
Preparation for the Certificat Pratique de Langue Française, a worldwide French examination rewarded with a diploma from the Sorbonne. Passing the examination counts as one means of demonstrating the skills that senior majors must exhibit before leaving Hollins. Prerequisite: 300-level course or permission from instructor. Not offered on campus. Available for Hollins Abroad students in Paris on request and in consultation with Paris program director.

FREN 388: TEACHING FOREIGN LANGUAGES (4)  
An examination of language classroom techniques and methodologies of the national standards for foreign language meaning, and of assessment techniques for foreign language skills. Students study pedagogical models (Total Physical Response, the Monitor Model, Rational Direct Method, Communicative Competence, the Proficiency Movement, etc.), and develop individualized approaches for the elementary and secondary level. Students demonstrate practical applications of pedagogical models, review articles on techniques and ideas, receive hands-on training in video, audio, CD-ROM, and Internet resources, and complete a final project on a methodological topic. Taught in English, with examples in other languages. Prerequisite: junior or senior standing. Also listed as GRMN 388 and SPAN 388. Not offered in 2010–11.

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 420: PREPARATION FOR DIPLÔME D’ÉTUDES FRANÇAISES AND DIPLÔME SUPÉRIEUR D’ÉTUDES FRANÇAISES (2)  
Preparation for the Diplôme d’Études Françaises and the Diplôme Supérieur d’Études Françaises, worldwide advanced French examinations rewarded with diplomas from the Sorbonne. Successful completion of the Premier Degré counts as one means of demonstrating the skills that senior majors must exhibit before leaving Hollins. Prerequisite: FREN 380. Not offered on campus. Available for Hollins Abroad students in Paris on request and in consultation with Paris program director.

FREN 470: SENIOR SEMINAR (4)  
A capstone experience and culminating academic achievement for French majors/minors. The topic changes each year. The focus this year is on Québec. 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. Offered Term 2. (AES, MOD)
FRENCH continued

**FREN 480: SENIOR THESIS (4)**  
Department  
A research paper based upon an inquiry into a specific area of French language, literature, or civilization. Prerequisite: Senior standing and permission of instructor. Application must be made with faculty prior to registration. Offered both terms upon consultation with department. May count for major credit.

**FREN 490: SENIOR HONORS THESIS (4, 4)**  
Department  
Offered to qualified French majors. Research begins during First Term, continues during Short Term, and is completed during Second Term. Prerequisite: senior standing and permission. Offered upon consultation with department. Application must be made with faculty prior to registration. May count for major credit.

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**Gender & Women’s Studies MAJOR, MINOR**

**ASSOCIATE PROFESSORS:** LeeRay Costa (anthropology and gender and women’s studies), Susan Thomas (political science and gender and women’s studies) (director)  
**AFFILIATED FACULTY:** Michelle Abate (English) (on leave Fall and Short Term), Sandy Boatman (chemistry), Caren Diefenderfer (mathematics), Jan Fuller (religious studies), Michael Gettings (philosophy), Cathryn Hankla (English), Lori Joseph (communication studies), Pauline Kaldas (English) (on leave Spring Term), Andrew Matzner (adjunct, gender and women’s studies), Marilyn Moriarty (English), Kathleen Nolan (art), Rachel Núñez (history), Julie Pfeiffer (English), Joan Ruelle (library), Christina Salowey (classical studies), Darla Schumm (religious studies), Jill Weber (communication studies)

Gender and women’s studies is an interdisciplinary program that examines how systems of oppression/resistance and privilege operate. It is designed to provide students with an understanding of the importance of gender as a category of analysis, and its intersections with race/ethnicity, class, age, sexual identity, and (dis)ability.

Women’s lives today are increasingly shaped by global transformations in work, technology, politics, and popular culture resulting in profound changes in gender roles and expectations. Gender and women’s studies explores these issues in both national and global contexts.

The gender and women’s studies faculty are dedicated to creating an environment that fosters critical thinking, supports student activism, and emphasizes faculty/student and peer mentoring. Students are encouraged to question conventional wisdom and to participate actively in their education.

Gender and women’s studies helps prepare students for a variety of careers. Women interested in law, education, politics, business, and the arts will be well prepared by the gender and women’s studies major. Understanding the importance of gender in society helps women to have successful careers and lives and to promote social justice and gender equity.

**REQUIREMENTS FOR A MAJOR IN GENDER AND WOMEN’S STUDIES:**  
10 courses (40 credits)

Working closely with an advisor from the gender and women’s studies program, each major will complete four core courses in gender and women’s studies, supplemented by six additional courses from the list of gender and women’s
studies or affiliated courses. At least three of these courses should be at the 200 level or above, and an additional course at the 300 level or above. Each major will complete at least one internship in gender and women’s studies, and this internship may be completed during the Short Term.

**CORE COURSES IN GENDER AND WOMEN’S STUDIES (16):**
- GWS 141: Introduction to Gender and Women’s Studies (4)
- One course from the following:
  - GWS 211: Multicultural Women Writers (4)
  - GWS 213: Globalization and Poverty (4)
  - GWS 223: Women in Buddhism (4)
  - GWS 242: Anthropology of Gender and Sexuality (4)
- GWS 338: Survey of Feminist Thought (4)
- GWS 470: Seminar in Gender and Women’s Studies (4)

**SIX ADDITIONAL COURSES (24):**
- Six additional courses from the list of gender and women’s studies or affiliated courses

**GENDER AND WOMEN’S STUDIES COURSES**
- GWS 117: Childbirth and Women’s Writing (4)
- GWS 156: The Biology of Women and Its Social Implications (4)
- GWS 197F: First-year Seminar - Steppin’ Up and Speakin’ Out: The Rhetoric of Women Leaders (4)
- GWS 197F: First-year Seminar - Women of Discovery (4)
- GWS 197F: First-year Seminar - Women, Health and Power (4)
- GWS 203: Women and Law (4)
- GWS 208: Gender, Ethnicity, and Class (4)
- GWS 209: Feminist Philosophies (4)
- GWS 211: Multicultural Women Writers (4)
- GWS 212: Sexual Politics (4)
- GWS 213: Globalization and Poverty (4)
- GWS 215: Gender and Communication (4)
- GWS 217: Rhetorical Theory (4)
- GWS 218: Global Gayz - The Lesbian/Gay Movement for Equality (4)
- GWS 219: Food, Culture, and Social Justice (4)
- GWS 220: Life Histories/Self-Narratives (4)
- GWS 222: Women in Ancient and Medieval Europe (4)
- GWS 223: Women in Buddhism (4)
- GWS 224: Women in Early Christianity (4)
- GWS 225: Gender and Women’s History in Early Modern Europe (4)
- GWS 226: Gender and Women’s History in Modern Europe (4)
- GWS 230: Textual Construction of Gender (4)
- GWS 242: Anthropology of Gender and Sexuality (4)
- GWS 243: Introduction to Children’s Literature (4)
- GWS 252: Gender and Globalization (4)
- GWS 307: Women and Work (4)
- GWS 310: The Body and Sexuality in European History (4)
- GWS 312: Women and Social Movements Across the Globe (4)
- GWS 314: Women and Art (4)
- GWS 317: Dress, Gender, and Social Identity (4)
- GWS 318: Sexual Ethics (4)
- GWS 320: Transforming Families (4)
- GWS 324: Feminism and Contemporary Art (4)
- GWS 325: Nineteenth-Century European Art (4)
GENDER AND WOMEN'S STUDIES continued
- GWS 334: Gender and Imperialism (4)
- GWS 338: Survey of Feminist Thought (4)
- GWS 339: Feminist Issues in Mental Health (4)
- GWS 344: Men and Feminism (4)
- GWS 345: Arab Women Writers (4)
- GWS 350: Special Topic - Feminist Perspectives on Environmentalism (4)
- GWS 354: Italian Renaissance Art - Marriage, Birth, and Death (4)
- GWS 480, 490: Senior Thesis (4-8) or (4/4, 4)

AFFILIATED COURSES:

DIVISION I
- ENG 333: Shakespeare’s Women (4)
- REL 221: Women’s Spiritual Autobiographies (4)
- REL 320: Sexualities and Theologies (4)

DIVISION IV
- FILM 372: Images of Women in Film (4)
- MUS 256: Women in Western Music (4)

INTERNSHIPS
An experiential component will also be required of each major. This consists of an internship or service project (two or more credits each, or one Short Term) carried out in the junior or senior year. The experiential component is an integral part of the program. Each student will work under the sponsorship of a faculty member of the gender and women’s studies program to design an experience that will augment her course work and provide valuable experience that may lead to further career or educational opportunities. Short Term interns may also be expected to participate in a biweekly discussion group with other gender and women’s studies interns. At the end of the placement, the student will submit a written summary and interpretation of her field experience.

REQUIREMENTS FOR A MINOR IN GENDER AND WOMEN’S STUDIES:
6 courses (24 credits) and an internship
- GWS 141: Introduction to Gender and Women’s Studies (4)
- One of the following:
  - GWS 211: Multicultural Women Writers (4)
  - GWS 213: Globalization and Poverty (4)
  - GWS 223: Women in Buddhism (4)
  - GWS 242: Anthropology of Gender and Sexuality (4)
- GWS 338: Survey of Feminist Thought (4)
- An internship in gender and women’s studies
- In designing her program, a minor works closely with an advisor in gender and women’s studies to select elective courses (12 credits) from the list in the catalog, which allow her to develop critical perspective in one area of interest without losing the interdisciplinary focus of the program
- Minors are also strongly encouraged to enroll in GWS 470 (4)

COURSES IN GENDER AND WOMEN’S STUDIES:

GWS 117: CHILDBIRTH AND WOMEN’S WRITING (4) Pfeiffer
Also listed and described as ENG 117. No prerequisite. Open to first-year students. Not offered in 2010–11. (f, w, x)
GWS 141: INTRODUCTION TO GENDER AND WOMEN’S STUDIES (4)  Costa
This course includes topics such as origins of patriarchy, history of women’s rights movements, theories of women’s oppression, the social construction of gender, literary representations of women, women and industrialization, family and sexuality, feminist approaches to science, and the female experience as a force for social change. Open to first-year students. No prerequisite. Offered Term 1. (DIV)

GWS 156: THE BIOLOGY OF WOMEN AND ITS SOCIAL IMPLICATIONS (4)  Boatman
This course considers the biological processes that occur in a woman from birth until death and health issues arising from these processes. Topics discussed include, but are not limited to: the reproductive cycle and its control; fetal development and childbirth; effects of aging; nutrition; diseases of women and their treatment; the relationship between women and the health care system, including the previous use of mostly male models in biological and medical research; recent and current developments in research on women’s health; and the impact of gender on diagnosis, treatment, and prevention of disease. Laboratory experiences include a Web-based exploration of the female anatomy (and comparison with the male anatomy), culturing bacteria and testing for antibiotic sensitivity, analyzing drugs in simulated urine and blood, analyzing food for vitamin and protein content, measuring blood glucose (in connection with diagnosis of diabetes), working with commercially available dipstick-types of medical tests (ovulation, pregnancy, blood sugar, ketone levels), and statistical analysis of national health data. Not intended for students majoring in biology. Also listed as BIOL 156. Open to first-year students. No prerequisite. Not offered in 2010–11. (SCI)

Placement to be determined during the summer. Also listed and described as COMM 197F. Offered Term 1. (o, r)

GWS 197F: FIRST-YEAR SEMINAR - WOMEN OF DISCOVERY (4)  Diefenderfer, Nuñez
Placement to be determined during the summer. Also listed and described as HIST 197F. Offered Term 1. (o, r)

GWS 197F: FIRST-YEAR SEMINAR – WOMEN, HEALTH, AND POWER  Pfeiffer
Placement to be determined during the summer. Also listed and described as ENG 197F. Offered Term 1. (o, r)

GWS 203: WOMEN AND LAW (4)  Thomas
This course examines how women have been treated by wielders of the power of the law. Using constitutional and statutory case law, the course investigates women’s reproductive rights, sexuality and family law, equal employment, woman battering, pornography, hate speech, and sexual exploitation. Open to first-year students. No prerequisite. Not offered in 2010–11. (DIV)

GWS 208: GENDER, ETHNICITY, AND CLASS (4)  Thomas
Also listed and described as POLS 208. Open to first-year students. No prerequisite. Offered Term 1. (DIV, MOD)

GWS 209: FEMINIST PHILOSOPHIES (4)  Gettings
Also listed and described as PHIL 208. Open to first-year students with permission. Not offered in 2010–11.
GENDERS AND WOMEN'S STUDIES continued

GWS 211: MULTICULTURAL WOMEN WRITERS (4) Kaldas
Also listed and described as ENG 211. Not offered in 2010–11. (x, w, AES, DIV)

GWS 212: SEXUAL POLITICS (4) Thomas
This course introduces ideas developed in feminist theory about the social and political construction of areas of experience relating to the body, gender, and sexuality. The course asks the following questions: What is communicated by, through, and about sex and sexuality in public controversies? What is the relationship of sexuality to struggles for power? What role has debates about sexuality and gender played in visions of social change? Issues analyzed in the subject include reproduction, pornography, trafficking of girls and women, early and forced marriage, sexual violence, sexual identity, and the sexual politics of meat. We will use experiential learning, film, lecture, readings, and discussion to accomplish course goals. Prerequisite: GWS 141 or sophomore, junior, or senior standing. Not offered in 2010–11.

GWS 213: GLOBALIZATION AND POVERTY (4) Thomas
This course is an introduction to the current debates about poverty and inequality within and between countries in this age of globalization. It looks at the causes and consequences of globalization, for example, the losses by women, children, and men in status, freedom, safety, education, and their diminished access to the basic needs of food, housing, and health care. We also examine how and why wealthy nations have failed to notice, let alone assist, the millions of people trapped in absolute poverty. How do nations, and individuals in them, justify their belief that they have no moral responsibility to help people in poverty? Also listed as POLS 213. Prerequisite: q. Open to first-year students. Not offered in 2010–11. (Q, GLO)

GWS 215: GENDER AND COMMUNICATION (4) Joseph
Also listed and described as COMM 215. Offered Term 2. (r, DIV, MOD)

GWS 217: RHETORICAL THEORY - FROM ANCIENT GREECE TO THE RENAISSANCE (4) Weber
Also listed and described as COMM 217. Offered Term 2. (o, r, ANC)

GWS 218: GLOBAL GAYZ - THE LESBIAN AND GAY MOVEMENT FOR CIVIL RIGHTS (4) Thomas
This course examines the global movement for lesbian and gay civil rights. It introduces students to an interdisciplinary body of research, which focuses on contemporary sites of contention, for example the right of lesbians and gays to define what counts as a marriage or family. Other topics include: legal status of lesbians and gays around the globe, the extent of state-sponsored homophobia and heterosexism in the world, the differences among gay and lesbian movements in both form and objectives, and existing protections against hate crimes. Also listed as POLS 218. No prerequisite. Open to first-year students. Offered Term 2. (GLO)

GWS 219: FOOD, CULTURE, AND SOCIAL JUSTICE (4) Costa
Also listed and described as ANTH/ES 219. Offered Term 2. (r, DIV)

GWS 220: LIFE HISTORIES/SELF-NARRATIVES (4) Costa
Also listed and described as ANTH 220. Prerequisite: ANTH 145, GWS 141 or SOC 110. Not offered in 2010–11. (r, DIV)
GWS 222: WOMEN IN ANCIENT AND MEDIEVAL EUROPE (4)  
Nuñez  
Also listed and described as HIST 222. Not offered in 2010–11. (w, x, ANC)

GWS 223: WOMEN IN BUDDHISM (4)  
Schumm  
Also listed and described as REL 223. Not offered in 2010–11. (r, GLO)

GWS 224: WOMEN IN EARLY CHRISTIANITY (4)  
Fuller  
Also listed and described as REL 224. Open to first-year students with permission. Offered Term 1. (o, ANC)

GWS 225: WOMEN IN EARLY MODERN EUROPE - WITCHES, QUEENS, AND COURTESANS (4)  
Nuñez  
Open to first-year students. Also listed and described as HIST 225. Not offered in 2010–11. (w, x, ANC)

GWS 226: GENDER AND WOMEN’S HISTORY IN MODERN EUROPE (4)  
Nuñez  
Open to first-year students. Also listed and described as HIST 226S. Offered Term 2. (w, x, r, MOD)

GWS 230: TEXTUAL CONSTRUCTION OF GENDER (4)  
Moriarty  
Also listed and described as ENG 230. Open to first-year students. No prerequisite. Offered Term 2.

GWS 242: ANTHROPOLOGY OF GENDER AND SEXUALITY (4)  
Costa  
Also listed and described as ANTH 242. Not offered in 2010–11. (DIV)

GWS 243: CHILDREN’S LITERATURE (4)  
Pfeiffer  
Also listed and described as ENG 242. Offered Term 2. (w, x, AES)

GWS 252: GENDER AND GLOBALIZATION (4)  
Department  
This course provides an international perspective on women’s lives and highlights the importance of race, ethnicity, and nation in constructions of gender and privilege. Among the topics covered are: the way in which the legacies of colonialism affect social, cultural, and economic connections among women; the role of women and the construction of gender in the formation of modern nation-states; the globalization of media and its effect on the meanings of body, beauty, and family; the global feminization of labor; and global feminist movements. Also listed as INTL 252. Open to first-year students. Prerequisite: GWS 141. Not offered in 2010–11. (r, GLO)

GWS 290: INDEPENDENT STUDY (2 or 4)  
Department  
Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

GWS 307: WOMEN AND WORK (4)  
Department  
Also listed and described as SOC 307. Not offered in 2010–11. (DIV)

GWS 310: THE BODY AND SEXUALITY IN EUROPEAN HISTORY (4)  
Nuñez  
Also listed and described as HIST 310. Not offered in 2010–11. (w, x, MOD)

GWS 312: WOMEN AND SOCIAL MOVEMENTS ACROSS THE GLOBE (4)  
Costa  
In this course we examine voluntary forms of collective action known as social movements from an interdisciplinary perspective. Our emphasis is on women and the ways they have organized on their own and together with men at the local, national, regional, and global levels, both within and across difference. We look at movements organized around human rights, peace and war, race
and ethnicity, sexuality, the environment, and development and capitalism in a variety of locales. Also listed as ANTH 312. Prerequisites: ANTH 145 or GWS 141 or SOC 110 and junior or senior standing. Offered Term 2. (o, r, GLO)

GWS 314: WOMEN AND ART (4) Nolan
Also listed and described as ART 314. Not offered in 2010–11. (w, x, AES)

GWS 317: DRESS, GENDER, AND SOCIAL IDENTITY (4) Nolan
This student-led seminar explores the role of dress in creating gender and social identities. The course is global in scope and broad in chronological span, ranging from the ancient Mediterranean world and medieval western Europe to African tribal cultures and modern Islamic societies. Topics include the veil in Muslim society, symbolic properties of costume, the construction of masculinity, wedding attire, and contemporary fashion photography. Also listed as ART 317. Prerequisite: one 200-level art history class. Offered Term 2. (r, AES, GLO)

GWS 318: SEXUAL ETHICS (4) Schumm
Also listed and described as REL 318. Not offered in 2010–11. (o, DIV)

GWS 320: TRANSFORMING FAMILIES (4) Matzner
How do you define “family”? Families take a variety of forms and are influenced by factors such as gender, race, class, sexual orientation, age, and geographic location. This course examines the transformation of the “family unit” in communities in the U.S. over the past 50 years. Issues to be examined include: experiences of working mothers, debates over absent fathers, single-parent households, “family values,” and GLBT parenting. Prerequisites: GWS 141 and GWS 338. Offered Term 1.

GWS 324: FEMINISM AND CONTEMPORARY ART (4) Department
Also listed and described as ART 324. Prerequisites: ART 264 or ART 314 or GWS 141 or GWS 338 or permission. Not offered in 2010–11. (DIV, MOD)

GWS 334: GENDER AND IMPERIALISM (4) Nuñez
Prerequisite: sophomore standing. Also listed and described as HIST 334. Offered Term 1. (w, x, MOD)

GWS 338: SURVEY OF FEMINIST THOUGHT (4) Costa, Thomas
This course provides an intensive study of the various theories which form the conceptual base for feminism (among these are liberal, radical, Marxist, and postmodern—to name a few). It provides a critique of traditional intellectual and research frameworks that have omitted women’s perspectives and experiences and looks in detail at the intersections of gender with race, class, sexuality, and culture. Prerequisite: GWS 141 and one other 200-level gender and women’s studies course. Offered Term 1. (o, r, DIV)

GWS 339: FEMINIST ISSUES IN MENTAL HEALTH (4) Matzner
What is pathological? What is normal? Utilizing a feminist, interdisciplinary perspective, this class examines how power and bias have been used in the field of mental health to oppress various populations. In particular, we’ll explore the impact of racism, sexism, ageism, classism, and homophobia on theories and treatments of mental illness. Not open to first-year students. Not offered in 2010–11.
GWS 342: ADVANCED STUDIES IN CHILDREN’S LITERATURE (4) Pfeiffer
Also listed and described as ENG 342. Not offered in 2010–11. (w, x, AES, MOD)

GWS 344: MEN AND FEMINISM (4) Matzner
Can a man be a feminist? What role(s) can/should men play in the feminist movement? This course examines men’s participation in feminism, exploring how (and why) some men seek to create more equitable gender relations. We also explore feminist reactions, both positive and negative, to male involvement in the feminist movement. Prerequisites: GWS 141 and junior or senior standing. Not offered in 2010–11.

GWS 345: ARAB WOMEN WRITERS (4) Kaldas
Also listed and described as ENG 345. Offered Term 1. (AES, GLO)

GWS 350: SPECIAL TOPIC - FEMINIST PERSPECTIVES ON ENVIRONMENTALISM (4) Thomas
Students will examine women’s relationships with earth, non-human animals and nature, and other human animals. The course explores the connections between the mastery of women and the mastery of nature, the origins of feminist perspectives on environmentalism and their relation to the science of ecology and to other branches of feminist thought. Students will explore issues such as biological diversity, industrial and animal agriculture, biotechnology, war and violence, spirituality, development, sustainability, environmental health issues, environmental racism, and activism. Critiques of modern science, technology and political systems as well as solutions will be included. Also listed as POLS 350. Open to first-year students with permission. Offered Term 2.

GWS 354: ITALIAN RENAISSANCE ART- MARRIAGE, BIRTH, AND DEATH (4) Nolan
Also listed and described as ART 354. Not offered in 2010–11. (r, AES)

GWS 379: FEMINIST THEORY (4) Department
Also listed and described as ENG 379. Not offered in 2010–11.

GWS 382: ADVANCED STUDIES IN AMERICAN LITERATURE - LITERATURE OF PROTEST (4) Abate
Also listed and described as ENG 382. Prerequisite: sophomore standing. Not offered in 2010–11. (w, x, AES, DIV)

GWS 390: INDEPENDENT STUDY (2 or 4) Department
Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered any term.

GWS 399: INTERNSHIPS (2 or 4) Department
Application must be made with faculty prior to registration. May be proposed any term.

GWS 470: SEMINAR IN GENDER AMD WOMEN’S STUDIES (4) Costa
“Feminist journeys” is the theme of this capstone course. Students examine feminism as a journey, both historically and politically, and in their own lives as feminists and gender and women’s studies majors/minors through the method of autoethnography. The course goal is to integrate the personal and political in innovative and creative ways. Students play a significant role in shaping the class and complete a major final creative project in the medium of their choice. Prerequisites: GWS 141, GWS 338, and senior standing. Offered Term 2.
**GENDER AND WOMEN’S STUDIES** continued

**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 GWS advisor in the spring semester of junior year. Research is completed over Fall, Short, and Spring Terms.

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**German**

This program is currently under review and subject to change. New majors will not be accepted to the program as presently constituted during 2010–11.

Students enrolled in German courses will attain appropriate levels of proficiency in the four language skills (reading, writing, speaking, and aural comprehension) and will become familiar with German cultural heritage.

**COURSES IN GERMAN:**

**GRMN 101, 102: BEGINNING GERMAN (4, 4)**
This yearlong course is an introduction to the German language, with emphasis on listening-comprehension, speaking, reading, and writing. Not open to students who entered with two or more units in German. Open to first-year students. No prerequisite. Fulfills the language requirement for those students who have not previously studied German. Not offered 2010-11. (LAN)

**GRMN 111, 112: INTERMEDIATE GERMAN (4, 4)**
Continuation of GRMN 101–102. This yearlong course is a systematic refinement and review of German language skills. Open to first-year students. Prerequisites: Two or more years of German in high school, GRMN 102, or equivalent. Fulfills the language requirement for those students who have previously studied German. Not offered 2010-11. (LAN)

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**History**

**MAJOR, MINOR**

**PROFESSORS:** Ruth A. Doan (chair), Joe W. Leedom (John P. Wheeler Professor of Social Sciences)

**ASSOCIATE PROFESSOR:** Peter F. Coogan

**ASSISTANT PROFESSORS:** Thomas Mesner (adjunct), Rachel M. Nuñez (Batten Chair in the History of Women)

By a conventional definition, history is the study of change over time. In fact, it’s more subtle than that: historians use evidence to discuss (and debate) what we know about the past. And because using evidence to prove a point is a very useful skill, history is one of the most common majors for those who want careers in law, business, and government.

At Hollins, the history major is designed to give you breadth and depth. Students take classes in both United States and world history; and in their senior year all students write a thesis. The senior thesis is your chance to become an expert
in a particular field. Working with two professors, you develop a topic, investigate sources, and write your conclusions. While the thought of a 50-page research paper may appear daunting, every course in the department helps prepare you to use primary sources, to define historical questions, and to write expository essays.

REQUIREMENTS FOR A MAJOR IN HISTORY:
9 courses (36 credits)
- One 200-level proseminar (designated by S after course number)
- Two seminars at the 300 level (except as noted in course description)
- HIST 480: Senior Thesis Seminar
- Five additional history electives (any level)

Normally a student will complete a proseminar before enrolling in a seminar. A student is expected to complete one proseminar and one seminar before she enters her senior year. A student who specializes in the history of one geographical area is required to take at least three courses outside that area, including one proseminar or seminar. History majors are encouraged to take allied courses in language, literature, art, philosophy, economics, political science, sociology, and geography.

REQUIREMENTS FOR A MINOR IN HISTORY:
5 courses (20 credits)
- One 200-level proseminar (designated by S after the course number)
- At least one course at the 300 level (except as noted in course description)
- Three additional history courses

Courses for the minor must cover at least two geographical areas (for example, Europe and the United States, or Asia and Europe)

COURSES IN HISTORY:

HIST 111: CREATING THE AMERICAN NATION (4)  Doan
American history from the contact of Native, African, and European peoples to the Civil War and Reconstruction, focusing on the development of a relatively democratic political system, experiments in living with and in a diverse population, and the emergence of the American economic system. An introductory course for building further study, a complete review for those not continuing in the field, and a course designed to meet teacher licensure requirements. No prerequisite. Open to first-year students. Offered Term 1. (f, w, x, DIV, MOD)

HIST 112: RISE OF MODERN AMERICA (4)  Coogan
American history from Reconstruction to the present, focusing on the evolution of the modern American state, the development of a diverse society, and the nature and process of social change. An introductory course for building further study, a complete review for those not continuing in the field, and a course designed to meet teacher licensure requirements. No prerequisite. Open to first-year students. Offered Term 2. (f, w, x, DIV, MOD)

HIST 113: INTRODUCTION TO MEDIEVAL HISTORY (4)  Leedom
A rock-'em, sock-'em romp through 1,000 years without a bath. We’ll weep at the fall of Rome, applaud the coronation of Charlemagne, scratch our heads in bewilderment at the Investiture Controversy, and thank God we got to the Renaissance. The course is an introduction to the main elements of the European Middle Ages, from the fall of Rome to the Renaissance. We’ll look at the economy, society, politics, and culture of medieval Europe, paying particular
HISTORY continued
attention to such issues as the transition from ancient to medieval, church-state tensions, the rise of feudal monarchy, and the cultural conflicts of the late Middle Ages. Not offered in 2010–11. (w, x, ANC)

HIST 114: MODERN EUROPE (4) Nuñez
This course surveys European history from the late 18th century to the present. Topics include the French and Industrial revolutions; new ideologies of liberalism, socialism, nationalism, and imperialism; the two world wars; the emergence of totalitarian regimes; and new problems of identity centered around decolonization and immigration. Open to first-year students. Offered Term 2. (f, w, x, GLO, MOD)

HIST 115, 116: ASIAN HISTORY SURVEY (4, 4) Mesner
A survey of the major civilizations of Asia, covering India, China, Japan, Korea, and Southeast Asia. Early developments in government, ethics, religion, society, and culture will be emphasized in the first semester; economic integration into world markets, industrialization, and social and political modernization in the second semester. Open to first-year students. Offered both terms. (HIST 115: o, ANC; HIST 116: o, GLO, MOD)

HIST 125: INTRODUCTION TO AFRICAN HISTORY (4) Leedom
An introduction to some of the main turning points and problems in African history. This course covers such issues as Mediterranean Africa in antiquity, the influence of Islam, and European contact and colonialism, decolonization and post-colonial Africa. Open to first-year students. Offered Term 1. (f, w, x, GLO)

HIST 135: INTRODUCTION TO ANCIENT HISTORY (4) Leedom
An introduction to the history of ancient Mesopotamia, Egypt, Greece, and Rome. The course focuses on the intellectual and cultural achievements that have helped form the foundations of our world, as well as the individual accomplishment of ancient societies. Open to first-year students. Not offered in 2010–11. (ANC)

HIST 147, 148: EUROPEAN HISTORY SURVEY (4, 4) Leedom
A survey of the history of Western Europe from the beginning of the medieval period to the present. The course covers the Renaissance and Reformation, Enlightenment, 18th century, Industrial Revolution, the world wars, and postwar society. Open to first-year students. Not offered in 2010–11. (HIST 147: ANC; HIST 148: GLO, MOD)

HIST 150: SPECIAL TOPIC – MAKING OF THE MODERN MIDDLE EAST (4) Coogan
An introduction to the major political developments in the Middle East from the collapse of the Ottoman Empire to the War in Iraq and Afghanistan. Topics emphasized with be the legacies of colonialism, the birth of Israel, the effects of war on the region, and patterns of American involvement. Open to first-year students. No prerequisite. Offered Term 2.

HIST 155: HITLER AND THE HOLOCAUST (4) Coogan
This course examines the causes, conduct, and consequences of the Holocaust, from the perspective of perpetrators, victims, and bystanders. Open to first-year students. No prerequisite. Not offered in 2010–11. (GLO, MOD)
HIST 160: NEW RELIGIOUS MOVEMENTS (4) Doan
This course offers a historical perspective on the emergence of new religions in the United States in the 19th and 20th centuries. Beginning with a brief look at some 19th-century movements, such as the Latter-day Saints (Mormons) and Millennial Dawn (Jehovah’s Witnesses), we then look at several kinds of new religious movements in the 20th century. Topics may include: urban religions among African Americans, New Age movements, Branch Davidians, and Heaven’s Gate. An emphasis on writing allows students to explore topics of their choice. Open to first-year students. Also listed as REL 160. Not offered in 2010–11. (f, w, x, DIV, MOD)

HIST 197F: FIRST-YEAR SEMINAR - HISTORY ROCKS! (4) Coogan
From Sam Cooke to Bob Dylan and from Rage Against the Machine to Public Enemy, music has provided the soundtrack for modern American history. Whether garage, pop, indie, southern, punk, grunge, metal, or hip-hop, music says volumes about who we are as a people. While much of American culture has fought to wall itself off from foreign influences, music has embraced those cultures from the British invasion to Bob Marley, and from Shakira to German death metal. Music about race, war, poverty, gender, and social alienation has fed the social critique and engaged generations of Americans to work for a better world. This class will use that soundtrack as historical evidence to analyze recent American history. Placement to be determined during the summer. Offered Term 1. (f, x, r, DIV)

HIST 197F: FIRST-YEAR SEMINAR - WOMEN OF DISCOVERY (4) Diefenderfer, Nuñez
In this course, we explore the lives and experiences of women in the fields of math, science, and medicine. Why have women historically been excluded from or marginalized in these fields? What strategies of leadership have successful women in science, math, and medicine adopted? We will read about the diversity of experiences among and skills shared by women in these fields. Students will do research on historical and contemporary women scientists, mathematicians, and physicians. Some of this work will focus on Hollins alumnae. Also listed as GWS 197F. Placement to be determined during the summer. Offered Term 1. (o, r)

HIST 203S: NATIONS, STATES, AND VIOLENCE (4) Nuñez
Though we may assume that the division of the world into distinct nations is a natural occurrence, this form of organization emerged only in the past two and a half centuries. Why did nationalism emerge, when, and where did it transpire? How did it supplant older forms of community? Do nationalists give voice to already existing nations? Or do they create nations where they did not exist before? By examining the emergence and development of nationalism in several different settings, we will explore the great variety of nationalist ideologies while also drawing comparisons between them. Open to first-year students. Not offered in 2010–11. (w, x, GLO, MOD)

HIST 205S: ENGLAND TO 1688 (4) Leedom
A chronological treatment of such topics as Tudor government and society, the Reformation and Elizabethan England. Prerequisite: sophomore standing or permission. Not offered in 2010–11. (w, x, ANC)

HIST 206S: ENGLAND AFTER 1688 (4) Leedom
A study of the relationship between state and society in modern Britain emphasizing the development of parliamentary institutions, an industrial
HISTORY continued

economy, and British imperialism. Open to first-year students. Prerequisite: sophomore standing or permission. Not offered in 2010–11.

HIST 211: AMERICAN POLITICS AND SOCIETY, 1900–1950 (4) Coogan

An examination of the forces shaping American politics in the first half of the 20th century, including progressivism, women’s suffrage, the two world wars, the Great Depression, and the beginning of the Cold War. Not offered in 2010–11. (o, DIV, MOD)

HIST 212S: AMERICAN POLITICS AND SOCIETY SINCE 1950 (4) Coogan

An examination of the forces shaping American politics since 1950, including the Cold War, differing theories of economic growth and social responsibility, Vietnam, the Great Society, and the Reagan Revolution. Offered Term 1.

HIST 214: ISSUES IN CONTEMPORARY AMERICAN HISTORY (4) Coogan

Historical origins and evolution of contemporary American political and social issues. Topics covered change each term but might include immigration, affirmative action, civil rights, civil liberties, gay rights, abortion, and gun control. This course emphasizes the historical roots of these issues rather than the current debate. Not offered in 2010–11. (o, DIV, MOD)

HIST 215: THE OLD SOUTH (4) Doan

The origins of southern distinctiveness in the colonial period; the diversity of antebellum southern life; southern women and families, black and white; the South and the Civil War. Prerequisite: sophomore standing or permission. Not offered in 2010–11. (DIV, MOD)

HIST 216: THE NEW SOUTH (4) Doan

The South from Reconstruction to the 1980s, including different visions of the South in the late 19th century, industrialization, urbanization, and changes in race relations. Did southern distinctiveness persist into the late 20th century? Prerequisite: sophomore standing or permission. Offered Term 2. (DIV, MOD)

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

This course examines the origins, nature, and consequences of the struggle for civil rights in 20th-century America. Topics covered include the nature of segregation, the origins, goals, and tactics of grass roots organizations, the roles of local and national leadership, and the effects of the movement on American society. Not offered in 2010–11. (DIV, MOD)

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

This course explores women’s lives from ancient Greece through the late Middle Ages, as well as shifting understandings of gender during this period (roughly 600 BCE to 1400 CE). Themes will include: views of women in classical philosophy, medical understandings of sexual difference, motherhood, women’s legal status, women’s roles in the development of Christianity and the early Church, women religious, images of women in art and literature, and models of queenship. Also listed as GWS 222. No prerequisite. Open to first-year students. Not offered in 2010–11. (w, x, ANC)

HIST 223S: AMERICAN FOREIGN POLICY SINCE THE 1890S (4) Coogan

A survey covering the increasing involvement of the U.S. in world affairs. American economic, diplomatic, and military policies are considered. Prerequisite: sophomore standing or permission. Not offered in 2010–11.
HIST 225: WOMEN IN EARLY MODERN EUROPE - WITCHES, QUEENS, AND COURTESANS (4) Nuñez
This course surveys both the experiences of women in early modern Europe and the ways gender structured notions of power and identity in this period. Topics include understandings of sexual difference, family life and organization, sexuality, midwifery, witchcraft, women and religion, women artists and intellectuals, and “queenship.” Open to first-year students. Also listed as GWS 225. Not offered in 2010–11. (w, x, ANC)

HIST 226S: WOMEN IN MODERN EUROPE (4) Nuñez
Explores women’s lives in Europe from the late 18th century through the mid-20th century. Topics include: the birth of feminism during the Enlightenment and the French Revolution; industrialization and women’s relationship to work; the domestic ideal; masculinity; prostitution; women’s involvement in empire; the world wars; the impact of ideologies of liberalism, nationalism, socialism, and fascism on women and women’s roles in these movements; and second-wave feminism. Also listed as GWS 226. Open to first year students. Offered Term 2. (w, x, r, MOD)

HIST 228: JAPAN IN THE MODERN WORLD (4) Mesner
Survey of economic, political, and social developments since the middle of the 19th century. Emphasis will be placed on the adaptation of traditional Japanese customs and institutions to accommodate the changes necessary for Japan to succeed in an industrial, Western-dominated world. Open to first-year students. Offered Term 1. (GLO, MOD)

HIST 238S: HISTORY OF GERMANY (4) Department
A study of German society from the earliest times to the present, with a special emphasis on the attempts to fashion a durable German state: the Empire, Prussia, Bismark’s federation, the Third Reich, and the postwar democracy. Prerequisite: sophomore standing or permission. Not offered in 2010–11.

HIST 240: GREEK HISTORY (4) Franko
A history of the Greeks from the Bronze Age to the Roman conquest. Special emphasis is given to the golden age of Athens, focusing on the democratic system, the interplay between foreign and domestic politics, social and economic developments, and outstanding cultural achievements. Other topics include The Trojan War, the Spartan state, women in Greek society, the origins of historiography, the empire of Alexander the Great, and the diffusion of Greek ideas. Also listed as CLAS 240. Not offered in 2010–11. (ANC)

HIST 241S: ROMAN HISTORY (4) Leedom
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. Open to first-year students. Also listed as CLAS 241. Offered Term 2. (ANC)

HIST 242S: THE MIDDLE AGES, 300–1300 (4) Leedom
The context and content of the medieval world from the fall of Rome to the emergence of secular monarchies. Prerequisite: q. Open to first-year students. Not offered in 2010–11. (w, x, r, Q, ANC)
HISTORY continued

HIST 243S: THE RENAISSANCE (4) Leedom
An examination of the society and culture of Europe after 1300, with special investigation of the nature of the Renaissance and the transition from medieval to modern. Prerequisite: q and sophomore standing or permission. Offered Term 1. (f, w, x, r, Q, ANC)

HIST 245: WAR IN THE WESTERN WORLD (4) Coogan, Leedom
A multidisciplinary examination of the origins, conduct, and consequences of war in the western world from Achilles to George W. Bush. Open to first-year students with permission. Not offered in 2010–11. (w, x, o, GLO)

HIST 255S: AMERICAN SOCIAL HISTORY (4) Doan
Studies in the lives of American people, the movements and institutions in which they organized and acted, and the processes of social change in which they participated. Topics range from Puritans to Progressives, from urban workers to southern farmers. Prerequisite: q or permission. Not offered in 2010–11. (Q, MOD)

HIST 266S: DISSENT AND REFORM IN AMERICAN HISTORY (4) Doan
Reformers and their challengers to dominant ideas, ideologies, and institutions. Topics will be chosen from both early and later American history, such as Puritan dissent, abolitionism, Populism. Not offered in 2010–11.

HIST 267S: AMERICAN RELIGION TO 1860 (4) Doan
A historical study of religious groups, movements, ideas, and lives from European settlement to the mid-19th century. Topics include Puritanism, slave religion, the separation of church and state, and the emergence of new religious groups in colonial North America and the early United States. Also listed as REL 267. Prerequisite: sophomore standing or permission. Not offered in 2010–11. (w, x, DIV, MOD)

HIST 268S: AMERICAN RELIGION 1860–2000 (4) Doan
A historical study of religions, religious movements, and the relationship between religion and society in the U.S. since the mid-19th century. Topics include immigrants and their religions, fundamentalism and pentecostalism, religious movements among African Americans, the rise of the religious right, and New Age spiritual movements. Also listed as REL 268. Offered Term 2. (w, x, DIV, MOD)

HIST 271: REVOLUTION AND WAR IN VIETNAM (4) Coogan
A survey covering the birth of revolutionary nationalism and the end of Japanese and French colonialism in Southeast Asia; the origins of American involvement and the search for a military strategy; the nature of Vietnamese government in both North and South Vietnam; the political, social, and economic effects of the war in both Vietnam and the United States; and the roots and consequences of North Vietnamese victory. No prerequisite. Not offered in 2010–11. (MOD)

In this course we examine one of the most important events of the 20th century: the rise and fall of communism in the Soviet Union from 1917 to 1991. Special attention is given to the question of why the October Revolution of 1917 did not result in a communist utopia but in the Stalinist dictatorship—with prison camps, bloody purges, and unprecedented state repression. We look at why the Soviet Union could not reform itself in the post-Stalin years and why Gorbachev’s rule suddenly collapsed in 1991. No prerequisite. Not offered in 2010–11. (w, x, r, MOD)
HIST 283S: HISTORY OF INTERNATIONAL RELATIONS (4) Coogan
A historical survey of relations between nations from 1900 to 1945, focusing on changes in the balance of power, the diplomacy of imperialism, and the origins of the First and Second World Wars. Not offered in 2010–11. (MOD)

HIST 284: WAR AND SOCIETY IN THE TWENTIETH CENTURY (4) Coogan
A multidisciplinary examination of war and its influence on world history since 1914. Emphasis will be on why nations resort to war, how wars are fought, and the social and economic consequences of war on the state. Not offered in 2010–11.

HIST 286S: THE NUCLEAR ERA (4) Coogan
An examination of the history of international relations since 1945. Topics covered will include the origins of the Cold War, the diplomacy of postwar reconstruction, the effects of nuclear weapons and attempts to limit their production and use, the process of decolonization, and the collapse of the Soviet Union. Not offered in 2010–11. (o, GLO, MOD)

HIST 290: INDEPENDENT STUDY (2 or 4) Department
Individual projects below the advanced level arranged with history faculty members. Offered both terms.

HIST 298: REVOLUTIONARY FRANCE: FROM THE GUILLOTINE TO DE GAULLE (4) Nuñez
A survey of French history from the ancien regime to the present, including political, social, and cultural developments. The course begins with the absolutism of Louis XIV and continues through the Enlightenment, the French Revolution, Napoleon, and the two world wars of the 20th century, ending with De Gaulle and Mitterrand. Open to first-year students. Offered Term 2. (w, x, MOD)

HIST 310: THE BODY AND SEXUALITY IN EUROPEAN HISTORY (4) Nuñez
This seminar explores shifting views of the body, sexuality, and gender in Europe from the ancient world to the present. What does it mean to undertake a “history of the body?” What is the relationship between the body, gender, and sexuality? Topics include: changing understandings of anatomy and sexual difference, torture, witch hunts, midwifery, prostitution, venereal disease, pornography, cross-dressing, homosexuality, and intersections of the body and sexuality with race and class. Also listed as GWS 310. Prerequisites: sophomore standing and a 200-level course in history or gender and women’s studies. Not offered in 2010–11. (w, x, MOD)

HIST 317: PRESIDENTIAL CHARACTER AND LEADERSHIP (4) Coogan
This seminar examines the relationship between character and leadership through an analysis of American presidents, their wives, and their opponents during the 20th century. Readings will be drawn from the theoretical literature on leadership as well as from presidential memoirs, biographies, and monographs. Prerequisite: 200-level proseminar or permission. Not offered in 2010–11.

HIST 318: AMERICAN COLONIAL HISTORY (4) Doan
A study of early American society with emphasis on religion, intellectual life, labor systems, family life, and colonial personalities. Opportunity for individual research. Prerequisite: 200-level proseminar or permission. Offered Term 1. (w, x, r, DIV, MOD)
HISTORY continued

HIST 328: ANTEBELLUM UNITED STATES (4)  Doan
The United States from about 1815 to 1860, including such themes as slavery, industrialization, the emergence of modern political parties, and the causes of the Civil War. Prerequisite: 200-level seminar or permission. Not offered in 2010–11. (w, x, r, DIV, MOD)

HIST 331: MEDIEVAL SOCIETY (4)  Leedom
This seminar examines and explores the main outlines of western European medieval society: church, government, economy, and culture. We will discuss the central institutions, the main outlines of conflict and tension, and the sources of cultural stability in the European Middle Ages. Specific topics will include medieval women, education, the legacy of the Roman Empire, the birth of common law, and the growth of representative government. Finally, we will look at the legacy of the Middle Ages and its influence on later European history and civilization. Not offered in 2010–11. (w, x, ANC)

HIST 332: THE IDES OF MARCH (4)  Leedom
This seminar investigates the causes and consequences of the assassination of Caesar, the fall of the Roman Republic, and the genesis of the Roman Empire. We will read contemporary works by and about the great characters of the age—Caesar, Brutus, Cicero, Antony, Cleopatra, Augustus—as well as later commentaries from Tacitus to Shakespeare. Prerequisite: 200-level proseminar or permission. Also listed as CLAS 332. Not offered in 2010–11. (w, x, r, ANC)

HIST 334: GENDER AND IMPERIALISM (4)  Nuñez
This course explores both how imperial ideologies were gendered and how empire provided an arena in which gender norms could be rethought. Topics include European women’s experiences in the empire as wives, missionaries and travelers; empire as a space for sexual transgression; and the role of gender in decolonization movements. Prerequisite: sophomore standing, and a 200-level course in history or GWS. Also listed as GWS 334. Offered Term 1. (w, x, MOD)

HIST 337: MEDIEVAL IDEAS AND IDEOLOGIES (4)  Leedom
This seminar examines and explores the main outlines of Western European medieval ideas about God, the church, the nature of power, and humanity’s place in the cosmos. We discuss the origins of these ideas and the way they were applied and adapted by institutions. Specific topics include Augustine and his legacy, scholasticism, the ideas about women, ideologies of power, and the institutional framework of church, state, town, and household. Not offered in 2010–11. (w, x, ANC)

HIST 338: TUDOR AND STUART ENGLAND (4)  Leedom
Tudor and Stuart England! The drama! The romance! Elizabeth I! Puritans! Plagues, fires, usurpations, rebellions, civil wars! This course will examine the two dynasties that moved England from a medieval kingdom to a modern state. The emphasis of the course is on social developments and the associated political and religious problems that followed, but we will also look at both economic and cultural change. The Tudor-Stuart era was the most politically revolutionary in the history of the three British kingdoms, and this seminar will discuss and evaluate those changes. Prerequisite: junior standing or previous history course. Open to first-year students with permission. Offered Term 2. (w, x, ANC)
HIST 343: EUROPEAN EMPIRES (4)  Leedom
The dynamics of empires from Rome to Russia. A comparative study of the roots of different types of empires, their organizations, and their aims. From the ancient empires to the great maritime empires of the 16th through the 19th centuries, with notes on the development of the Soviet and American empires, and two sub-European 20th-century landed empires. Investigation of the rationale for imperial expansion and forces of imperial organization. Prerequisites: q and 200-level proseminar or permission. Not offered in 2010–11. (Q)

HIST 344: WAR (4)  Coogan
A seminar on the causes, conduct, and consequences of armed conflict, both internal and international, from Homer to the Persian Gulf. Prerequisite: 200-level proseminar or permission. Not offered in 2010–11. (w, x, r, GLO)

HIST 349: WORLD HISTORY TO 1500 (4)  Department
This course covers the material required for elementary and middle school teacher certification in world history: neolithic cultures and the transition to river civilizations in Egypt and Mesopotamia; classical Greece and Rome, China, and India; the rise of Islam, medieval and Renaissance Europe, and Byzantium; early African and American civilizations, up to and including the Spanish conquest of the New World. This course does not count as a seminar for the history major. Prerequisite: 200-level proseminar or permission. Not offered in 2010–11. (ANC)

HIST 352: THE AMERICAN REVOLUTION (4)  Doan
A study of the events and issues of the American Revolution era, including the social, intellectual, and political origins of the Revolution, fighting the War for Independence, women in the Revolution era, and the development of the United States Constitution. Prerequisite: 200-level proseminar or permission. Not offered in 2010–11. (w, x, MOD)

HIST 353: CHURCHILL, HITLER, AND STALIN (4)  Department
An examination of 20th-century world history focusing on the careers of three dominant leaders of the period. Topics include the British colonial experience, the Russian Revolution, First and Second World Wars, the beginnings of the Cold War, the gulags, and the Holocaust. Prerequisite: 200-level proseminar or permission. Not offered in 2010–11.

HIST 355: TWENTIETH-CENTURY EUROPE (4)  Department
In this seminar we examine the splendors and horrors of European history from 1914 to the present. Topics covered include World War I and II, the rise of communism in Russia, the rise of fascism in Italy and Germany, and the Spanish civil war in the 1930s. After 1945, the focus will shift to the “other” Europe—eastern Europe—and how its peoples lived under, rebelled against, and survived the Soviet-dominated regimes that finally collapsed in 1989. Prerequisite: 200-level proseminar or permission. Not offered in 2010–11.

HIST 356: TWENTIETH-CENTURY AMERICA (4)  Coogan
A seminar on American political and social history from 1900 to the present. Topics covered will include the origin and evolution of reform movements (progressivism, women’s rights, civil rights), the effects of war and economic change, and major shifts in political alignments. Prerequisite: 200-level proseminar or permission. Offered Term 2. (w, x, r)
HIST 358: EUROPEAN SOCIAL HISTORY (4)  Leedom
A seminar treatment of the main themes of European social history: sex, families, household, property. The implications of economic and social development on political history are an integral part of the course. Major turning points in social history—the origins of capitalism, industrialization—get full treatment, but the basic goal is to contribute to an awareness of underlying unities across the centuries and the problems and organization of daily life in Europe. Prerequisite: 200-level proseminar or permission. Not offered in 2010–11. (w, x, r, GLO, MOD)

HIST 360: THE SECOND WORLD WAR (4)  Coogan
Reading, discussion, and research into the most cataclysmic war in modern history. Topics covered include origins of the war in both Europe and Asia; the leadership of Hitler, Stalin, Churchill, Roosevelt, Mao, and others; the causes, conduct, and consequences of the Holocaust; the birth and first use of atomic weapons; and the effects of the war on empires and civilizations around the globe. Not offered in 2010–11. (w, x, r, GLO, MOD)

HIST 364: THE COLD WAR (4)  Coogan
A study of the influence of domestic and foreign policy on Soviet-American relations in the years since World War II. Prerequisite: 200-level proseminar or permission. Not offered in 2010–11. (w, x, r, GLO, MOD)

HIST 368: AMERICA IN A DANGEROUS WORLD (4)  Coogan
A research seminar on the evolution of American foreign relations from the founding fathers to the war on terror. Class will consist entirely of reading and discussion on the major themes and problems in America’s relations with foreign cultures and countries. Written work will consist entirely of a significant research paper, which will be done in stages throughout the term. Prerequisites: sophomore standing and a 200-level proseminar. Not offered in 2010–11. (w, x, MOD)

HIST 390: INDEPENDENT STUDY (2 or 4)  Department
Individual projects at the advanced level arranged with history faculty members. Offered both terms.

HIST 399: INTERNSHIPS (2 or 4)  Department
May be proposed in either term.

HIST 480: SENIOR THESIS (4)  Leedom
Students write a major research paper using primary sources during the first term. Prerequisite: 300-level seminar or permission. Application must be made with faculty prior to registration. Offered Term 1.

HIST 490: SENIOR HONORS THESIS (4, 4)  Leedom
For honors candidates, senior seminar is two terms (plus Short Term), culminating in a major paper. Decisions on departmental honors are made at the conclusion of the project. Students should not register for HIST 490.
Hollins Abroad

Hollins Abroad–London and Hollins Abroad–Paris are international learning programs offering students the opportunity to develop a broad understanding of historic and contemporary British or French society and culture. All courses are taught by expert local faculty, and the curriculum of each program is designed to take advantage of the city’s unique cultural resources. Field trips to museums, theatres, and sites of architectural, historic, or political significance are an important part of the course work. Participation in a Hollins Abroad program provides valuable preparation for students seeking careers with international businesses, with cultural, educational, or service organizations, or with government agencies.

Students in all disciplines may participate in Hollins Abroad, and courses on both programs may count toward a student’s major, minor, and perspectives in the general education program. The programs are open to sophomores and juniors with a cumulative grade point average of at least 2.5. Students enrolling in Hollins Abroad–Paris should have completed at least two terms of intermediate French at the college level or the equivalent. Students may enroll in a Hollins Abroad program for one or two terms. Students wishing to enroll for two terms in Hollins Abroad–Paris or –London; undertake an internship; enroll in a class at London Metropolitan University, a Paris university, the Art Academy, or The Place must have a cumulative GPA of 3.0 or higher at the time of admission to the program.

HOLLINS ABROAD–LONDON

ART 240L: ENGLISH ARCHITECTURE (4)
This course aims to teach students how to describe and critique architecture through a chronological study of buildings from the first Anglo-Saxon churches up to the great engineering projects of the 19th century. Sites visited include the Tower of London, Westminster Abbey, and Greenwich. Offered Term 2. (AES)

ART 241L: MEDIEVAL ENGLISH ARCHITECTURE (4)
A study of the development of architecture in England from the first stone buildings of the Anglo-Saxons to the completion of King’s College Chapel, Cambridge, in the early 16th century. Study through slide lectures and site visits focuses on the surviving buildings, cathedrals, and castles themselves, as well as on the patrons who commissioned them. Offered Term 1. (AES, ANC)

ART 280L: LONDON GALLERIES: AN INTRODUCTION TO MODERN AND CONTEMPORARY EUROPEAN ART (4)
A study of the main developments in European art from 1850 to 2000, focusing on works in the London galleries. Visits are made to the National Gallery, Tate Gallery, Courtauld Gallery, and relevant current exhibitions. Movements studied include Impressionism, Post-Impressionism, Fauvism, Cubism, Surrealism, Abstraction, and aspects of 20th-century British art. Offered both terms. (AES, MOD)

COMM 235L: MEDIA IN BRITAIN (4)
This course looks at issues around the British media, with visits to working editors and journalists, artists, and television producers. The course covers production, ownership and control, genres and stereotyping, reception theory, and media regulation. We place British media in their European context and analyze the differences and similarities between U.S. and British media forms. Offered Term 2. (GLO, MOD)
HOLLINS ABROAD continued

ENG 310L: SHAKESPEARE AS DRAMATIST (4)
A study of up to six plays currently in production in London and Stratford-upon-Avon. Close attention is paid to theme, structure, language, and characterization, together with questions of production, direction, and performance. In seminar discussions, all Shakespeare’s dramatic skills are considered. In addition, there are short lectures designed to place the plays in their theatrical and historical content. Offered both terms. (AES, MOD)

HIST 200L: BRITISH HISTORY SURVEY (4)
This course aims to provide students with a broad knowledge of British history from the middle of the 18th century to the middle of the 20th century. The lectures will follow a chronological path through the main political and social developments that changed Britain between 1760 and 1950 and will be complemented by a series of field trips in London. Offered Term 1. (MOD)

HIST 202L: HISTORY OF ENGLAND THROUGH THE MIDDLE AGES (4)
This course traces the development of the city of London through the Middle Ages, outlining its expansion and growing importance in national and international affairs. The themes of political, military, economic, social, cultural, and religious life will be followed in the Roman, Anglo-Saxon, and Norman periods, the High and Late Middle Ages, and a final look to the early modern period. Weekly visits. Offered Term 2. (ANC)

POLS 200L: CONTEMPORARY BRITAIN (4)
This course begins with an examination of the principal institutions and behavior patterns of British politics, including the structure of government and the interaction of voters, parties, and leaders. Then we address several current or controversial issues which have a marked impact on the political world in Britain, including the Monarchy, the media, nationality, religion, class, and Britain’s role in the European Union. Field trips include visits to Parliament and other relevant sites. Offered both terms. (GLO, MOD)

THEA 270L: THE LONDON STAGE (4)
This is a survey of what London has to offer theatrically. Students attend and discuss one play per week. By the end of the course students should have an outline knowledge of the history of English theatre and a critical appreciation of drama as a contemporary art form. Offered both terms. (AES)

INTERNSHIP (4)
Internships in Parliament and in fields including business, management, law, media, public relations, marketing, education, arts management, theatre, fashion, sports management, community action, and many others are available. Offered both terms.

Internships in London can also be arranged in the summer before, after, or independent of a term on Hollins Abroad. There is a separate fee for placement and housing for internships undertaken in the summer.

Qualified Hollins Abroad—London students may also enroll in a course at London Metropolitan University, the Art Academy (studio art), or The Place (dance)—see page 15.
HOLLINS ABROAD–PARIS

All courses are taught in French and are open to all students in the program unless otherwise noted.

ART 320P: IMPRESSIONISM AND POST-IMPRESSIONISM (4)
This course begins with a review of the evolution of French painting and artistic life during the second half of the 19th century. A study of the Impressionist and Post-Impressionist movements and their influence on succeeding generations of artists follows. Emphasis is on training of the eye and direct contact with works of art. Guided museum visits. Offered Term 1. (AES, MOD)

ART 340P: 20TH-CENTURY FRENCH ART (4)
This course undertakes an analysis of the questions addressed by the artists of major French movements during the 20th century. Emphasis is on the Avant-Garde to 1914, Surrealism, various forms of abstraction, New Realism, Art/Attitude, and more recent hybrid genres. Guided or assigned visits to museums and temporary exhibits. Offered Term 2. (AES, MOD)

ART 360P: ARCHITECTURE OF PARIS (4)
A thematic survey of Parisian architecture from the Roman era to the present. Individual monuments and their architectural idiosyncrasies are studied in their historical and sociological contexts, with emphasis on urban development. Guided visits to monuments and sites. Offered both terms. (AES)

ECON 210P/314P: INTRODUCTION TO EUROPEAN INTERNATIONAL RELATIONS (4)
This course focuses on current European political and economic debates, reviews the history and ongoing evolution of the European Union, and analyzes the current challenges it faces. Can be taken for economics or political science credit; individual assignments will vary accordingly. Offered Term 1. (GLO, MOD)

FILM 220P: PARIS AS THE STAGE IN FILMS (4)
An introduction to film criticism, analyzing the relationship between artistic creation and film technique. The common theme will be how the city of Paris is portrayed in French films by directors including Renoir, Carne, Godard, and Truffaut, and in representative Hollywood films. Offered both terms. (AES, MOD)

FREN 303P: FRENCH WRITTEN EXPRESSION (4)
Intensive training in French grammar and written expression. Must be taken in conjunction with FREN 304P. Prerequisite: four terms of college-level French or the equivalent. Offered both terms. (LAN)

FREN 304P: FRENCH ORAL EXPRESSION (4)
Intensive training in French oral expression. Acquisition of vocabulary, intensive study of phonetics, oral practice emphasizing the comprehension of daily language. Must be taken in conjunction with FREN 303P. Prerequisite: four terms of college-level French or the equivalent. Offered both terms. (LAN)

FREN 311P: ADVANCED FRENCH WRITTEN AND ORAL EXPRESSION (4)
This course refines the student’s ability to express him/herself in French, both in writing and orally. By the end of the course, the student should have mastered a variety of ways to express time, purpose, condition, consequence, and contradiction and should be able to discriminate without hesitation between the uses of tenses and moods. Prerequisite: five terms of college-level French or the equivalent and appropriate performance on the placement test. Offered both terms.
FREN 321P: ADVANCED FRENCH COMPOSITION (4)
This advanced course enables students to refine their skills in written French in a variety of ways, including in literary critiques, essays, and business French. Prerequisite: six semesters of college-level French or the equivalent, and appropriate performance on the placement test. Offered Term 2.

FREN 330P: FRENCH THEATRE (4)
This course introduces students to the Parisian stage in its variety and exposes them to six plays of the French repertory. As much as possible, the plays chosen are representative of a major period or trend in the history of French theater. The course can be taken for credit more than once as the plays studied depend on what is currently in production in Paris and are different each term. Open to students who place into FREN 311P. Offered both terms. (AES, MOD)

FREN 351P: PARIS IN 19TH- AND 20TH-CENTURY FRENCH LITERATURE (4)
A study of how French novelists and poets see and describe the great social and cultural changes that Paris underwent during the 19th and early 20th centuries. Study focuses on the city as protagonist in the literary works of the period. Accompanied visits to monuments or sites described in the works studied. Open to students who place into FREN 311P. Offered Term 2. (AES, MOD)

FREN 353P: NOVELISTS AND AUTOBIOGRAPHY IN THE 20TH CENTURY (4)
This course studies the relationship between life as it is remembered and its reshaping in writing, that is, the interaction between reality and literary creation. Authors are chosen based on their literary impact on 20th-century writing. Open to students who place into FREN 311P. Offered Term 1. (MOD)

INDEPENDENT STUDIES/FRENCH UNIVERSITY COURSES (2 or 4)
Students with very advanced French skills, appropriate performance on the placement test, and permission of the director, may enroll in an independent study/tutorial in French or in their major field in conjunction with a course offered at the Sorbonne or other Paris university. Offerings vary by term. Offered both terms.

INDEPENDENT STUDIES/APPLIED ARTS (2 or 4)
Independent studies in studio art, photography, dance, and voice can be arranged on an individual basis at institutes in Paris for students majoring in those subjects. Must be approved at time of enrollment. Offered both terms.
FREN 399P: INTERNSHIP (4)
Internships in law firms, art galleries, businesses, and schools can be arranged for full-year students who have developed fluency in French and are in their second term in Paris. A research paper on a topic related to the internship is required. Offered Term 2 for academic year students only.

INTL 230P: FRANCE AND AFRICA, BETWEEN HISTORY AND MEMORY (4)
This course focuses on the historical relationship between France and its former colonies. It also puts an emphasis on the current and hot challenges France faces: diversity, multiculturalism, immigration and minorities, in a cross-cultural perspective with the States. Visits to Musée du Quai Branly and Cité de l’Immigration organized. Offered both terms.

POLS 210P/312P: CONTEMPORARY FRANCE (4)
This course introduces students to the particularities of French society and of the nation’s political, social, and economic forces and institutions. Special emphasis is put on the French political system under the Vth Republic. France’s role in Europe is also analyzed. Hollins students can take both this course and POLS 250 for credit. Offered Term 2. (GLO, MOD)

POLS 240P/313P: INTRODUCTION TO EUROPEAN INTERNATIONAL RELATIONS (4)
See ECON 210P/314P. Students taking this course for political science credit must do all their papers and projects on topics in political science. Offered Term 1. (GLO, MOD)

JANUARY TERM (4)
The four-week January Term is required of all Hollins University students and optional for all others who participate in Hollins Abroad–Paris for the full academic year. January Term course options include internships, supervised independent studies, intensive French language courses at the Institut de Touraine, and other learning experiences either in Paris, elsewhere in France, or occasionally, in other French-speaking countries. Each student’s plan is arranged in consultation with the director and must have her approval.

Humanities

HUM 150: SPECIAL TOPIC – THE IRISH RENAISSANCE (4) Markert
The Irish Renaissance, which revived ancient Irish folklore, legends, and traditions in literary works, emerged during the late 19th- and early 20th-centuries. This literary and political movement produced some of the most important literature of the modern era, including the poetry and plays of Yeats, the dramas of J. M. Synge and Sean O’Casey, and the novels of James Joyce. Also listed as ENG 150. No prerequisite. Offered Term 1. (f, w, x, MOD)

HUM 197F: FIRST-YEAR SEMINAR - THE PASSION FOR POWER AND THE POWER OF PASSION (4) Ridley
Power and passion are forces that have led human beings to act in extreme and extraordinary ways throughout history. While the feats of powerful and passionate men abound in the annals of history, many of the women whose actions are no less impressive have been written out of the so-called "official story." Nowhere is this more apparent than in patriarchal and third-world societies where women who have had a thirst for power or who have
overstepped the rules regarding passion have been silenced, ostracized, imprisoned, or killed. This course will focus on a number of extraordinary women in Latin America who have, without receiving due credit, changed the course of history with their passion for life, love, and power. Placement to be determined during the summer. Offered Term 1. (f, x, r, GLO)

**HUM 212: THE FRENCH ABSURD THEATRE (4)**  
*Fallon*  
This course focuses on the French Absurd Theatre. Students receive a brief introduction to the existentialist movement and explore the links between the existentialist and absurd literary productions. Background information includes study of French literary precursors and social conditions in France. Students study works in English translation of Camus, Sartre, Beckett, Genet, Ionesco, and Adamov. Open to first-year students. Not offered in 2010–11. (MOD)

**HUM 213: FRANCE AND THE FRENCH - CONTEXTS IN CULTURAL UNDERSTANDING (4)**  
*Spodark*  
This course offers a multimedia examination of socio-cultural contrasts between France and the U.S. Students use video, audio, CD-ROM, print, and Internet resources coupled with computer applications (Word, Excel, PowerPoint, Front Page, and Access) to investigate and discuss representative situations and cultural artifacts that illuminate the differences between the French and American experiences. Prerequisite: q. Open to first-year students. Not offered in 2010–11. (i, Q, GLO, MOD)

**HUM 215: AMERICANS IN PARIS (4)**  
*Fallon*  
This course focuses on American writers who lived and wrote in France during the end of the 19th century and early part of the 20th century. Students read and analyze works written by U.S. authors during their stay in France to learn

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Turner Hall is home to the departments of classical studies, modern languages, and philosophy.
how the French environment shaped their artistic perspectives. Additional study is given to the culture and society of France from 1880–1945. Conducted in English. Open to first-year students. Not offered in 2010–11. (o, MOD)

HUM 250: SPECIAL TOPIC - AN INTRODUCTION TO CONTEMPORARY FRENCH FILM 1960-2007 (4) Fallon
Students will become familiar with films and filmmakers important to French films from the time of the New Wave ("Nouvelle Vague") movement until the present. Some background material will be covered so that students understand the place of and growth of French film within the international cinematic industry. Students will look carefully at themes of nationality and identity, guilt and imagination as expressed in the films used in this course and will develop a vocabulary for talking about technical aspects of film production as well as knowledge about themes and metaphors prevalent in French cinema since the end of the Second World War. Students will comment on themes and technical aspects of films, making critical assessments orally and in writing, both in formal papers and in informal homework assignments. Students will watch films both in class and outside of class (films will be placed on reserve in the library). Students will be quizzed and tested on the films and on the homework reading and viewing assignments and will complete a final project. No prerequisites. Open to first-year students. Offered Term 2.

HUM 250: SPECIAL TOPIC - VIRGINIA WOOLF AND THE BLOOMSBURY GROUP (4) Markert
Virginia Woolf and her sister Vanessa Bell were at the center of a group of British intellectuals known as the Bloomsbury Group. The group, including leading writers, historians, and artists, were active during the first decades of the 20th century. Along with Woolf and her sister, other important figures included the art critics Clive Bell and Roger Fry, the novelists E. M. Forster, D. H. Lawrence, and Katherine Mansfield, the historian and critic Lynton Strachey, and the economist John Maynard Keynes, among others. This course will focus on the work of these writers and artists and the artistic and intellectual interrelations that defined them group. Some of the questions we will investigate include: In what ways did this group represent a British avant-garde? Did the group share common artistic ideals? The course will deal with various texts, (i.e. Woolf’s Mrs. Dalloway, Forster’s Howard’s End, Strachey’s Eminent Victorians), paintings, and film adaptations, such as the film versions of Virginia Woolf’s Orlando and D. H. Lawrence’s Women in Love. No prerequisites. Open to first-year students. Offered Term 2.

HUM 310: FRENCH LITERATURE IN TRANSLATION (4) Fallon
This course, conducted in English, introduces students to selected works of French literature. We study translations of novels and plays in their literary and cultural contexts, giving attention to women characters and texts by women writers, and to translation issues. Topics include self-interest and self-awareness, travel and escape, power and passion, and the individual’s role in society. Writers may include Racine, Molière, Madame de Lafayette, Claire de Duras, Balzac, Flaubert, Proust, Gide, Colette, Ionesco, Camus, Marguerite Duras, or Djebar. Not offered in 2010–11. (o, AES, MOD)

HUM 350: EL QUIXOTE IN TRANSLATION (4) Ridley
Have you always wanted to read Don Quixote? This is your chance. In this course in translation, we will examine Cervantes’ masterpiece from numerous angles. Beginning with a historical overview of what was happening in Spain and the rest
of the world at the onset of the seventeenth century, we will embark on a journey through the first modern novel paying special attention to the literary, political, social, economic, and human messages intertwined in its rich pages. Students will read critical articles along the way in an effort to enhance their understanding of the work. No knowledge of Spanish is necessary. Also listed as SPAN 350 for Spanish majors and minors. Prerequisite: sophomore standing or higher, but open to first-year students with permission. Offered Term 2.

Interdisciplinary 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 Patricia Hammer, dean of academic services.

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). 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 items: 1) a résumé and cover letter, 2) a research paper (graded) related to their major topic, 3) the evaluation form from the supervisor of the required internship related to the major program of study, and 4) a personal essay evaluating the internship related to the major program of study with respect to the student’s future career or education goals.

Possible subjects for interdisciplinary majors include a period, an idea, or a set of problems: work on the Renaissance in English, history, art, and music; work on human freedom in philosophy, psychology, sociology, and political science. With an interdisciplinary major, the possibilities are limited only by the student’s imagination.

Hollins students have worked on such interdisciplinary majors as the following sample program:

**SOCIAL POLITICS**

An investigation of the organization, methods, and structures of dominant societal groups, as well as those groups they dominate, and in particular their relationship to the ideals of democracy. Also included are the workings of societal change within social and political structural systems.

Courses completed in fulfillment of the interdisciplinary major requirements:

- COMM 238: Argumentation and Advocacy
- PHIL 254: Social and Political Philosophy
- POLS 248: Stonewall and After: The Politics of Positive Transformation
- SOC 350: Special Topic - Women and Violence
- COMM 316: Contemporary Public Communication
- POLS 363: Constitutional Law
- ENG 3012: Introduction to Linguistics: Sociolinguistics (*Taken at University College in Cork, Ireland*)
- SOC 358: Methods of Social Research
International Studies

**MAJOR, MINOR**

**PROFESSORS:** Edward A. Lynch (political science), Kathleen Nolan (art history), Annette E. Sampon-Nicolas (French)

**ASSOCIATE PROFESSORS:** Peter Coogan (history), LeeRay Costa (anthropology and gender and women’s studies), Darla Schumm (religious studies)

**ASSISTANT PROFESSORS:** Jon D. Bohland (international studies and political science) (chair), Jeanette Barbieri (political science), Pablo Hernandez (economics), Vladimir Bratic (communication)

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 trans-national 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 coursework 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 coursework with practice-based research and fieldwork in international studies. The goals are:

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

**REQUIREMENTS FOR A MAJOR IN INTERNATIONAL STUDIES:**

12 courses (48 credits)

Working closely with an advisor from the international studies program, each major will complete five core courses in international studies, supplemented by one semester of language at the 200 level, a short term, full semester, or approved academic summer experience abroad, and take six additional courses from the list of approved international studies or affiliated courses. The department chair will be responsible each semester for drafting and
INTERNATIONAL STUDIES continued

maintaining a list of approved electives that fill each concentration. At least three of the electives should be at the 200 level or above, with one course required at the 300 level. Up to 12 credits of elective courses may be taken at universities abroad, with prior written departmental approval.

Electives chosen from the major should cover at least two of the following general concentrations:
- politics
- cultural affairs
- business and economics

Students who are double majors in INTL and another department offering a senior thesis may substitute a thesis in their other major for INTL 480, provided the following requirements are met:
- permission of other department
- the thesis has a substantial cross-cultural, international, or multiethnic dimension
- the thesis is co-directed by members of two different departments
- the student participates in a senior thesis class involving peer workshops, either in the INTL department or in the other major
- the student adds an extra INTL elective at the 300 level

It is highly recommended that Introduction to International Studies 120 and World Geography 210 be taken during the first four semesters of study.

CORE COURSES IN INTERNATIONAL STUDIES (20):
- INTL 120: Introduction to International Studies (4)
- INTL 210: World Geography (4)
- INTL/ES 220: Globalization and Local Responses (4) or
  INTL/ECON 259 International Political Economy (4) or
  INTL/COMM 380 Global Communication and Media (4)
- INTL 480: Senior Thesis Seminar (4) or
  INTL 490: Senior Honors Thesis Seminar (4, 4)
- POLS 102: International Relations (4)

ONE SEMESTER OF LANGUAGE AT 200 LEVEL (4):
- Language: One semester beyond the intermediate level (4)

STUDY ABROAD:
- A Short Term, full semester, or approved summer academic experience abroad

REQUIREMENTS FOR A MINOR IN INTERNATIONAL STUDIES
6 courses, 24 credits
- Four core courses and two from the list of international studies courses or affiliated courses

CORE COURSES:
- INTL 120: Introduction to International Studies (4)
- INTL/BIOL 121: Plants and People (4)
- INTL 210: World Geography (4)
- INTL/ES 220: Globalization and Local Responses (4)
- INTL Electives: 8 credits of courses from Affiliated Courses in the Social Sciences or Science or from Affiliated Courses in the Arts and Humanities.

LANGUAGE:
- Two semesters at the intermediate level
AFFILIATED COURSES:

- ANTH 145: Introduction to Anthropology (4)
- ANTH/ES/GWS 219: Food, Culture & Social Justice (4)
- ANTH/GWS 312: Women and Social Movements Across the Globe (4)
- ART/CLAS 261: Ancient Art (4)
- ART 263: Renaissance and Baroque Art (4)
- BIOL/INTL 121: Plants and People (4)
- BUS/ECON 266: International Finance (4)
- COMM 270: Intercultural Communication (4)
- COMM 348: Communication and Culture (4)
- COMM/INTL 380: Global Communication and Media (may also take in place of INTL 220 as core course) (4)
- DANC 250: Special Topic - Afro-Cuban Dance/Drumming (4)
- ECON/ES 230: Economics and the Environment (4)
- ECON/INTL 259: International Political Economy (may also take in place of INTL 220 as core course) (4)
- ENG/HUM 150: Special Topic - The Irish Renaissance (4)
- ENG 313: Literature of the Renaissance (4)
- ENG/GWS 345: Arab Women Writers (4)
- ES/PHYS 150: Special Topic - Energy, Environment and Climate (4)
- ES/INTL 304: Geography of Global Environment (4)
- FILM 271: World Cinema (4)
- FREN 271: French Culture and Civilization (4)
- FREN 350: Special Topic - Quebec (4)
- FREN 368: Nature and the Environment (4)
- GWS/POLS 218: Global Gayz: The Lesbian and Gay Movement for Civil Rights (4)
- GWS/HIST 334: Gender and Imperialism (4)
- GWS/POLS 350: Special Topic - Feminist Perspectives on Environmentalism (4)
- HIST 115: Asian History Survey I (4)
- HIST 116: Asian History Survey II (4)
- HIST 125: Introduction to African History (4)
- HIST 150: Special Topic - Making of the Modern Middle East (4)
- HUM 250: Special Topic - An Introduction to Contemporary French Film (4)
- INTL 160: Model United Nations (2)
- INTL/POLS 302: Comparative Urbanism (4)
- INTL/POLS 350: Special Topic - Post-Colonial Studies (4)
- POLS 103: Modern Comparative Politics (4)
- POLS 226: International Law (4)
- POLS 250: Special Topic - Conquest (4)
- POLS 315: Anger, Terrorism & Revolt (4)
- REL 109: Introduction to World Religions I (4)
- REL 110: Introduction to World Religions II (4)
- REL 217: Islamic Traditions (4)
- REL 218: Buddhist Traditions (4)
- SOC 233: Social Problems in Global Perspective (4)
- SPAN 236: Spanish Culture and Civilization (4)
- SPAN 346: 20th Century Spanish Literature (4)
- THEA 263: History of Western Theatre I (4)

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.
INTERNATIONAL STUDIES continued
Topics and geographical focus will change yearly depending on the instructor. Open to first-year students. Offered Term 2. (o, GLO, MOD)

INTL 121: PLANTS AND PEOPLE (4) Huish
Also listed and described as BIOL 121. Offered both terms. (GLO, SCI)

INTL 160: MODEL UNITED NATIONS (2) Lynch
We study the history and functions of the U.N., as well as the current major political, social, and economic issues. The course focuses on preparation for Hollins’ delegations to the American Model U.N. Conference in Chicago, which is held the weekend before Thanksgiving. Participation is required for all class members. The course may be taken more than once since the countries and issues change from year to year. Open to first-year students. Offered Term 1. (o, GLO)

INTL 197F: FIRST-YEAR SEMINAR - HERITAGE NOT HATE? THE CULTURE, GEOGRAPHY, AND POLITICS OF NATIONALISM AND HERITAGE (4) Barbieri
In this course we examine the forces of nationalism and heritage within contemporary society, analyzing their seductive power and their ability to both unite and divide. Using the Lost Cause of the Confederacy as a primary case study, we will examine how films, novels, symbols, museums, battlefield sites, paintings, oral histories, and schoolbooks all play a role in constructing sanitized and glorified versions of the past. In addition to the Lost Cause of the American South, we’ll also examine other nationalist myths present in Serbia, Spain, Japan, Germany, and Finland, arguing that the American version of the Lost Cause is not an isolated narrative myth. Rather, it operates within a world rather obsessed by heritage and collective forms of memory. Also listed as POLS 197F. Placement to be determined during the summer. Offered Term 1. (f, x, r, MOD)

INTL 210: WORLD GEOGRAPHY (4) Bohland
The methods of geography applied to global issues. Emphasis placed on regional geographic analysis and the complexity of world politics. Open to first-year students. No prerequisite. Also listed as ES 210. Offered Term 2. (GLO, MOD)

INTL 220: GLOBALIZATION AND LOCAL RESPONSES (4) Bohland
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. Open to first-year students. Prerequisite: q. Also listed as ES 220 and POLS 221. Offered Term 1. (Q, GLO)

INTL 252: GENDER AND GLOBALIZATION (4) Department
This course provides an international perspective on women’s lives and highlights the importance of race, ethnicity, and nation in constructions of gender and privilege. Among the topics covered are: the way in which the legacies of colonialism affect social, cultural, and economic connections among women; the role of women and the construction of gender in the formation of modern nation-states; the globalization of media and its effect on the meanings of body, beauty, and family; the global feminization of labor; and global feminist movements. Also listed as GWS 252. Open to first-year students. Prerequisite: GWS 141. Not offered in 2010–11. (r, GLO)
INTL 259: INTERNATIONAL POLITICAL ECONOMY (4) Hernandez
Also listed and described as ECON 259. Prerequisites: q and ECON 159. Open to first-year students. Offered Term 1. (r, Q, GLO, MOD)

INTL 290: INDEPENDENT STUDY (2 to 4) Department
Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

INTL 302: COMPARATIVE URBANISM (4) Bohland
This course introduces the complex issues that continue to face a society that is increasingly urban and integrated into the world economy. The structures of our urban society and the relationships of those to cities around the world are critical issues of contemporary society. The “Urban World” is tremendously diverse and so the course introduces and explores many aspects of city life from a range of perspectives: cultural, economic, political, social, and environmental. After discussing some basic concepts of urbanism and public policy, the course focuses on specific case studies introducing the complex and cultural forces shaping cities throughout the world. Also listed as POLS 302. Offered Term 1. (GLO, MOD)

INTL 303: GEOPOLITICS (4) Bohland
This course serves as an introduction to contemporary geopolitical issues of globalization, sovereignty, nationalism, war, legitimacy, and hegemony. Key issues include: the nature and production of political sovereignty, the intersection between the nation and new global forms of government, the future of cosmopolitan democracy, the roots of geopolitical thinking, and the role of the U.S. within the world system as global “imperial” hegemon. The goals of the course are to highlight key geopolitical issues present within international affairs and for students to develop their own views informed by analysis of course readings and classroom discussions. Open to first-year students with permission. Also listed as POLS 304. Not offered in 2010–11. (GLO, MOD)

INTL 304: GEOGRAPHY OF GLOBAL ENVIRONMENT (4) Bohland
This course introduces students to the complex issues related to the environment within contemporary society and global political discourse. Discussion topics include conceptions of nature, science-nature interactions, evaluation of environmental “risks” within globalization, environmental racism, negotiation of environmental agreements, and the future of green politics at the transnational level. Student papers and projects will be centered on environmental issues present within their local communities or Southwestern Virginia. Open to first-year students with permission. Also listed as ES 304. Offered Term 2.

INTL 305: CULTURAL GEOGRAPHY AND LANDSCAPE STUDIES (4) Bohland
This course introduces the student to the study of culture and landscape interpretation within modern geography. The course examines cultural processes and how they interact and construct the world we inhabit. After introducing a number of key themes and theoretical perspectives that will recur throughout the semester, we will be looking at cultural processes present within different geographical examples. In each of these cases we highlight popular cultural aspects such as sports, music, television and film, literature, etc. Open to first-year students with permission. Also listed as ES 305. Not offered in 2010–11.
INTL 307: INTERNATIONAL TOURISM (4)  
Bohland
In this course we examine tourism and travel from a number of methodological and theoretical perspectives. We’ll analyze a number of different types of tourism, including ecotourism, the sex trade, heritage tourism, beach vacations, cruising, dark/macabre tourism, and the “grand tour.” The goal of this course is to inform and critique, to situate ourselves as critical tourists in order to examine the impact all tourists have on local forms of culture and on the natural environment. Not offered in 2010–11. (MOD)

INTL 350: SPECIAL TOPIC - POST-COLONIAL STUDIES (4)  
Bohland
This seminar engages the rich and heterogeneous theoretical and analytic tradition of post-colonial studies within the social sciences and the humanities. Postcolonial studies emerged in the 20th century as a disparate school of critique examining how colonial regimes of power, economy, and knowledge continue to haunt much of the developing world. In this course, we will examine the works of key intellectuals such as Fanon, Said, Achebe, Hall, Gilroy, Spivak, Bhabha, and many others. We will also discuss the many intersections of post-colonial studies with other theoretical traditions including Marxism, feminism, environmental thought, and post-structuralism. Also listed as POLS 350. Offered Term 2.

INTL 380: GLOBAL COMMUNICATION AND MEDIA (4)  
Bratic
Also listed and described as COMM 380. Offered Term 1. (o, GLO, MOD)

INTL 390: INDEPENDENT STUDY (2 to 4)  
Department
Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered any term.

INTL 480: SENIOR THESIS SEMINAR (4)  
Bohland, Barbieri
Students will write an integrative thesis, to be co-directed by members of two different departments. The thesis must be written during Fall Term of the senior year at Hollins. Offered Term 1.

INTL 490: SENIOR HONORS THESIS SEMINAR (4, 4)  
Bohland, Barbieri
A student may be invited to write her thesis for departmental honors. For honors candidates, the thesis is a Fall Term, Short Term, Spring Term project.
JPN 101, 102: ELEMENTARY JAPANESE (4, 4) Kumazawa
This yearlong course is an introduction to listening comprehension, speaking, reading, and writing Japanese. In addition to an introductory textbook, students will work with language CDs and DVDs and texts in Japanese drawn from popular media and traditional literature. Fulfills the language requirement for those students who have previously studied a language other than Japanese. Offered both terms. (LAN)

JPN 111, 112: INTERMEDIATE JAPANESE (4, 4) Kumazawa
This is a yearlong 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 advanced placement. Fulfills the language requirement for those students who have previously studied Japanese. Offered both terms. (LAN)

Mathematics and Statistics* MAJOR, MINOR

PROFESSOR: Caren L. Diefenderfer (chair)
ASSOCIATE PROFESSORS: Julie M. Clark, Patricia “Trish” W. Hammer
VISITING ASSISTANT PROFESSOR: Michael D. Smith
INSTRUCTOR: Phyllis Mellinger

The study of mathematics is motivated by its intrinsic beauty as well as its applicability to everyday life. Mathematics promotes a strengthening of critical and analytical problem-solving skills.

A student graduating with a mathematics major from Hollins will be a logical thinker who is well educated in major areas of mathematics (calculus, linear algebra, statistics, algebra, and analysis), in the application of mathematical concepts to problem solving, and in the development and communication of applied and theoretical mathematics. A recent survey of mathematics majors shows careers as bankers, teachers, defense analysts, actuaries, and programmers; and graduate school placements in mathematics, forensic science, medicine, and law.

* Note: Hollins does not offer a major or minor in statistics.

MATHEMATICS

REQUIREMENTS FOR A MAJOR IN MATHEMATICS (B.A.):
13 courses (40–42 credits)
- MATH 241: Calculus I (6)
- MATH 242: Calculus II (4)
- MATH 246: Laboratories in Mathematical Experimentation (2)
- MATH 255: Methods of Matrices and Linear Algebra (4)
- MATH 310: A Transition to Advanced Mathematics (4)
- MATH 316: Several-Variable Calculus (4)
- MATH/STAT 350: Special Topic courses (8) (at least 4 courses required) including:
MATHEMATICS AND STATISTICS continued

At least one special topics course in algebra
At least one special topics course in analysis
Two additional special topics courses
- MATH 471: Mathematics Seminar (2)
- MATH 490 (2, 2) or MATH 480 (2 and Short Term) or MATH 472 (2) as determined in consultation with members of the department
- STAT 251: Statistical Methods (4)

A student is exempted from MATH 241 and MATH 242 if she can demonstrate to the department’s satisfaction her knowledge of the course(s).

REQUIREMENTS FOR A MAJOR IN MATHEMATICS (B.S.):
19 courses (64–70 credits)

REQUIRED COURSES IN MATHEMATICS AND STATISTICS:
- MATH 241: Calculus I (6)
- MATH 242: Calculus II (4)
- MATH 246: Laboratories in Mathematical Experimentation (2)
- MATH 255: Methods of Matrices and Linear Algebra (4)
- MATH 310: A Transition to Advanced Mathematics (4)
- MATH 316: Several-Variable Calculus (4)
- MATH/STAT 350: Special Topic courses (12) (at least 6 courses required:)
  including
  At least one special topics course in algebra
  At least one special topics course in analysis
- MATH 471: Mathematics Seminar (2)
- MATH 490 (2, 2) or MATH 480 (2 and Short Term) or MATH 472 (2) as determined in consultation with members of the department
- STAT 251: Statistical Methods (4)

A student is exempted from MATH 241 and MATH 242 if she can demonstrate to the department’s satisfaction her knowledge of the course(s).

REQUIRED ALLIED COURSES:
- Two courses (with laboratories) above the 200 level* from at least two of the following departments: biology, chemistry, computer science, or physics or four courses (with laboratories) above the 200 level* from the departments of biology, chemistry, or physics
* or CHEM 105/105L: Principles of Chemistry or CMPS 160: Computer Science I

REQUIREMENTS FOR A 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)

PLACEMENT IN MATHEMATICS AND STATISTICS COURSES:
A diagnostic/placement examination is required as a prerequisite for initial enrollment in any one of the following courses: MATH 130, MATH 140, MATH 152, MATH 241, and STAT 140 and STAT 251.
COURSES IN MATHEMATICS:

MATH 100: INTRODUCTION TO QUANTITATIVE REASONING (4) Mellinger
This course is for students who need practice in applying fundamental mathematical skills (algebra, graphing, geometry, data analysis, and linearity) to real-life applications. The goal of the course is to develop the quantitative skills that promote problem solving with confidence. Open to first-year students. Prerequisite: appropriate score on placement exam. Offered both terms. (q)

MATH 105: QUANTITATIVE REASONING IN TODAY’S WORLD (4) Diefenderfer, Mellinger, Smith
This course focuses on the application of mathematics to the students’ personal and social issues. It is designed to prepare students for the mathematics they will encounter in other college classes, particularly in the social and natural sciences such as problem solving, financial management, and growth. The course provides students with critical thinking and quantitative reasoning skills needed to understand major issues in life. It develops students’ ability to reason with quantitative information necessary to achieve success in a career. Open to first-year students. Prerequisite: appropriate score on placement exam. Offered both terms. (q)

MATH 130: MATHEMATICAL MODELING WITH PRECALCULUS I (4) Clark
Emphasis is on the application of algebra, precalculus, and mathematical models to many exciting real world problems in art, music, business, economics, statistics, and biology and other sciences. Recommended for prospective teachers and nonmathematicians. Prerequisite: appropriate score on placement exam. Offered Term 1. (q)

MATH 140: MATHEMATICAL MODELING WITH PRECALCULUS II (4) Smith
An exciting study of precalculus involving the application of functions and mathematical models to real-world problems in the natural sciences as well as art, music, business, economics, and the social sciences. Provides a minimal preparation for the calculus sequence. Recommended for prospective teachers. Open to first-year students. Prerequisites: q and appropriate score on placement exam. Offered Term 1. (Q)

MATH 152: INTUITIVE CALCULUS (4) Smith
Ideas and techniques of the one-variable calculus required to solve problems in a variety of disciplines. Concepts are presented from a geometric or intuitive point of view. Open to first-year students. Prerequisites: q and MATH 130 (or higher), or MATH 105 and permission, or an appropriate score on placement exam. Offered Term 2. (Q)

MATH 197F: FIRST-YEAR SEMINAR – NUMB3RS (4) Hammer
“We all use math everyday!” is the catchy introduction to the popular CBS criminal series entitled NUMB3RS. But is this statement true? Do we in fact use math every day? And can math really be used to solve criminal cases? NUMB3RS is a first-year seminar designed for students who enjoy thinking logically and mathematically. Students will watch and carefully study episodes of NUMB3RS and in doing so, will quickly discover that many of the numerical crime-solving techniques rely on very basic mathematical ideas. Students will use these methods to mathematically solve several real-life (similar but different) criminal situations. Moreover, students will work to gain a deeper understanding of the conceptual foundation of these numerical techniques and in doing so will uncover a surprisingly beautiful, mysterious and magical mathematical world which
MATH 211: SYMBOLIC LOGIC (4)  
Gettings  
Also listed and described as PHIL 211. Prerequisite: q. Offered Term 1. (Q)

MATH 241, 242: CALCULUS I, II (6, 4)  
Clark  
The calculus of real functions of one real variable with emphasis on application of concepts to real world problems. Calculus I: functions, limits, continuity, the derivative and applications of the derivative. Calculus II: antiderivatives, integrals, applications of the integral, improper integrals, sequences, and series. Open to first-year students. Prerequisites: for MATH 241: q and MATH 140, or MATH 121 and MATH 122, or an appropriate score on placement exam; for MATH 242: MATH 241. MATH 241 meets daily. Offered consecutive terms. (Q)

MATH 246: LABORATORIES IN MATHEMATICAL EXPERIMENTATION (2)  
Clark  
A course in mathematical discovery. Students "do" mathematics by designing mathematical experiments, obtaining mathematical results, analyzing data and making mathematical conjectures. Topics include fractals, cryptology, function iteration and chaos, strategy of games, and graph theory. Prerequisite: MATH 241. Offered Term 2.

MATH 255: METHODS OF MATRICES AND LINEAR ALGEBRA (4)  
Diefenderfer  
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. Offered Term 1. (Q)

MATH 290: INDEPENDENT STUDY (2 or 4)  
Department  
Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

MATH 297: TEACHING MATHEMATICS IN THE ELEMENTARY AND MIDDLE SCHOOLS (4)  
Mellinger  
Concepts of mathematics taught in the elementary and middle schools and some techniques for teaching these concepts. Attention will be given to problems that students have in learning and understanding mathematics. Prerequisite: q. Offered Term 1.

MATH 298: TEACHING MATHEMATICS IN THE SECONDARY SCHOOLS (2)  
Mellinger  
Pedagogical content knowledge, curricula development, and the NCTM standards of learning, classroom organization, methodologies, monitoring student progress, assessment and evaluation, resources and technology, professional growth, and approaches to teaching algebra, geometry, trigonometry, and analysis. Prerequisite: MATH 241. Not offered in 2010–11.

MATH 310: A TRANSITION TO ADVANCED MATHEMATICS (4)  
Diefenderfer  
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 241 or permission. Offered Term 2.
MATH 316: SEVERAL-VARIABLE CALCULUS (4)  Hammer
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 and MATH 255 or permission. Offered Term 2.

MATH 350: SPECIAL TOPIC – DIFFERENTIAL EQUATIONS (2)  Clark
Fundamental principles and methods of solutions of ordinary differential equations, including an introduction to the Laplace transform. Prerequisite: MATH 242 or permission. Offered Term 1.

MATH 350: SPECIAL TOPIC – GEOMETRY (2)  Diefenderfer
In this course students will explore the concepts of Euclidean geometry using Geometer’s Sketchpad. The goals of the course are to give students confidence in mathematical exploration, posing questions, and writing geometrical proofs. Topics from non-Euclidean geometry (e.g., Hyperbolic, Perspective and Taxi-Cab) will be considered via course projects and presentations. Prerequisite: MATH 242 or permission. Offered Term 1.

MATH 350: SPECIAL TOPIC - TOPICS IN GROUP THEORY (2)  Smith
This course offers a contemporary and applied approach to abstract algebra. Topics will include groups, subgroups, normal subgroups, cyclic and permutation groups, group isomorphisms and homomorphisms, as time permits. The course will offer creative approaches, methods, and activities for solving classical problems in group theory. Prerequisites: MATH 310, or MATH 246 and permission. Offered Term 2.

MATH 390: INDEPENDENT STUDY (2 or 4)  Department
Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered any term.

MATH 399: INTERNSHIPS (4)  Department
Application must be made with faculty prior to registration. May be proposed in any term.

MATH 471: MATHEMATICS SEMINAR (2)  Diefenderfer
Select and current topics in the mathematical sciences. Emphasis is on written and oral communication of mathematical ideas. Senior mathematics majors complete a mathematics portfolio based on select assignments from previous mathematics and statistics courses. Other seniors and junior majors may enroll with permission. Offered Term 1.

MATH 472: MATHEMATICS SEMINAR (2)  Diefenderfer
In this course students have an opportunity to explore advanced and/or new mathematical topics. Students may suggest projects to departmental faculty for their approval and guidance. Students will present completed projects at the end of the semester. Offered Term 2.

MATH 480: SENIOR THESIS (2)  Department
An extensive research project to be carried out over one semester and Short Term. Open to qualified senior mathematics majors. Prerequisite: MATH 471. Offered Term 2.

MATH 490: SENIOR HONORS (2, 2)  Department
Open to majors with permission. Required both regular terms and Short Term. Interested majors should consult with the chair of the department no later than the end of the second term of their junior year. Application must be made with faculty prior to registration.
Statistics: Note: Hollins does not offer a major or minor in statistics.

Courses in Statistics:

STAT 140: Introduction to Statistics (4) Clark
Topics are methods of description, measures of location and dispersion, simple linear regression, normal distributions, sampling distributions, interval estimation, and significance tests of proportions. Applications in both physical and social sciences. Use of a statistical computer package required. Prerequisite: q. Offered Term 2. (Q)

STAT 251: Statistical Methods I (4) Clark
Statistical inference for surveys and controlled experiments. Use of a statistical computer package required. Measures of central tendency and dispersion, normal, binomial and t-distributions; Fisher’s exact test, sampling distributions; estimation and significance testing; analysis of variance; linear regression and correlation and commonly used transformations. Prerequisite: q and appropriate score on placement exam, or one course in college mathematics above MATH 140. Offered Term 1. (Q)

STAT 252: Statistical Methods II (2 or 4) Clark
Bootstrapping; multiple regression, inference for regression, analysis of variance, nonparametric tests, logistic regression, time series and experimental design as time permits. Prerequisite: STAT 251. Offered Term 2 by request.

STAT 350: Special Topic - Advanced Statistics (2) Clark
Advanced topics in statistical analysis including multiple, Poisson and logistic regression, time series analysis, survival analysis, non-parametric tests, inference for regression, principle component analysis, and Bayesian data analysis. Use of Minitab (statistical software) required. Prerequisite: STAT 251. Offered Term 2.

Music

Major, Minor

Professor: Judith Cline (chair)
Assistant Professor: William Krause (part time)
Adjunct Lecturers: Barbara J. Mackin, Michael Milam

The Hollins music department allows students a wide range of options for study and performance. The music major provides a thorough preparation in music theory, historical literature, and performance, 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; some may wish to fulfill requirements toward an endorsement to teach music in public schools. Nonmajors may declare a music minor or may choose simply to participate in some of the many opportunities offered by the department. Both students with no musical background and those who have previously been serious music students will find opportunities to explore their musical potential.

Requirements for a Major in Music:
44–52 credits: 28–32 course credits, 12 performance study credits, and 4–8 ensemble credits
- MUS 132: Music Theory I - Western Music Fundamentals (4)
MUS 134: Music Theory II - Structure and Harmony (4)
MUS 153: Western Music Literature Through the Late Baroque (4)
MUS 154: Western Music Literature From the Classical Period to the 20th Century (4)
MUS 232: Music Theory III - Advanced Structure and Chromatic Harmony (4)
MUS 233: Music Theory IV - 20th–21st Century Practices (4)
Plus two music department courses at or above the 200 level, excluding MUS 310 and 480. These may be two- or four-credit courses.
Private study in voice or the instrument of major: four credits in MUS 101–108: Private Study and four credits in MUS 310: Advanced Private Study
Plus four credits in MUS 480: Senior Recital in voice or the instrument of major (MUS 480 must be approved by the music faculty during the last semester of the junior year. A senior project might consist of a research paper or original compositions. Performance projects are possible only in areas represented by full-time faculty: piano, organ, harpsichord, and voice).
Plus eight credits in MUS 111: Concert Choir or four credits in MUS 113: Valley Chamber Orchestra
Students whose performance area is not in a keyboard instrument must undertake sufficient piano study to pass a keyboard skills examination. A syllabus of the required skills is available from the piano faculty.

PRIVATE STUDY AUDITIONS
At the end of each term, some students demonstrate their progress in private study through a brief audition for the music faculty. Auditions are required of: (1) students enrolled in MUS 310: Advanced Private Study; (2) first-term seniors preparing for a recital in MUS 480: Senior Recital/Project; (3) M.A.L.S. or C.A.S. students receiving graduate credit for music lessons (MUS 510); and (4) students who anticipate declaring a major in music, as an opportunity for faculty to advise them on the feasibility of completing the major and on what form the final project (recital, research, or creative work) might take. Normally, this occurs during the first term of the sophomore year, and definitely prior to the major declaration.
Other students enrolled for private study (MUS 102–108) may be encouraged or asked to perform an optional audition. Faculty hearing these auditions determine an audition grade, but course grades remain the decision of each individual instructor.

REQUIREMENTS FOR A MINOR IN MUSIC:
5 courses (20 credits) plus four credits in private study
- MUS 132, MUS 134, MUS 153, MUS 154, and one additional course at or above the 200 level
- Private study: MUS 101–108 and/or MUS 310 (at least four credits)

CERTIFICATE IN PIANO TEACHING
Pianists declaring a music major may fulfill at the same time additional requirements which earn, along with the bachelor of arts degree, the Hollins University Certificate in Piano Teaching. A listing of these requirements is available from the music department. The Piano Teaching Certificate program is also open to students not pursuing the bachelor’s degree.

PRIVATE STUDY
Private instruction is offered in voice, keyboard, winds, strings, percussin, and MIDI techniques. For areas not offered at Hollins, it may be possible, with departmental approval, to receive credit for off-campus study. One hour of practice per day is expected for each term credit. See courses numbered MUS 101–108.
MUSIC ENSEMBLES
A variety of ensembles are available for audition, including the Hollins University Concert Choir (MUS 111) and Talmadge Singers (MUS 112), Valley Chamber Orchestra (MUS 113), Wild Strings: String Ensemble (MUS 114), Winds of the Blue Ridge (MUS 115), Pan Divas (MUS 106: Steel Pan), and African Mallet Techniques (MUS 106). For information, see department chair.

PRACTICE TEACHING
Students who have completed or are enrolled in Piano Pedagogy (MUS 251, MUS 252) may undertake supervised teaching under the auspices of the preparatory division.

RECITALS
Students appear frequently in public recitals. Approximately 40 music events, including those by faculty and visiting artists, are open to the public each year.

HOLLINS MUSIC ACADEMY
Founded in 1959, the preparatory division offers private study to area residents. The division prepares for college those who are interested in following a professional career or studying for enrichment. In addition, it provides adults with the opportunity for continuing musical achievement.

PRIVATE STUDY, CONCERT CHOIR, AND GENERAL EDUCATION NOTES
MUS 111: Concert Choir, MUS 113: Valley Chamber Orchestra, and MUS 101–108: Private Study courses carry one or two credits per term. To earn credit toward the Creative Expression Perspective, students must earn a total of four credits, and must carry 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 Concert Choir. Students who complete the one-semester MUS 101: Priv Study: Beg Class Piano course may earn credit toward the Perspective by taking a semester of MUS 103: Piano immediately after taking the Beginning Class Piano course.

Enrollment in Concert Choir and private study classes cannot be guaranteed. For example, membership in the Concert Choir is granted by audition; instruction in areas offered by part-time faculty may not be available in every instrument each semester; Beginning Class Piano enrollments are limited due to the size of the teaching lab and limits of faculty time; etc.

COURSES IN MUSIC:
MUS 101–108: PRIVATE STUDY (1) Department
Private lessons in voice or instrumental music. May also be elected without academic credit. Open to all students. No prerequisite. May be repeated for credit. Offered both terms. (CRE: see notes above)

MUS 101: Private Study: Beginning Classes (see description below)
- Piano
- Guitar

MUS 102: Private Study: Intermediate Classes (see description below)
- Piano

MUS 103: Private Study: Keyboard
- Piano
- Organ
- Harpsichord

MUS 104: Private Study: Strings
MUS 101: PRIVATE STUDY: BEGINNING CLASSES (1)  Mackin, Krause
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. Beginning Class Guitar is ideal for those interested in learning the fundamentals of the guitar. Students will attain a technique suitable for both classical and popular styles through the study of chords, right hand “finger style,” reading music, and basic music theory on the fret board. No prerequisite. Offered both terms. (CRE: see notes above)

MUS 102: PRIVATE STUDY: INTERMEDIATE CLASS PIANO (1)  Mackin
This is a continuation of MUS 101: Private Study: Beginning Class Piano. Students will continue their studies in the class piano lab setting, utilizing the electronic keyboard instructional lab. Offered Term 2.

MUS 111: CONCERT CHOIR (2)  Department
See Music Ensembles above. Dress purchase is required. Offered both terms. (CRE: see notes above)

MUS 112: TALMADGE SINGERS (1)  Department
A selective ensemble that will have numerous performances both on and off campus. A high level of commitment and flexibility of schedule are required for participation. Prerequisite: audition. Corequisite: MUS 111. Open to first-year students. Offered both terms.

MUS 113: VALLEY CHAMBER ORCHESTRA (1)  Department
Participation in the Valley Chamber Orchestra. May be repeated for credit. Prerequisite: permission of sponsoring faculty member. Offered both terms. (CRE: See notes above)

MUS 114: WILD STRINGS: STRING ENSEMBLE (1)  Rudolph
Wild Strings String Ensemble is a group class devoted to the exploration,
MUSIC continued

rehearsal and performance of music for string ensemble. Students participating should have intermediary skills on violin, viola, violoncello, bass or piano. Students participating should have intermediary skills on violin, viola, cello, or bass. No prerequisite. Open to first-year students. Course fee. May be repeated for credit. Offered both terms.

MUS 115: WINDS OF THE BLUE RIDGE (1) Department
Winds of the Blue Ridge is a community wind ensemble in residence on the Hollins University campus. Students may register and receive credit for participation in this select wind ensemble by audition. Repertoire for the ensemble includes advanced compositions for wind ensemble and traditional repertoire for the concert band. May be repeated for credit. Offered both terms.

MUS 124: MUSIC FOR THE ELEMENTARY CLASSROOM TEACHER (2) Milam
This course presents an overview of music as a key component of a child’s education with an emphasis on the integration of music into the regular academic classroom. The desired outcome of the course is to incorporate music experiences into regular classroom instruction, both for their own sake and for extending and aiding learning in other subject areas. Various pedagogical teaching techniques such as Orff and Kodaly methods are introduced. Prerequisite: Open only to students seeking teaching licensure. Not offered in 2010-11.

MUS 130: LYRIC DICTION (2) Cline
In this course we will study the proper stage pronunciations of French, German, Italian, and Latin, utilizing the International Phonetic Alphabet (IPA). This course is designed to meet the needs of the singer studying the standard vocal repertoire. No prerequisite. Open to first-year students. Not offered in 2010-11.

MUS 131: INTRODUCTION TO AMERICA’S MUSIC (4) Cline
This course is an introduction to the story of music in the United States, from the early works of the 1500s to the jazz and rock that enliven the turn of the millennium. Students will be introduced to the widely varied influences on music in America, from Native American songs and chants to the continuing traditions introduced by immigrants to North America. The three areas of folk, popular, and classical music will be set in their historical and social context, as well as demonstrating the interaction that form the whole of American music. No prerequisite. Open to first-year students. Not offered in 2010-11. (r, AES)

MUS 132: MUSIC THEORY I - WESTERN MUSIC FUNDAMENTALS (4) Mackin
Introduction to pitch and rhythm notation in Western music; the major-minor key system, with a survey of modes and other scale forms; intervals, triads, basic harmonic concepts; texture; melodic structure. Development of aural skills through sight singing and computer drills. No prerequisite. Not offered in 2010-11. (AES)

MUS 134: MUSIC THEORY II - STRUCTURE AND HARMONY (4) Mackin
Study of harmonic practice in Western tonal music through analysis and part writing, including triad function, seventh chords, modulation, and secondary cords; introduction to simple part forms. Development of aural skills through sight singing and computer drills. Prerequisite: MUS 132 or permission. Not offered in 2010-11. (AES)
MUS 150: SPECIAL TOPIC - INTRODUCTION TO SIGHT SINGING AND EAR TRAINING (2)  
Department

Students will learn the basics of sight-singing and ear training; interval recognition, solfege, melodic and harmonic dictation. Studying sight-singing and ear training will increase the students’ ability to sight read and will develop their independence as a musician vis-a-vis their ability to read music and realize scores on their own. Students will utilize the MIDI Lab for individual and classroom work. Prerequisite/corequisite: MUS 132 or permission of instructor. Open to first-year students. Offered Term 1.

MUS 150: SPECIAL TOPIC - CHORAL MASTERPIECES (4)  
Department

Choral Masterpieces will be an introductory study of the great choral works of western music. Students will be introduced to the individual works through an examination of the musical score, the historical setting for the music and the social context for choral singing. In the case of sacred works, the liturgical utility of the compositions will also be discussed, for example the Requiem Mass, the church cantata or the oratorio. Students will experience these works through listening and live performances. Offered Term 2.

MUS 150: SPECIAL TOPIC - OPERA SCENES (4)  
Cline

Production and presentation of scenes from light opera. Students prepare and perform selected scenes from the operatic repertoire appropriate to their level of vocal development and training. Performances will be on campus and at various schools and care facilities. Students must be concurrently enrolled in MUS 111 or MUS 310 or MUS 480. Offered Term 2.

MUS 153: WESTERN MUSIC LITERATURE THROUGH THE LATE BAROQUE (4)  
Krause

A chronological survey of Western European music before 1750. Representative works illustrate the development of musical forms and styles, as well as performance practices. Open to first-year students. Students should have had prior music experience. Offered Term 1. (r, AES)

MUS 154: WESTERN MUSIC LITERATURE FROM THE CLASSIC PERIOD TO THE EARLY 20TH CENTURY (4)  
Krause

A chronological survey of Western European and American music from 1750 through the early 20th century. Representative works illustrate the development of musical forms and styles, as well as performance practices. Open to first-year students. Students should have had prior music experience. Offered Term 2. (r, AES)

MUS 163: AMERICAN MUSICAL THEATRE (4)  
Cline

A critical review of musical theatre from the 18th century to present. Styles, forms, and social and artistic significance are discussed. Open to first-year students. No prerequisite. Not offered in 2010-11. (AES)

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

What is happening behind the scenes at an art museum, an opera production, or a dance performance? This course explores the commonalities and peculiarities of the administration of various arts organizations through site visits, guest experts, and written projects such as grant proposals, exhibit designs, and cast auditions. Also listed as ART 175, DANC 175, FILM 175, and THEA 175. No prerequisite. Not offered in 2010-11. (r)
MUS 180: THE MUSIC OF LATIN AMERICA (4) Krause
The study of music in Latin America lends itself to a broad, interdisciplinary approach. The interaction between indigenous traditions and the musical cultures of Europe and Africa is expressed through innumerable genre, from cathedral masses to rural festivals and urban dance halls. This course is a historical and geographical survey. No prerequisite. Not offered in 2010-11. (r, AES, GLO)

MUS 181: MUSIC OF SPAIN (4) Krause
What makes Spanish music so distinct among European traditions? As a bridge between Africa and Europe, Spain possesses a diverse folklore that encompasses Arabic, Jewish, Celtic, Gypsy, and Latin strains. As a colonial superpower, return voyages enriched Spain’s culture with music and dance of the Americas and beyond. Drawing upon these sources, composers through the centuries created a wealth of music for theater, chorus, ballet, orchestra, piano, guitar, and worship services. This course will trace Spain’s music from the medieval court of Alfonso the Wise to Paco de Lucia’s contemporary fusion of flamenco and jazz. No prerequisite. Open to first-year students. Not offered in 2010-11. (r, AES)

MUS 197F: FIRST-YEAR SEMINAR - TAKE THE CROOKED ROAD THROUGH VIRGINIA’S MUSICAL HERITAGE (4) Krause
“Taking the crooked road” is a phrase for playing a particular type of fiddle melody. These tunes are thought to be among the oldest in Appalachia. The tunes are surprising, breaking the “rules” of musical composition. In recent times, The Crooked Road refers to a stretch of highway that connects the Blue Ridge Mountains to the coal fields of the Cumberland Mountains. The music along this road speaks of every aspect of mountain life – coal mining, farming, dancing, describing love and loss, recounting the Civil War, enduring poverty, building railroads and expressing spirituality and faith. We will explore this heritage through in-class lectures and research projects and by traveling on the Crooked Road to attend live performances, visit instrument makers and interview musicians. Placement to be determined during the summer. Offered Term 1. (o, r, AES)

MUS 232: MUSIC THEORY III - ADVANCED STRUCTURE AND CHROMATIC HARMONY (4) Mackin
Study of chromatic musical materials, with harmonic analysis of Western music through the late 19th century, along with an introduction to large developmental and initiative forms. Development of aural skills through sight singing and computer drills. Prerequisite: MUS 134 and q. Offered Term 1. (Q, AES)

MUS 233: MUSIC THEORY IV - 20TH-21ST-CENTURY PRACTICES (4) Mackin
Advanced chromatic and nonfunctional practices used in the late 19th and early 20th centuries, and a survey of representative 20th- and 21st-century techniques and styles, from post-Romanticism and atonality to minimalism and recent eclecticism. Special analytical approaches appropriate to these styles are introduced. Prerequisite: MUS 232. Offered Term 2. (AES)

MUS 251: PIANO PEDAGOGY (2) Department
A survey of methods and materials for teaching piano to students from childhood through adulthood. Topics include an examination of principles from educational psychology and their practical application in the teaching process, pedagogy for older beginners, and group piano techniques. Prerequisite: instructor permission. Not offered in 2010-11.
MUS 252: PIANO LITERATURE (2)  
A survey of the major works written for solo keyboard from Bach and Scarlatti to the present. Open to first-year students. Not offered in 2010-11.

MUS 253: VOCAL PEDAGOGY AND LITERATURE (4)  
Students will explore the repertoire of classical vocal literature, including the German lied, the French mélodie, and art songs in English. We will also study the anatomy of speech production and the applications of choosing vocal literature for appropriate teaching purposes. Prerequisite: two semesters of vocal performance study. Not offered in 2010-11. (AES)

MUS 254: THE OPERA (4)  
A general survey of the opera, its music, history, and production styles, with emphasis on the composer’s ability to realize drama in music. No prerequisite. Offered Term 1.

MUS 256: WOMEN IN WESTERN MUSIC (4)  
This course presents contributions of selected women to various areas of music (composition, performance, and teaching) in Europe and North America. Discussions and special projects explore the role of women in Western art traditions, jazz, and folk music—from composers-philosophers-artists Hildegard of Bingen (12th century) to Laurie Anderson (20th century). Open to first-year students. No prerequisite. Not offered in 2010-11. (AES)

MUS 272: CONDUCTING (2)  
Introduction to conducting techniques, including beat patterns, breath and voice production for choral groups, and score preparation through class choral rehearsals. Prerequisite: MUS 132 or permission. Not offered in 2010-11.

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

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 both terms.

MUS 310: ADVANCED PRIVATE STUDY (2)  
Private lessons in voice or instrumental music at an advanced level. Open to a student who has declared a music major or minor and to other advanced students. Permission of the music department is required prior to registration. Offered both terms.

MUS 333: ADVANCED CONDUCTING (2)  
A continuation of MUS 272. Prerequisite: MUS 272 or permission. Not offered in 2010-11.

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 both terms.
MUS 399: INTERNSHIPS (4)  
May be proposed in any term.

MUS 411: PIANO SEMINAR (4)  
A survey of the literature of the piano and its stringed-keyboard predecessors.  
May be taken as consecutive two-credit seminars. Prerequisite: at least junior standing and permission of instructor. Not offered in 2010-11.

MUS 433, 434: COMPOSITION (2 to 4)  
Independent study or small group seminar in compositional techniques and styles. Prerequisite: permission of instructor. Offered upon demand.

MUS 435: ORCHESTRATION (2)  
Independent study or small group seminar in techniques and applications of arranging music for instrumental ensembles. Prerequisite: permission of instructor. Offered upon demand.

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. Prerequisite: senior standing. Offered both terms.

Philosophy

ASSOCIATE PROFESSORS: James Patrick Downey (chair), Michael Gettings

The Hollins University philosophy major undertakes 1) to instruct students in the history of philosophy, 2) to train students in the techniques of philosophical reasoning, criticism, and writing, and 3) to engage students with a variety of important topics in philosophy. All philosophy majors share a common core of courses. Through specific menus of requirements, minors are ensured a balanced program of courses. Both majors and minors are guided through a progressive sequence of courses through stipulated course requirements. Introductory courses are offered at both the 100 and 200 levels. Majors are required to complete two 300-level courses. The accomplishments of graduating students are evaluated through a capstone senior seminar. Departmental honors may be achieved when approved by the faculty, through the writing of an honors thesis.

REQUIREMENTS FOR A MAJOR IN PHILOSOPHY:
Nine 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: Can only count PHIL 110 or PHIL 120 and PHIL 181 or PHIL 182

Only one independent study course may substitute for a 300-level course in the major
REQUIREMENTS FOR A MINOR IN PHILOSOPHY:
Six 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:
Six courses (22 credits)
• PHIL 120: Critical Thinking (4) or PHIL 170: Philosophy and Star Trek (4)
• PHIL 252: Ethics (4)
• Two courses (8 credits) from:
  PHIL 181: Contemporary Moral Issues (4)
  PHIL 182: Environmental Ethics (4)
  PHIL 253: Biomedical Ethics (4)
  PHIL 254: Social and Political Philosophy (4)
  BUS 224: Business Ethics (4)
• One more course at the 200 or 300 level in PHIL (4)
• PHIL 470: Senior Seminar (2)

COURSES IN PHILOSOPHY:

PHIL 110: INTRODUCTION TO PHILOSOPHY (4) Department
This course is a general introduction to the main themes and problems in the academic study of philosophy. It covers a number of areas and authors so that the student gets some idea of the discipline as a whole. Open to first-year students. No prerequisite. Not offered in 2010–11. (f, w)

PHIL 120: CRITICAL THINKING (4) Downey
An introduction to the skills and methods required for careful determination of whether we should accept, reject, or suspend judgment about different kinds of claims. Readings include philosophical texts, editorials, and stories, by which students learn to identify and assess arguments. Open to first-year students. No prerequisite. Offered Term 1. (f, w, x)

PHIL 130: CURRENT EVENTS AND PHILOSOPHY (1) Department
Philosophy is not just an academic discipline. It is also a way of thinking that has broad and useful applications in our everyday lives. Accordingly, this course aims to bring philosophical reflection down to earth by using philosophical theories and concepts to interpret and to make judgments about current events. The course will also give students a chance to develop their own philosophical skills in an informal and colloquial setting. Can be taken no more than twice. Not offered in 2010–11.

PHIL 170: PHILOSOPHY AND STAR TREK (4) Downey
Introduction to philosophy, examining issues in metaphysics, ethics, and epistemology. No prior knowledge of Star Trek or philosophy required. Can
androids and computers be persons—capable of thought? This relates to what
we are: soul or matter, free-willed or determined, moral agents or nonresponsible
robots. Is time travel possible? How do we know what is real? Open to first-

**PHIL 181: CONTEMPORARY MORAL ISSUES (4)** Gettings
Philosophic analysis of current moral problems (e.g., medical ethics, abortion,
euthanasia, capital punishment, and business ethics). Emphasis on the
clarification of issues and competing lines of argument. Open to first-year
students. No prerequisite. Not offered in 2010–11. (f, w)

**PHIL 182: ENVIRONMENTAL ETHICS (4)** Downey
This seminar explores the application of classical and modern moral theories
to environmental issues. It includes an examination of current ecological theory
as it relates to environmental science. Central topics include population growth,
animal rights, environmental degradation, conservation of the biosphere, and
responsibilities to future generations. Field trips are planned. No prerequisite.
Also listed as ES 182. Offered Term 2.

**PHIL 197F: FIRST-YEAR SEMINAR - ART: I KNOW IT WHEN I SEE IT (4)** Gettings
Many philosophical questions surround artworks. What makes something a
work of art? Do artworks have unique meanings, multiple meanings, or no
meaning at all? Is there something called “aesthetic value,” and how does it
differ from other kinds of value? How should we treat the artist’s intentions
when evaluating a work? In this course, we’ll consider classic and contemporary
answers to these and many more questions. We will then test these answers
in light of real engagement with art, artists, and the audience. How well do
philosophical theories of art stand up to scrutiny in light of our actual artistic
practices? The course will look at art across media and genre, including fiction,
poetry, dance, painting, sculpture, music, film, and theater, and the class will
visit museums and galleries and attend performances. Placement to be
determined during the summer. Offered Term 1. (f, x, r, AES)

**PHIL 201: ANCIENT PHILOSOPHY (4)** Downey
This course deals with the beginnings of Western philosophy among the Greeks,
the great classical figures—Socrates, Plato, and Aristotle—and their successors,
the stoics and epicureans. Although the perspective is mainly historical,
considerable attention is paid to philosophical and practical issues such as the
ultimate nature of the world, the nature of human beings, human happiness,
and the nature of society. Open to first-year students with permission. Offered
Term 1. (ANC)

**PHIL 202: EARLY MODERN PHILOSOPHY (4)** Downey
Study of the philosophical systems of important 17th- and 18th-century
philosophers, including Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume,
and Kant. Open to first-year students with permission. Offered Term 2. (MOD)

**PHIL 207: PHILOSOPHY OF ART (4)** Gettings
Philosophical thinking about the creation and evaluation of art is called
aesthetics. In this course, art works of every form—literary, plastic, musical,
dramatic, and cinematic—are considered with a view to examining such
questions as definition of art, standards of assessment, and moral issues
facing the artist, audience, and the state. Open to first-year students with
permission. Not offered in 2010–11. (AES)
PHIL 208: FEMINIST PHILOSOPHIES (4)  
This course offers students a comprehensive introduction to some of the important theories and texts produced by feminist philosophers over the past few hundred years. The course addresses liberal, Marxist, socialist, psychoanalytic, existentialist, and postmodern feminisms; it examines questions concerning equality, patriarchy, essentialism, gender, and mothering, as well as claims about the special moral and cognitive capacities of women or the feminine. Also listed as GWS 209. Open to first-year students with permission. Not offered in 2010–11.

PHIL 211: SYMBOLIC LOGIC (4)  
Study of the concepts in sound reasoning. Course goals include the basic grasp of three logics (propositional, Aristotelian, and predicate), and familiarity with the metatheory of propositional logic. Also listed as MATH 211. Open to first-year students with permission. Prerequisite: q. Offered Term 1. (Q)

PHIL 252: ETHICS (4)  
This course is a comparative and critical study of some of the major theories in the area of moral philosophy on basic conceptions that bear upon human conduct: the nature of morality and immorality, the standards of evaluation of right and wrong, and the relationship between morality and happiness. In applying moral reasoning, the course also investigates areas of moral controversy such as life and death, discrimination, and others. Open to first-year students with permission. Not offered in 2010–11.

PHIL 253: BIOMEDICAL ETHICS (4)  
In this course we explore ethical issues in medicine and biotechnology. Topics covered may include the ethics of abortion, euthanasia, physician-assisted suicide, stem cell research, cloning, the treatment of permanently comatose or vegetative patients, human and animal research, and the distribution of healthcare. Discussions of these topics involve our notions of a person, justice, consent, privacy, rights, and duties. Special emphasis is placed on the variety of ethical approaches to these questions. Open to first-year students. Offered Term 1.

PHIL 254: SOCIAL AND POLITICAL PHILOSOPHY (4)  
Among the most important questions facing social-political thinkers today is that of the nature and purpose of government. In this course, we will examine the thought of ancient, medieval, early modern, and more contemporary thinkers in order to begin developing an answer to this question. Thinkers addressed will include Plato, Aristotle, Aquinas, Locke, Rousseau, Madison, Marx, and Goldman. Also listed as POLS 254. Not offered in 2010–11.

PHIL 272: PHILOSOPHY OF RELIGION (4)  
Philosophers have studied the nature of religious faith and the language and rituals used to express it. They have also been concerned with finding rational grounds for justifying religious faith, proposing arguments and counter arguments. This course introduces the students to these concerns as well as the social and political issues surrounding religious dogma. Also listed as REL 272. Offered Term 2.

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 called 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. Not offered in 2010–11. (ANC, GLO)

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)  
Moriarty
Also listed and described as ENG 303. Prerequisite: sophomore standing or permission. Offered Term 1. (MOD)

PHIL 304: 19TH-CENTURY CONTINENTAL PHILOSOPHY (4)  
Gettings
In this course, the central figures of 19th-century philosophy are introduced through a focused study of their principal texts and common concerns. Authors addressed include Hegel, Schopenhauer, Kierkegaard, Marx, Nietzsche, and Freud. We address questions concerning each author’s view of human nature, truth, history, the self, culture, and the individual’s relationship to society. Prerequisites: PHIL 202, PHIL 252, or permission. Not offered in 2010–11.

PHIL 316: 20TH-CENTURY CONTINENTAL PHILOSOPHY (4)  
Department
Twentieth-century Europe has experienced an explosion of philosophical movements. We examine theories of existentialism, phenomenology, post-structuralism, and deconstruction. Authors addressed include Husserl, Heidegger, Sartre, Foucault, Lyotard, and Derrida. Prerequisites: PHIL 201, PHIL 202, PHIL 304, or permission. Not offered in 2010–11.

PHIL 320: THEORY OF KNOWLEDGE (4)  
Gettings
Course material includes any of the following topics in the study of knowledge: definitions of knowledge, the problem of induction, skepticism about an external world, skepticism about other minds, and a prior knowledge. Questions raised include “What does it mean to know?,” “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 permission. Offered Term 2. (MOD)

PHIL 321: METAPHYSICS (4)  
Downey
Course material includes any of the following topics in metaphysics: free will and determinism, the mind-body problem, the nature of consciousness, the philosophy of time and space, realism and anti-realism, and the nature of being. Questions raised include “What is the nature of time?,” “What kinds of being does the world include?,” “Are we genuinely free to choose our actions or is free will merely an illusion?,” “Am I a body, a soul, or something else?” Recent literature on these topics will be emphasized. Prerequisites: PHIL 201 and PHIL 202 or permission. Not offered in 2010–11. (MOD)

PHIL 350: SPECIAL TOPIC - INTERMEDIATE LOGIC (4)  
Gettings
This course extends the methods introduced in MATH/PHIL 211 Symbolic Logic, particularly first-order predicate logic. Topics to be covered will include second-order predicate logic with identity, metalogic, and normal modal logic. Other topics may include proof theory and non-classical logics, such as intuitionistic, fuzzy, relevance and many-valued logics. Particular emphasis will be given to philosophical applications of logic. Prerequisite: PHIL 211 or MATH 211. Offered Term 2.
PHIL 380: GREAT THINKERS IN PHILOSOPHY - WITTGENSTEIN (4)    Downey
This course presents an in-depth and comprehensive examination of the work
of a single important figure in philosophy and may be repeated once on
rotation. The great thinker for fall 2010 is Ludwig Wittgenstein. Prerequisites:
PHIL 201 and PHIL 202. Offered Term 1. (MOD)

PHIL 390: INDEPENDENT STUDY (2 or 4)    Department
Independent study conducted at the advanced level. Application must be made
with faculty prior to registration. Offered any term.

PHIL 399: INTERNSHIP (4)    Department
Application must be made with faculty prior to registration. May be proposed
any term.

PHIL 470: SENIOR SEMINAR (2 or 4)    Gettings
An annual seminar of discussion and research focused on the presentation
and criticism of original essays. Required of senior majors and minors; not
open to others except with permission. Offered Term 2.

PHIL 490: SENIOR HONORS THESIS (4, 4)    Department
Required both regular terms and Short Term. Theses are evaluated and
decisions made in Term 2. Open only to qualified philosophy majors. Does not
count toward major requirements.

Physical Education, Athletics, and Hollins Outdoor Program (HOP)

ATHLETIC DIRECTOR AND CHAIR: Aubrey Shinofield
ATHLETIC TRAINER: Kelly Creasey
BASKETBALL: Richard “Richie” Waggoner, Instructor and Head Coach
GOLF: Bill Mannino, Instructor and Head Coach
LACROSSE: TBA
OUTDOOR PROGRAM: Jon Guy Owens, Director
RIDING: Nancy Peterson, Director
    Elizabeth Courter, Associate Head Coach
    Sandy Gerald, Head Coach
    Elise Roschen, Assistant to the Director and Stable Manager
SOCCER: Carrie O’Keeffe, Co-Head Coach; Landon Moore, Co-Head Coach
        and Recruiting Coordinator
SWIMMING: Jonathan Raines
TENNIS: Leslie Bernard, Instructor and Head Coach
VOLLEYBALL: Jason Kozak, Instructor and Head Coach
INSTRUCTORS: April Ackerman, Colleen Carrell, Christopher Ragone

Two regular terms of physical education course work are required for graduation.
One term should be taken in the first year with the encouragement of completing
the requirement by the end of the sophomore year. No more than one activity
course or varsity team sport in a single term may be taken in fulfillment of this
requirement. No more than one activity at the 100 level or 300 level may be
counted toward satisfying the requirement. A 200-level course may not be repeated for credit. To satisfy a term of the physical education requirement, all work must be completed within the term. These courses carry no academic credit and are graded on a pass/fail basis. All courses are offered to first-year students as well as the Hollins community.

With respect to the needs of individual students, maximum practical flexibility is applied. However, it is rare that a student is excused from completing the physical education requirement. Independent study is only approved in cases of medical necessity or unavoidable circumstances. The aims of this department are to foster understanding of healthful living and to help students develop physical skills which can be useful throughout life. Special fees are charged for some courses.

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 when each woman will have the capability to learn and develop her decision making, technical skills, and personal outlook through hands-on experience. Each woman who completes the HOLC program will graduate with at least two nationally recognized certifications and necessary experience if she wishes to pursue an education or career in outdoor leadership.

WILDERNESS EDUCATION ASSOCIATION NATIONAL STANDARDS COURSE
This is a 30-day outdoor leadership course concentrated in the southeastern United States. The course typically consists of four distinct activity components. Students will first experience a five-day technical caving school utilizing the expansive cave systems of Southwest Virginia. A whitewater canoeing clinic/trip will be held on the Chattooga River, a wild and scenic river of South Carolina/Georgia. Students will transition to the final portion of the course held at the Pisgah National Forest of North Carolina. Students will participate in a seven-day rock-climbing clinic in the Cedar Rock area and finish the course with a backpacking expedition. The teaching curriculum is based on the Wilderness Education Association’s 18-point curriculum.

COURSES IN PHYSICAL EDUCATION:

**PHED 110: ROCK CLIMBING** Owens
An introduction to rock climbing emphasizing responsible climbing techniques, belaying, and safety systems. Also included will be the metaphorical and psychological aspects of climbing. Practical experience will be at the Hollins climbing wall and other local climbing gyms. Fee: $15 for gear. Offered both terms.

**PHED 113: WILDERNESS ADVENTURE SPORTS** Owens
This course introduces basic techniques necessary in the outdoor activities of hiking, bouldering, caving, and rock climbing. Field trips are expected on weekends. Open to first-year students. Fee: approximately $20 for gear and land use. Not offered in 2010–11.

**PHED 114: ORIENTEERING** Department
Orienteering is the sport of navigation with a map and compass. Participation may at first glance seem simple: navigate through a series of points using a compass and a map, with the fastest time the “winner.” In this course students learn about reading maps and compasses. There can be an opportunity to make
The courses will start simply and build as the class develops their personal skills. Students may take opportunity to visit sites off campus to hone their skills. Not offered in 2010–11.

PHED 115: BASIC FISHING  
Mannino, Owens  
Students will have the opportunity to learn and have hands-on experience with reels, rods, and more—knots—casting—what fish like to eat—lure, bait, and fly-fishing—basic safety—catch and release vs. cut, clean, and eat! The class will include field trips to streams and rivers. There is a course fee and a Virginia fishing license is required. Offered Term 2.

PHED 119: CONDITIONING FOR OUTDOOR FITNESS  
Owens  
Training and conditioning can help improve performance in outdoor-based adventure activities. This course begins with an individual assessment of students’ conditioning. Then, using a variety of techniques, including weight training, core strengthening, aquatics, and cardiovascular training, students will develop personal workout plans that enhance their enjoyment and performance in outdoor activities. Offered Term 1.

PHED 120: HEALTH AND WELLNESS  
Department  
An introductory course of wellness, general fitness, and lifestyle management. Topics included are wellness, physical fitness, cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition, nutrition, weight management, stress, and cardiovascular health. The concepts will help with healthy life-long decisions. Activities include weight training, jogging, walking, and other physical activities. There will be discussion days and activity days. Offered both terms.

PHED 121: LIFETIME SPORTS  
Bernard  
This course is designed to introduce students to sports that they can participate in for a lifetime. Students will gain an understanding that being physically active in their life will enhance overall wellness and improve their quality of life. The sports will include badminton, tennis, and ultimate frisbee. This course introduces lifetime sports so students may continue their education by taking the next level class or start to play on their own. Offered Term 1.

PHED 127: GOLF FOR BUSINESS  
Mannino  
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 games’ fundamentals but also the nuances of entertaining clients and doing business, as well as developing a business plan to host your own golf tournament. The course will follow the PGA of America’s curriculum. Offered Term 1.

PHED 202: BEGINNING SWIMMING  
Raines  
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 Term 1.

PHED 203: WATER AEROBICS  
Department  
The purpose of this course is to introduce participants to the techniques and principles involved in an aquatic aerobic workout—movement and exercises in the water to tone, shape, and build the cardiovascular system—with a goal of working toward a lifetime personal program. Not offered in 2010–11.
The purpose of this course is to establish an awareness of swimming as a possible lifetime personal program based on individual needs and desires. Participants should be comfortable in the water and be able to move in some manner in the prone position and on the back. Diving and safety skills will be covered. The class will work toward a cardiovascular workout that is individually designed. Offered both terms.

This course introduces class participants to the mechanics of aerobic fitness activities, including the benefits to the musculoskeletal system and cardiovascular capabilities. Class activities may include traditional aerobics, step aerobics, power walking, kickboxing, circuit and interval training, and core strength development. Safety guidelines, exertion rate, and training expectations will be incorporated into the course structure to ensure a safe and beneficial exercise experience. Not offered in 2010–11.

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. Offered Term 2.

The student will learn the quarter swing, half swing, full swing, and techniques of chipping and putting. Introduction to the rules of courtesy on the course and the basic rules of golf. Offered both terms.

The student will be taught the basic strokes of tennis: forehand, backhand, serve, overheads, volleys, and lob. Rules of play along with match play will be introduced. Offered both terms.

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. Not offered in 2010–11.

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. Offered Term 2.

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. Not offered in 2010–11.

PHED 217: GOLF II  
Mannino
Learn the swing for golf, techniques of chipping, pitching, sand trap explosion, and putting. Introduction strategies, rules of the game, and courtesy on the course. Open to students with prior experience or satisfactory completion of PHED 207. Fee for off-campus use. Offered both terms.

PHED 218: TENNIS II  
Bernard
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. Offered Term 2.

PHED 223: WEIGHT TRAINING  
Waggoner
Introductory course teaching students how to train with Nautilus and free-weight equipment in a safe, effective, and enjoyable way so that they will want to continue to train for the rest of their lives. Students are able to develop their own personal training program based on their individual needs or desires. Offered both terms.

PHED 227: ADVANCED CONDITIONING  
Kozak
An advanced conditioning class that emphasizes four main areas: strength training mainly through free weights, core/abdominal strengthening, footwork, agility and quickness conditioning and flexibility. This class allows the student to focus on multiple areas of conditioning and learn lifelong fitness values. Offered both terms.

PHED 228: STRENGTH AND TONE  
Department
This course utilizes the fundamentals of core, weight, and resistance training to promote muscle and strength development. Building on traditional strength-training methodology, this course introduces participants to the benefits of cross training, antagonistic work, and balance. Instruction will be given on proper form and implementation, appropriate repetitions, and safety guidelines. Offered both terms.

PHED 231: KICKBOXING  
Department
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. Not offered in 2010–11.

PHED 232: CHALLENGE EDUCATION ACTIVITIES
Owens
An introduction to personal challenge/discovery activities, including group initiatives, cooperative games, trust exercises, and a high ropes course. Activities will involve physical and psychological risk and challenge. Students will develop the competencies to facilitate adventure activities for groups through active participation, leadership, and understanding group dynamics. Fee: approximately $15 fee for equipment use. Not offered in 2010–11.

PHED 233: PILATES
Department
This course introduces class participants to the mechanics of strength, flexibility, and conditioning. Class activities incorporate dance, traditional Pilates movements, and fitness techniques. Participants will gain knowledge of how these activities encourage core strength development, balance, and flexibility. Safety guidelines and fitness principles will be examined to promote a well-rounded exercise program. Not offered in 2010–11.

PHED 234: BACKPACKING AND WILDERNESS CAMPING
Owens
An introduction to lifetime leisure skills emphasizing environmentally sound backpacking and camping practices. We will learn a variety of technical skills: selection of proper clothing and layering systems, backpacking foods and preparation, safe travel techniques in a group, use of camp stoves, low-impact camping, and developing physical stamina. Open to first-year students. Fee: approximately $33 fee for permits and food while camping. Not offered in 2010–11.

PHED 235: SOCCER I
Department
This course introduces participants to the sport of soccer. History, rules, and regulations are incorporated into the practical aspects of the course. Students learn technical fundamentals such as dribbling, passing, receiving, and finishing. Tactical fundamentals such as systems of play, defensive and offensive strategies, and player roles are introduced. The importance of team cohesion, leadership, conditioning, team management, and motivation are also examined. Not offered in 2010–11.

PHED 236: ADVANCED AEROBICS
Department
This course provides a challenge for individuals wanting to advance their cardiovascular capabilities along with toning and strengthening. The course includes all types of aerobic activity including high-low impact, interval, step, kickboxing, boot camp, etc. Strength and tone exercise is also incorporated into the content. Course participants should be currently active. Not offered in 2010–11.

PHED 237: INTRODUCTION TO CHINESE KEMPO-KARATE
Owens, Ragone
In this exciting class, students will receive a structure introduction to Chinese Kempo-Karate that will conclude with the opportunity to earn a purple belt (first rank). The primary goals of the course are to teach practical self-defense and to increase physical fitness and self-confidence in a safe and engaging environment. Each class will feature moves specifically designed to develop speed, power, flexibility, stamina, and balance. There is a course fee and required attire. Offered both terms.
PHED 238: LIFEGUARD INSTRUCTOR
This course prepares individuals to become American Red Cross lifeguard instructors. Prerequisite: Completion of the lifeguard training (PHED 248) and water safety instructor (PHED 244) course. Book fee required. Not offered in 2010–11.

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. Offered Term 1.

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. Offered Term 2.

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. Offered both terms.

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. Offered Term 1.

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 application for stress management (handling the effects of stress or preventing its occurrence). Weekly classes will consist of partial discussion along with experiential practices and complete hatha yoga classes, which are designed to integrate body, mind, breath, and spirit. Offered Term 1.

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 both terms.

PHED 255: SPECIAL TOPIC - CORE TRAINING
An introductory course that will teach students the basic fitness components involved with core training, balance, and flexibility. Core training will not only
incorporate the abdominal muscles, but will also focus on the primary back muscles involved. Balance and flexibility components will be emphasized in both stationary and movement based activities. Students will learn safety, proper technique, and lifetime implementation. Offered both terms.

PHED 255: SPECIAL TOPIC - LEVEL II HATHA YOGA Carrell
This course will provide the student with a hatha yoga practice that is focused on increasing strength, flexibility, focus/concentration, balance, and peaceful, relaxed energy to take into the rest of your day. We will build on the fundamentals from Level I in order to develop and sustain a personal as well as beneficial class practice. Prerequisite: PHED 249. Offered Term 2.

PHED 290: INDEPENDENT STUDY (0 to 2) Department
Independent study arranged with and approved by the physical education faculty. Offered any term. Independent studies will be approved to fulfill physical education activity requirements only in cases of medical necessity or unavoidable circumstances.

RIDING
The courses in riding include instruction for beginning, intermediate, and advanced riders. Emphasis in the riding program is placed on riding and showing hunters. The program includes cross-country ride and hunter shows throughout the state. Riding courses are offered each term and are open to all students. Students should register for the course appropriate to their individual skill levels. Offered both terms.

PHED 240: RIDING FOR REGISTRATION ONLY
This is an administrative designation for registration in riding until a student is placed into the appropriate level. Offered both terms.

PHED 241: BEGINNING RIDING
The basics are taught in this course. This course starts the rider from the beginning; however, the rider who can trot or who may be learning to canter may be included. Offered both terms.

PHED 242: INTERMEDIATE I RIDING
Required skills: must be able to control a quiet horse at a walk, trot, and canter. Jumping: It is not necessary to have previous experience, but jumping skills will be included in the course. Offered both terms.

PHED 243: INTERMEDIATE II RIDING
Required skills: must be able to control a horse at a walk, trot, and canter. Jumping: Must have elementary jumping background and be able to jump small courses. Offered both terms.

PHED 251: ADVANCED I RIDING
Required skills: must be able to walk, trot, and canter a horse correctly. Must be able to jump a 2' 6" course with some showing experience. Offered both terms.

PHED 252: ADVANCED II RIDING
Required skills: must have had considerable showing experience but not have shown competitively at 3' 6" and/or not have won an AHSA Medal or Maclay. ISHA Intermediate Riders. Offered both terms.

PHED 253: ADVANCED III RIDING
Restricted level: for those who have had considerable showing experience at the 3' 6" level (in the junior hunters or equitation) and/or who have won a
Medal or a Maclay. IHSA Open Riders. Exceptions must be approved by the instructor. Offered both terms.

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

**PHED 300: VARSITY BASKETBALL**  
Waggoner

**PHED 325: VARSITY GOLF**  
Mannino

**PHED 330: VARSITY LACROSSE**  
Department

**PHED 340: VARSITY RIDING**  
Peterson, Courter, Gerald

**PHED 345: VARSITY SOCCER**  
O’Keeffe, Moore

**PHED 360: VARSITY SWIMMING**  
Raines

**PHED 370: VARSITY TENNIS**  
Bernard

**PHED 380: VARSITY VOLLEYBALL**  
Kozak

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**Physics**

**MAJOR, MINOR**

**PROFESSOR:** Bansi Kalra (chemistry)

**ASSOCIATE PROFESSOR:** Joseph D. Ametepe (chair)

**ASSISTANT PROFESSOR:** Marshall Bartlett

You don’t have to be a scientist to propose a scientific theory. But verifying your theory is another story. That’s where scientific thinking comes in—the ability to define a problem, investigate it, test it, and draw conclusions based upon the evidence.

In physics courses at Hollins, you’ll look beyond the what to the why, developing both a conceptual and quantitative appreciation of the laws of physics. You’ll discover that beads of water dancing in a skillet can be as intriguing as quasars and tachyons and magnetic flux.

Classes are taught more as seminars than lectures. Upper-level classes typically have three or four students, while introductory courses may have 20.

**REQUIREMENTS FOR A MAJOR IN PHYSICS:**

- 10 courses and their corresponding laboratories (48 credits)
- PHYS 201, 201L: Analytical Physics I, Lab (4, 2)
- PHYS 202, 202L: Analytical Physics II, Lab (4, 2)
- PHYS 301: Classical Mechanics (4)
- PHYS 302: Electromagnetism (4)
- PHYS 310: Modern Physics (4)
- PHYS 331, 331L: Physical Chemistry I, Lab (4, 2)
- PHYS 332, 332L: Physical Chemistry II, Lab (4, 2)
- PHYS 335: Quantum Mechanics (4)
- PHYS 470: Physics Research Seminar (4)
- PHYS 480: Senior Thesis (4) or PHYS 490: Senior Honors Thesis (4, 4)
- Proficiency in mathematics is required for all physics major courses.

Courses in statistics and computer science are highly recommended.

The Short Term in the senior year is normally devoted to research in physics or a closely related field. Prerequisites for any course may be satisfied by examination.

- A student with a score of 4 or 5 on the College Entrance Examination
Board (CEEB) Advanced Placement Test in physics will receive four credits in physics and may be permitted to enroll in PHYS 201, 202 during their first year. Prospective majors and minors and majors who wish to apply for participation in the Honors Program should consult the chair of the department.

**REQUIREMENTS FOR A MINOR IN PHYSICS:**

5 courses and the corresponding laboratories (24–28 credits) from:

- PHYS 201, 201L: Analytical Physics I, Lab (4, 2)
- PHYS 202, 202L: Analytical Physics II, Lab (4, 2)
- PHYS 301: Classical Mechanics (4)
- PHYS 302: Electromagnetism (4)
- PHYS 310: Modern Physics (4)
- PHYS 331, 331L: Physical Chemistry I, Lab (4, 2)
- PHYS 332, 332L: Physical Chemistry II, Lab (4, 2)
- PHYS 335: Quantum Mechanics (4)

For all laboratories offered in the physics department, the corresponding lecture course is a corequisite or prerequisite.

**COURSES IN PHYSICS:**

**PHYS 101: INTRODUCTION TO ASTRONOMY (4)** Ametepe

A course in astronomy dealing with the physical principles and scientific investigation of objects in our solar system. 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 observation of nearby stars. Open to first-year students and the nonscientist. No prerequisite. Offered Term 1. (SCI)

**PHYS 108: BASIC ELECTRONICS (4)** Ametepe

A course that combines a lecture and lab approach. Basic electronic concepts, static electricity to solid-state electronics will be taught in lectures. Analog and digital circuit fundamentals will be emphasized in the laboratory sections. Open to first-year students. No prerequisite. Not offered in 2010–11. (SCI)

**PHYS 121: INTRODUCTION TO OCEANOGRAPHY/HYDROGEOLOGY (4)** Ametepe

In this course we discuss the principles of physical, chemical, biological, and geological oceanography and hydrogeology. The course explores the dynamics and evolution of the oceans/ocean basins. Also, the course examines the occurrence, characteristics, movement, quality, development, and contamination of the Earth’s water systems. These principles will be applied to water pollution, toxic waste, deforestations, soil erosion, biodiversity, and global warming. Also listed as ES 121. Prerequisite: q. Open to first-year students. Offered Term 2. (Q, SCI)

**PHYS 150: SPECIAL TOPIC - ENERGY, ENVIRONMENT, AND CLIMATE (4)** Bartlett

This course will develop the physical idea of energy, its manifestations, transformations, and conservation laws. We will examine how energy availability determines the nature of environmental and human systems, how our utilization of energy has transformed the human experience, and how it threatens now to transform our natural environment and climate. We will examine in detail the nature of the current energy-climate connection and potential future scenarios for social and environmental progress. Also listed as ES 150. Offered Term 1
PHYS 151, 152: PHYSICAL PRINCIPLES I, II (4, 4)  
Noncalculus-based general physics with an emphasis on problem-solving, primarily intended for science and pre-medical students. PHYS 151 covers Newtonian mechanics, thermal physics, fluid physics, and wave motion. Topics in PHYS 152 include electricity, magnetism, DC/AC circuits, light and optics, special relativity, and quantum physics. Open to first-year students. Prerequisite: MATH 140. PHYS 151 Offered Term 1. PHYS 152 Offered Term 2. (SCI: must take lab to fulfill SCI)

PHYS 151L, 152L: PHYSICAL PRINCIPLES I, II LAB (2, 2)  
Open to first-year students. Prerequisite: q. Corequisite: PHYS 151 or 152. Offered both terms. (Q, SCI)

PHYS 201, 202: ANALYTICAL PHYSICS I, II (4, 4)  
A rigorous calculus-based introduction to classical mechanics, gravitation, and electricity and magnetism. Open to first-year students with advanced placement. Prerequisites: q and MATH 241 and 242 but may be taken concurrently with permission. PHYS 201 Offered Term 1. PHYS 202 Offered Term 2. (SCI: must take lab to fulfill SCI)

PHYS 201L, 202L: ANALYTICAL PHYSICS I, II LAB (2, 2)  
Open to first-year students with advanced placement. Prerequisite: q. Corequisite: PHYS 201 or 202 Offered both terms. (Q, SCI)

PHYS 221: SURVEY OF PHYSICS AND THE ENVIRONMENT (4)  
This course explores physics concepts and their connectedness to society and environmental issues. Topics include fossil fuel and nuclear energy, alternative energy sources, energy efficiency, climate change, earth’s water systems, biodiversity, and others. Also listed as ES 221. Prerequisite: ES 117. Open to first-year students. Not offered in 2010-11.

PHYS 250: SPECIAL TOPIC - AN INTRODUCTION TO ENVIRONMENTAL DATA COLLECTION & ANALYSIS (4)  
This course offers an introduction to physical measurement theory as applied in the environmental sciences. Course topics will include the physics of measuring devices, device selection, calibration, accuracy and precision, field-deployment of instrumentation, the planning of a measurement campaign, and techniques for data post-processing and analysis. The course will be student-directed, project-based, and will involve extensive field-work. Also listed as ES 250. Prerequisites: q and ES 117 or PHYS 151 or PHYS 201, or permission. 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 Law, the simple harmonic oscillator, the central force problem, multiparticle system (coupled oscillators), rigid bodies, mechanics of continuous media, Lagrange and Hamiltonian Mechanics, and tensors. Prerequisites: PHYS 201 and PHYS 202. Not offered in 2010-11.
PHYSICS continued

PHYS 302: ELECTROMAGNETISM (4)  Department
Intermediate-level electricity, magnetism, and the Maxwell equations of the electromagnetic field. Topics include charged-particle trajectories, the theorems of Gauss and Stokes, vector calculus, Poynting vector, wave and polarization phenomena, and electromagnetic interactions with matter. Prerequisites: PHYS 201, PHYS 202, and PHYS 250. Not offered in 2010-11.

PHYS 310: MODERN PHYSICS (4)  Bartlett
Twentieth-century development in physics: relativity theory, the nature of space and time, the equivalence of mass and energy, introductory quantum theory, the particle nature of light, the wave nature of electrons, atomic and molecular structure, and the structure of the nucleus. Prerequisites: PHYS 201 and PHYS 202. Offered Term 1.

PHYS 331, 332: PHYSICAL CHEMISTRY I, II (4, 4)  Kalra
Also listed and described as CHEM 331, 332. PHYS/CHEM 331 Offered Term 1. PHYS/CHEM 332 Offered Term 2.

PHYS 331L, 332L: PHYSICAL CHEMISTRY I, II LAB (2, 2)  Kalra
Also listed and described as CHEM 331L and 332L. PHYS/CHEM 331L Offered Term 1. PHYS/CHEM 332L Offered Term 2.

PHYS 335: QUANTUM MECHANICS (4)  Department
A rigorous introduction to the principles of quantum mechanics. Solutions of the Schrodinger equation, harmonic oscillator, and hydrogen atom. Operator methods are introduced and used to compose both orbital angular momentum and spin. Various approximation schemes will be studied. Also listed as CHEM 335. Prerequisites: PHYS 301, PHYS 302, or PHYS 331, PHYS 332; MATH 254, MATH 255, and MATH 316 or the equivalents are advised as preparation. Not offered in 2010-11.

PHYS 390: INDEPENDENT STUDY (2 or 4)  Department
Individual study, reading, and either experimental or theoretical investigation of a physics-related topic at the advanced level. Each course occupies one term and may be offered during the summer. Up to three courses in the sequence may be taken for credit.

PHYS 399: INTERNSHIP (4)  Department
May be proposed in any term.

PHYS 470: PHYSICS RESEARCH SEMINAR (4)  Department
A participatory seminar course examining current research areas in physics. Required of senior physics majors; other junior and senior science majors may enroll with permission. All course members will present and defend their physics-related research. A critical term paper is required. Prerequisite: junior or senior standing.

PHYS 480: SENIOR THESIS (4)  Department
A research paper of publication quality based upon research in physics, or a physics-related field, undertaken for one term plus Short Term during the senior year. Required of all senior physics majors.

PHYS 490: SENIOR HONORS THESIS (4, 4)  Department
By invitation of the department. Application must be made with faculty prior to registration. Required both regular terms and Short Term.
The political science major emphasizes the relationship between politics in theory and politics in action. The major has four areas of focus: international relations, comparative politics, political theory, and American politics. In addition, students can, with the guidance of their departmental advisor, opt to develop a special interest such as the American judicial system or politics of the developing world. Political science is an excellent preparatory major for those planning to pursue careers in such fields as law, journalism, international business, or public service.

REQUIREMENTS FOR A MAJOR IN POLITICAL SCIENCE:

10 courses (42 credits)
- POLS 216: Research Methods (4) and POLS 216L: Research Methods Lab (2)
- Three courses from the American focus (12)
- Three courses from the international focus (12)
  Three of the above six courses must be chosen from:
  - POLS 101: American Government (4)
  - POLS 102: International Relations (4)
  - POLS 103: Modern Comparative Politics (4)
  - POLS 104: Political Theory (4)
- 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 are open to all students. Students who wish to take courses at the 200 or 300 level should have taken at least one of the following courses: POLS 101, POLS 102, POLS 103, POLS 104, or received permission from the instructor. In addition, courses in economics, history, sociology, philosophy, psychology, and computer science are strongly recommended.

REQUIREMENTS FOR A MINOR IN POLITICAL SCIENCE:

5 courses (20 credits)
- No more than one course at the 100 level
- Two or more courses at the 200 level
- At least two courses at the 300 level
  (Two courses are required in the American and three in international focus or three courses in the American and two in international.)
POLITICAL SCIENCE continued

COURSES IN POLITICAL SCIENCE:

POLS 101: AMERICAN GOVERNMENT (4) Ra
The study of changing psychological, social, economic, and gender related issues that shape and transform the U.S. Federal Government in operation. The American myth of individualism, the cyber-generated sense of impatience and the attendant inability for deferred gratification, the Internet world of individuation and disaggregation, rising income gaps, increasing demographic diversity, limited upward social and economic mobility, atrophying social groups, educational inequality, and increasing activism on the part of women - how do these and other factors influence the structure, function, and interaction of the elements of the American political system, and the actions and responsibilities of the president, Congress, the courts, and the voters, some of them with shrill voices of dissent? Open to first year students. Offered Term 2. (A) (f, w, x, o, MOD)

POLS 102: INTERNATIONAL RELATIONS (4) Lynch
An introductory course to familiarize students with major concepts and problems of the international political system. Open to first-year students. Offered Term 1. (I) (o, GLO, MOD)

POLS 103: MODERN COMPARATIVE POLITICS (4) Barbieri
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. No prerequisite. Offered Term 2. (I) (f, w, GLO, MOD)

POLS 104: POLITICAL THEORY (4) Lynch
An examination of some of the political theories that have influenced Western civilization from Aristotle through Marx and into the present. This course will offer first-year students and sophomores an opportunity to practice their critical analysis and writing skills. Not recommended for juniors and seniors. Not offered in 2010-11. (A or I) (o)

POLS 118: CONTROVERSIAL ISSUES IN AMERICAN POLITICS (4) Ra
An in-depth examination of selected issues of controversy in American politics today—e.g., capital punishment, abortion, gun control, school violence, voucher system, electoral college, campaign finance, PACs, mass media, term limits, faith-based governmental initiatives, health policy, environmental policy, energy policy, and politics and morality. No prerequisite. Offered to first-year students. Not offered in 2010-11. (A) (MOD)

POLS 197F: FIRST-YEAR SEMINAR - HERITAGE NOT HATE? THE CULTURE, GEOGRAPHY, AND POLITICS OF NATIONALISM AND HERITAGE (4) Barbieri
Also listed and described as INTL 197F. Placement to be determined during the summer. Offered Term 1. (f, x, r, MOD)

POLS 206: CRIMINAL JUSTICE SYSTEM (4) Anthony
A study of the criminal justice system at work in the courtroom setting, emphasizing the relationship between substantive criminal law, criminal procedure, and the law of evidence. Prerequisite: POLS 101, POLS 102, POLS 103, or POLS 104, or permission. Offered Term 2. (A)

POLS 208: GENDER, ETHNICITY, CLASS (4) Thomas
Survey of the history, theories, and recent research integrating these key
POLS 210: ETHNICITY, NATIONALISM, AND CONFLICT IN COMPARATIVE PERSPECTIVE (4) Barbieri
From Turkey to Darfur to Spain to Chiapas, ethnic conflict represents the most common expression of large-scale political violence within and across states. This course explores themes and conceptual issues of identity, ethnicity, and nationalism from a comparative perspective. Examining case studies where ethnicity and nationalism variously fuel popular support of political regimes or genocide will contextualize the ways that these socio-political constructs create difference between groups. No prerequisite. Open to first-year students. Not offered in 2010-11. (I) (o, r, GLO)

POLS 213: GLOBALIZATION AND POVERTY (4) Thomas
This course is an introduction to the current debates about poverty and inequality within and between countries in this age of globalization. It looks at the causes and consequences of globalization, for example, the losses by women, children, and men in status, freedom, safety, education, and their diminished access to the basic needs of food, housing, and health care. We also examine how and why wealthy nations have failed to notice, let alone assist, the millions of people trapped in absolute poverty. How do nations, and individuals in them, justify their belief that they have no moral responsibility to help people in poverty? Also listed as GWS 213. Prerequisite: q. Open to first-year students. Not offered in 2010-11. (A) (Q, GLO)

POLS 214: THE MEDIA AND POLITICS (4) Ra
The role of the media and technology in the process of governance—the portrayal and transmission of information about and from government, its influence in elections and campaigns, citizen political socialization, and government regulation of the media. Open to first-year students. Not offered in 2010-11. (A) (w, x, r, MOD)

POLS 216: RESEARCH METHODS IN POLITICAL SCIENCE (4) Ra
Study of the nature, requirements, and procedures in political science with emphasis on the applied skill in critical analysis of published scholarly works. Epistemological topics in concept formation, hypothesis generation, and theory construction. Corequisite: POLS 216L or permission. (w, x, SCI: If taken with POLS 216L). Offered Term 2.

POLS 216L: LABORATORY FOR RESEARCH METHODS IN POLITICAL SCIENCE (2) Ra
Varieties of social science research: experiments, field experiments, sample surveys, and qualitative research with emphasis on data collection, organization and processing, statistical analysis, and research write-up. Prerequisite: q. Corequisite: POLS 216 or permission. Offered Term 2. (w, x, Q, SCI)

POLS 217: POLITICS OF THE MIDDLE EAST (4) Tealakh
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: POLS 101, POLS 102, POLS 103, or POLS 104, or permission. Offered Term 1. (l) (GLO, MOD)
POLITICAL SCIENCE continued

POLS 218: GLOBAL GAYZ - THE LESBIAN AND GAY MOVEMENT FOR CIVIL RIGHTS (4) Thomas

This course examines the global movement for lesbian and gay civil rights. It introduces students to an interdisciplinary body of research that focuses on contemporary sites of contention, especially the right of lesbians and gays to define what counts as a marriage or family (i.e. civil marriage, adoption rights, insemination rights). Other topics include: the legal status of lesbians and gays around the globe, current criminal sanctions for being gay or lesbian, and existing protections against all forms of heterosexism. The political, historical, legal, and social dimensions of the struggle for civil rights will be addressed. No prerequisite. Also listed as GWS 218. Open to first-year students. Offered Term 2. (A or I) (GLO)

POLS 221: GLOBALIZATION AND LOCAL RESPONSES (4) Barbieri

Also listed and described as INTL 220. Open to first-year students. Prerequisite: q. Offered Term 1. (Q, GLO)

POLS 226: INTERNATIONAL LAW (4) Lynch

This course introduces the student to the basic concepts, both traditional and conjectural, of international law and its study. We will do this both by reading and discussing texts on politics and international legal relations, and by discussing current international political issues. Classes are a mix of lecture, discussion, and respectful debate. Prerequisite: POLS 101, POLS 102, POLS 103, or POLS 104, or permission. Offered Term 2. (o, GLO, MOD)

POLS 234: GLOBAL WARMING – ENVIRONMENTAL POLITICS AND POLICY (4) Barbieri

This course introduces environmental politics from a grassroots, state, and international perspective. We analyze social movements, policymaking, patterns of consumption, developmental imperatives, and political culture for their impact on the ecosystem at the local, national, and global levels of analysis. Among the key issues we examine are: the role of community, scientific, bureaucratic, international regime, and media and industry interests in shaping environmental discourse and policy. Close inspection of conditions such as car culture and fast food in the developed world, along with rising greenhouse gas emissions among some of the coal-power later-developing countries will help us understand the complexity of formulating uniform international environmental policy. Also listed as ES 234. Prerequisite: q. Open to first-year students. Not offered in 2010-11. (A or I) (o, Q, GLO)

POLS 235: FEEDING FRENZY – GLOBAL FOOD POLITICS, SECURITY, AND SUSTAINABILITY (4) Barbieri

With worldwide food shortages producing record price hikes, riots, and outrage over farm subsidies for biofuel, food politics creeps into controversies over public health, the economy, government policy, the environment, and ethics. This course examines relations between the food industry and government at both the global and national level, as well as social movements surrounding slow food, eating local or organic, genetic diversity, vegetarianism, and genetically modified crops. Examining production and consumption of food in a global context, alongside the regulatory regimes that help structure the food industry and its market, provides a lens on the interconnectedness of hunger, the ecosystem, nutrition, science, policymaking, and inequality. Also listed as ES 235. Prerequisite: q. Open to first-year students. Not offered in 2010-11. (A or I) (o, Q, GLO)
POLS 240: POLITICS OF THE EUROPEAN UNION (4)  
This course explores the primary issues, actors, and dynamics that shape the politics of the European Union. Specifically, it examines the history of European integration, theories of integration, the structure of the EU, the Union’s decision-making process, and the challenges faced by the Union. Prerequisite: POLS 101, POLS 102, POLS 103, or POLS 104. Not offered in 2010-11. (I) (MOD)

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: POLS 101, POLS 102, POLS 103, or POLS 104, or permission. Not offered in 2010-11. (A)

POLS 250: SPECIAL TOPIC - CONQUEST (4)  
Since the days of the ancient empires, violent extensions of political and military power have occurred. How do countries get "taken over"? What happens after an invasion? How do political or military coups work? (Why do they always go for the radio station first?) Once power is seized, how is it extended and/or made permanent? How does "nation-building" fit into this? This course will examine the real-life application of the theories and principles of the art of politics by some of its most pragmatic and ruthless practitioners. It will analyze both internal power grabs (by dictators, for example) and external conquests, with examples from history and the modern world. Offered Term 1. (MOD)

POLS 254: SOCIAL AND POLITICAL PHILOSOPHY (4)  
Also listed and described as PHIL 254. Not offered in 2010-11.

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. Prerequisite: POLS 101, POLS 102, POLS 103, or POLS 104, or permission. Offered Term 2. (A)

POLS 256: CONGRESS AND THE PRESIDENCY (4)  
In this course we examine the relationship between the legislative and executive branches of government at the national level. Topics of study include, among others, how laws are made in a hyper-partisan era, the constitutional powers and historical development of Congress and the Presidency, the legislature’s role in overseeing the executive branch, how the recent rise in partisan politics within national institutions has affected congressional-presidential relations, as well as the influence of lobbies on legislative and executive branches of government. Prerequisite: POLS 101, POLS 102, POLS 103, or POLS 104, or permission. Offered Term 1. (A)

POLS 268: POLITICAL SOCIALIZATION (4)  
Study of process, outcome, and system implications of children’s learning about, evaluating, adopting, and rejecting various elements of American politics—norms, institutions, and office holders. Prerequisite: POLS 101, POLS 102, POLS 103, or POLS 104, or permission. Not offered in 2010-11. (A or I) (MOD)

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.
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POLS 302: COMPARATIVE URBANISM (4) Bohland
Also listed and described as INTL 302. Prerequisite: POLS 101, POLS 102, POLS 103, or POLS 104, or permission. Offered in Term 1. (GLO, MOD)

POLS 303: CONTEMPORARY EUROPEAN POLITICS (4) Department
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: POLS 101, POLS 102, POLS 103, or POLS 104, or permission. Not offered in 2010–11. (I) (GLO, MOD)

POLS 304: GEOPOLITICS (4) Bohland
Also listed and described as INTL 303. Open to first-year students with permission. Not offered in 2010-11. (GLO, MOD)

POLS 310: SEMINAR IN AMERICAN GOVERNMENT (4) Ra
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. Prerequisite: POLS 101, POLS 102, POLS 103, or POLS 104, or permission. Not offered in 2010-11. (A) (w, x, o, Q, MOD)

POLS 311: CONTROVERSIAL ISSUES IN AMERICAN POLITICS (4) Ra
An in-depth analysis of the political, legal, economic, social, and ethical aspects of selected issues of controversy in American politics today [e.g. senate filibuster (unanimous consent), legislative-judicial conflict, religion and politics, electoral college, abortion, gun control, capital punishment]. Prerequisite: POLS 101, or permission. Not offered in 2010-11. (A) (w, x, o, MOD)

POLS 315: ANGER, TERRORISM, AND REVOLUTION (4) Lynch
Investigation of some of the causes of revolutions and political violence. Prerequisite: POLS 101, POLS 102, POLS 103, or POLS 104, or permission. Offered in Term 2 (I)

POLS 334: SEMINAR IN INTERNATIONAL RELATIONS (4) Lynch
Study of major problems in international politics in the contemporary world. The examination of problems of international security and conflict resolution in the nuclear age, of the use of force in international relations, of uneven economic development around the world, and of the global environmental crisis. Prerequisite: POLS 101, POLS 102, POLS 103, or POLS 104, or permission. Not offered in 2010-11. (I)

POLS 337: SEMINAR IN U.S. FOREIGN POLICY (4) Lynch
A seminar that examines the content and conduct of U.S. foreign policy in different regional contexts. For example, U.S. policy in Latin America and the Middle East. Prerequisite: POLS 101, POLS 102, POLS 103, or POLS 104, or permission. Not offered in 2010-11. (A or I)

POLS 338: NATIONAL SECURITY POLICY (4) Lynch
In-depth study of the concept of national security and the instruments used to pursue national security as a policy. For example, the relationship of arms control and national security and the use of containment in pursuit of national security. Prerequisite: POLS 101, POLS 102, POLS 103, or POLS 104, or permission. Not offered in 2010-11. (A or I)
POLS 345: AMERICAN VOTING BEHAVIOR (4) 
Ra
Study of psychological, social, and economic influences affecting current American voting behavior. Consideration is given to suggested reforms in existing voting procedures. Prerequisite: POLS 101, POLS 102, POLS 103, or POLS 104, or permission. Not offered in 2010-11. (A) (w, x, MOD)

POLS 350: SPECIAL TOPIC - FEMINIST PERSPECTIVES ON ENVIRONMENTALISM (4) 
Thomas
Students will examine women’s relationships with earth, non-human animals and nature, and other human animals. The course explores the connections between the mastery of women and the mastery of nature, the origins of feminist perspectives on environmentalism and their relation to the science of ecology and to other branches of feminist thought. Students will explore issues such as biological diversity, industrial and animal agriculture, biotechnology, war and violence, spirituality, development, sustainability, environmental health issues, environmental racism, and activism. Critiques of modern science, technology and political systems as well as solutions will be included. Also listed as GWS 350. Open to first-year students with permission. Offered Term 2.

POLS 350: SPECIAL TOPIC - POST-COLONIAL STUDIES (4) 
Bohland
This seminar engages the rich and heterogeneous theoretical and analytic tradition of post-colonial studies within the social sciences and the humanities. Post-colonial studies emerged in the 20th century as a disparate school of critique examining how colonial regimes of power, economy, and knowledge continue to haunt much of the developing world. In this course, we will examine the works of key intellectuals such as Fanon, Said, Achebe, Hall, Gilroy, Spivak, Bhabha, and many others. We will also discuss the many intersections of post-colonial studies with other theoretical traditions including Marxism, feminism, environmental thought, and post-structuralism. Also listed as INTL 350. Offered Term 2.

POLS 363: CONSTITUTIONAL LAW (4) 
Thomas
In this course we will read and analyze constitutionally based arguments and court decisions resolving cases about the powers and limits of government in the United States. We will pay attention to fundamental concepts (i.e., executive power, judicial review, equal protection of the law, and federalism), as well as current applications and debates related to these fundamental concepts (e.g., Internet privacy, same-sex marriage, immigration, warrantless wiretapping, campaign finance, and environmental regulation). Prerequisite: POLS 101, POLS 102, POLS 103, or POLS 104, or permission. Not offered in 2010–11. (A)

POLS 390: INDEPENDENT STUDY (2 or 4) 
Department
Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered any term.

POLS 399: INTERNSHIP (4) 
Department
Application must be made with faculty prior to registration. May be proposed in any term.

POLS 450: DEPARTMENTAL SCHOLAR PROGRAM (4) 
Department
Designated for senior honors majors only, the invited departmental scholar may undertake one of the following: jointly designing a course and/or teaching it with a faculty supervisor of her choice; assisting the faculty supervisor with a

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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 480: SENIOR THESIS / THESIS SEMINAR (4) Barbieri, Bohland

Students will write a research paper based upon an inquiry into a specific problem in the field of politics. Research begins during Term 1 and is completed during Short Term. Application must be made with faculty prior to registration. Students have the option of enrolling in a thesis seminar, to be co-directed by members of two different departments. Offered Term 1.

POLS 490: SENIOR HONORS THESIS (4, 4) Department

Offered to qualified political science majors. Research begins during first term, continues through Short Term, and is completed during second term. GPA requirements: 3.33 in political science and 3.00 overall. Application must be made with faculty prior to registration.

Pre-Law

ADVISORS: Jong Oh Ra (political science, on leave Fall term), Susan Thomas (political science and gender and women’s studies), Joe Leedom (history)

Law schools seek students with strong liberal arts backgrounds reflecting quality performance. There is no set pattern of courses for a pre-law student, but students will find courses that emphasize reading, comprehension, analysis, and writing useful. Courses that may prove particularly useful include ECON 158, ECON 241, ECON 261, and ECON 321; GWS 141 and GWS 203; PHIL 120 and PHIL 211; POLS 101, POLS 118, POLS 214, POLS 216, POLS 268, POLS 310, POLS 345, and POLS 363; and SOC 215, SOC 242, and SOC 260. History, mathematics, English, and science courses, particularly physics and chemistry, are also suggested.

Pre-Medicine

ADVISORS: Sandra Boatman (chemistry), Rebecca Beach (biology)

Medical schools seek broadly educated applicants who have a solid foundation in the natural sciences, strong analytical and communication skills, and extensive experience in the health professions in the form of employment, volunteer work, and/or internships. The following courses correspond to the academic requirements for admission to most medical schools: BIOL 220 and BIOL 236; CHEM 101 and CHEM 102 or CHEM 105 and CHEM 214; CHEM 221 and CHEM 222; PHYS 151 and PHYS 152 or PHYS 201 and PHYS 202 (all including laboratories). In addition, most schools require or strongly recommend some college-level mathematics (typically MATH 140). A few require MATH 241 and computer science, as well as one or two semesters of English. First-year students who wish to enter medical school in the fall following graduation from Hollins are strongly encouraged to enroll in either biology or chemistry and mathematics during their first semester. Students should consult the Medical School Admissions Requirements (published by the Association of American Medical Colleges) for the requirements and recommendations of specific medical schools.
Pre-Veterinary

ADVISORS: Rebecca Beach (biology), Sandra Boatman (chemistry)

Requirements for admission to veterinary school can vary greatly from program to program. The following courses correspond to the academic requirements for admission to most veterinary schools: BIOL 220 and BIOL 236; CHEM 101 and CHEM 102 or CHEM 105 and CHEM 214; CHEM 221 and CHEM 222; PHYS 151 and PHYS 152 or PHYS 201 and PHYS 202 (all including laboratories). In addition, most schools require one or two semesters of mathematics (usually MATH 140 and MATH 241; some require STAT 140), and two semesters of English. Some veterinary schools also require one or two semesters of biochemistry (BIOL/CHEM 351), and nearly all recommend additional courses in biology, including microbiology (BIOL 312), genetics (BIOL 314), and comparative anatomy (BIOL 315). First-year students who wish to enter veterinary school in the fall following graduation from Hollins are strongly encouraged to enroll in biology and either chemistry or mathematics during their first semester. Students should consult the Veterinary Medical School Admissions Requirements (published by the Association of American Veterinary Medical Colleges) for the requirements and recommendations of specific veterinary schools.

Psychology

PROFESSORS: Randall K. Flory (on leave Short and Spring Term), George W. Ledger (chair)
ASSOCIATE PROFESSOR: Bonnie B. Bowers, Richard Michalski (on leave Fall and Short Term)

The core program in psychology emphasizes the learning of representative knowledge in content areas that constitute modern psychology, with particular concentration on the research methods and the scientific roots of psychology. Areas of focus chosen by the student emphasize the integration of psychology with other disciplines (i.e., neuroscience, biology, ethology, statistics, and education) and provide course work relevant to her interest as well as to her career and/or graduate study goals.

REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY (B.A.):

11–12 courses (44–46 credits)

CORE COURSES:

• PSY 141: Introduction to Psychology I (4)
• PSY 142: Introduction to Psychology II (4)
• PSY 202: Learning (4)
• PSY 202L: Laboratory for Learning (2)
• PSY 205: Research Design (4)
• PSY 425: History and Systems of Psychology (4)
• PSY 208: Analysis of Behavioral Data (4) or STAT 140: Introduction to Statistics (4) or STAT 251: Statistical Methods (4)

Students are also encouraged to take additional courses in computer science and statistics as appropriate to their interests and plans. Further, students are strongly advised to consider the relevance of courses in all
PSYCHOLOGY continued

divisions in terms of career preparation and in the context of a broad liberal arts education.

• EXPERIENTIAL COMPONENT (at least 4 credits):
  This requirement can be fulfilled by taking PSY 210: Research Practicum or by completion of a psychology-related internship (PSY 399 or Short Term internship), an independent research project (PSY 290 or PSY 390), or a senior thesis (PSY 490). All internships and research projects must receive prior approval from the department.

• The areas of focus and the required courses within each are as follows:
  BIOLOGICAL: PSY 317, PSY 329, and either PSY 315 or PSY 316
  CHILD: PSY 144, PSY 351, PSY 352
  CLINICAL: PSY 312, PSY 342, and any two of the following: PSY 351, PSY 352, or PSY 365
  COGNITIVE: PSY 318, PSY 319, PSY 329, PSY 346
  GENERAL: PSY 425 and any two other PSY courses (one at the 300 level)
  SOCIAL/PERSONALITY: PSY 204, PSY 350, and any two of the following: PSY 271, PSY 272, or PSY 273

Any required course in any focus area may be replaced by an independent study approved by the department. The student may take additional courses in her area of focus.

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.):
14–15 courses (62–70 credits)

REQUIRED COURSES IN PSYCHOLOGY:

CORE COURSES:
• PSY 141: Introduction to Psychology I (4)
• PSY 142: Introduction to Psychology II (4)
• PSY 202: Learning (4)
• PSY 202L: Laboratory for Learning (2)
• PSY 205: Research Design (4)
• PSY 208: Analysis of Behavioral Data (4)
• PSY 210: Research Practicum (4)
• PSY 425: History and Systems of Psychology (4)
• Experiential component (at least 8 credits):
  PSY 290/390: Independent Study (8) or PSY 490: Senior Honors Thesis (8)
• Focus area: at least three courses in one of the focus areas described above (12)

REQUIRED ALLIED COURSES:
• 16 additional credits in biology, chemistry, mathematics, statistics, and/or physics (at least one course with a lab, 200 level or above recommended) chosen in consultation with advisor

REQUIREMENTS FOR A MINOR IN PSYCHOLOGY:
5 courses (20 credits)

• PSY 141: Introduction to Psychology I (4)
• PSY 142: Introduction to Psychology II (4) or
  PSY 144: The Development of Human Behavior (4)
• Three additional psychology courses at the 200 level or above (12)
COURSES IN PSYCHOLOGY:

**PSY 141: INTRODUCTION TO PSYCHOLOGY I (4)** Flory
Survey of major topic areas of modern psychology: historical foundations, methods of research, biological bases, child behavior, states of consciousness, psychological disorders and their treatment, learning, and memory. An emphasis is placed upon understanding how reliable knowledge of human behavior is achieved. Open to first-year students. Offered Term 1.

**PSY 142: INTRODUCTION TO PSYCHOLOGY II (4)** Michalski
Continued survey of major topic areas of modern psychology: sensation and perception, adolescent and adult development, thinking and language, personality, motivation and emotion, and social processes. An emphasis is placed upon understanding how reliable knowledge of human behavior is achieved. Open to first-year students. Prerequisite: PSY 141. Offered Term 2.

**PSY 144: THE DEVELOPMENT OF HUMAN BEHAVIOR (4)** Ledger
Focuses on the definition and understanding of processes basic to the development of complex human behaviors. Particular attention to the powerful developmental factors during the first 12 years of life and their relevance for later behavior. No prerequisite. Open to first-year students. Offered Term 2.

**PSY 202: LEARNING (4)** Flory
In-depth study of classical and operant conditioning principles including reinforcement, extinction, punishment, and stimulus control in humans as well as other organisms. Not open to first-year students. Prerequisite: PSY 141. Corequisite: 202L. Course fee required. Offered Term 1. (SCI)

**PSY 202L: LABORATORY FOR LEARNING (2)** Flory
This laboratory covers fundamental principles of operant conditioning, including superstitious behavior, positive reinforcement, extinction, interval and ratio schedules, stimulus discrimination and generalization, secondary reinforcement, and chaining. Each student conducts eight experiments using a white rat that she is assigned at the beginning of the semester. In addition to completing all laboratory experiments, each student has the responsibility of caring for her rat on a daily basis. Lab fee required. Corequisite: PSY 202. Offered Term 1. (SCI)

**PSY 204: SOCIAL PSYCHOLOGY (4)** Michalski
This course addresses the foundations of modern social psychology; social interactions and social processes; nature and characteristics of social groupings; types of social groupings; social change and stability; and development and change of attitudes. The course will also have practical application as found in current research on group influences and reactions in experimental and natural settings. Prerequisite: PSY 141 or PSY 142. Not offered 2010-11.

**PSY 205: RESEARCH DESIGN (4)** Bowers
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. Offered Term 1. (r)

**PSY 208: ANALYSIS OF BEHAVIORAL DATA (4)** Bowers
Students gain hands-on experience in selecting, calculating, and interpreting results of the statistical tests most commonly used in behavioral research. The course covers basic statistical concepts, concentrating on using statistics to
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test research hypotheses. Emphasis is placed on learning to choose an appropriate statistical test for a given research design. Prerequisite: q. Offered both terms. (Q)

PSY 210: RESEARCH PRACTICUM (4) Bowers
This seminar-based course focuses on the development of skills necessary to conduct valid, reliable research in the behavioral sciences. In addition to text-based materials in research techniques, the course provides each student the opportunity to design, conduct, and present the results of a full-scale research project on the subject of her choice. Prerequisite: PSY 205 and PSY 208. Offered Term 2. (SCI)

PSY 271: INTIMATE RELATIONSHIPS (4) Michalski
This course is designed to acquaint students with psychological processes involved in the development, formation, maintenance, and dissolution of relationships. Several theoretical perspectives on relationships will be reviewed with a focus on how these different theoretical perspectives enrich the study of intimate relationships. Several types of relationships may be discussed (sibling relationships, parental relationships, relationships with in-laws), but we will focus primarily on romantic relationships because of the focus of social psychologists on these types of relationships. Prerequisite: PSY 141. Not offered 2010-11.

PSY 272: EVOLUTIONARY PSYCHOLOGY (4) Michalski
This course examines evolutionary psychology including a brief historical review of key themes in psychology and evolutionary biology. Concepts and principles of human evolution will be developed in the context of classic and contemporary issues in social psychology, cognitive psychology, developmental psychology, and personality psychology. Topics covered include problems of survival, long-term mating, sexuality, parenting, kinship, cooperation, aggression and warfare, conflict between the sexes, status, prestige, and social dominance. Prerequisite: PSY 141. Offered Term 2.

PSY 273: HUMAN SEXUALITY (4) Michalski
This course is an overview of the scientific study of human behavior including psychological and physiological components of sexuality. It is a survey of current thinking in the field and will place emphasis on future directions for research on human sexuality. Topics include cross-cultural perspectives of sexuality, developmental and social perspectives of sex, sexuality throughout the life cycle, and evolutionary perspectives of sexuality. Prerequisite: PSY 141. Not offered 2010-11.

PSY 290: INDEPENDENT STUDY IN PSYCHOLOGY (2 or 4) Department
An opportunity to explore lower-level topics within psychology of special interest to a student. Students may suggest programs of reading, laboratory, research, or clinical activity to individual faculty for their approval and guidance. Offered any term.

PSY 312: TESTS AND MEASUREMENTS (4) Department
Survey of modern techniques for evaluation of human behavior, including intelligence, ability, aptitude, and personality tests, and test construction. Students receive practice in administration, scoring, and interpretation of tests. Prerequisite: PSY 205. Offered Term 2.

PSY 315: MOTIVATION AND EMOTION (4) Bowers
Physiological bases of motivation and emotion, basic systems such as
aggression and sex, emotional expression, and the roles of learning, cognition, and social factors in human motivation and emotion. Prerequisite: PSY 141. Offered Term 2.

**PSY 316: SENSATION AND PERCEPTION (4)**  
Bowers  
How the nervous system detects and codes information from external and internal environments (including sensation of visual, auditory, chemical, and tactile stimuli, as well as feedback from internal organs, muscles, and joints) and how innate and learned factors interact as the brain selects, organizes, and interprets our sensations to create meaning from the physical world. This course has an integrated laboratory component. Prerequisite: PSY 141. Not offered 2010-11. (SCI)

**PSY 317: BIOLOGICAL PSYCHOLOGY (4)**  
Bowers  
Relationships between behavior and underlying physiological mechanisms are examined. Basic anatomy of the nervous system, characteristics of sensory systems, neuro- and endocrine-interactions, and neural developmental processes are discussed. This course has an integrated laboratory component. Also listed as BIOL 317. Prerequisite: PSY 141. Not offered 2010-11. (SCI)

**PSY 318: HUMAN MEMORY (4)**  
Ledger  
An in-depth survey of the field of cognitive psychology. Information processing, perception, memory development, and models of human memory. Topics also covered: language development, reading, language comprehension, semantics, decision making, judgment, reasoning, problem solving, and current computer applications of cognitive advances. Prerequisites: q and PSY 141. Not offered 2010-11. (Q, SCI)

**PSY 319: COGNITION (4)**  
Ledger  
This course will cover the major approaches to the scientific study of human thinking from the information-processing and connectionist perspectives. Topics include: perception, attention, memory, knowledge, language, reasoning, creativity, intelligence, and problem solving. Prerequisite: PSY 141. Offered Term 1.

**PSY 323: ANIMAL BEHAVIOR (4)**  
Godard  
Also listed and described as BIOL 323. Offered Term 2.

**PSY 323L: LABORATORY FOR ANIMAL BEHAVIOR (2)**  
Godard  
Also listed and described as BIOL 323L. Offered Term 2.

**PSY 326: PSYCHOLOGY APPLIED TO HEALTH (4)**  
Flory  
Focuses on health issues from the standpoint of biological, psychological, and social factors acting together and on recently developed cognitive-behavioral strategies for promoting health and managing chronic illness. Topics include health-compromising behaviors, chronic pain, diabetes, immunological disorders, cardiovascular disease, and stress-related disorders. Prerequisite: PSY 141. Not offered 2010-11.

**PSY 342: PRINCIPLES OF ABNORMAL BEHAVIOR (4)**  
Ledger  
A study of the psychosocial, sociocultural, and biological aspects of behavior disorders. Major topics include anxiety and psychosomatic disorders, schizophrenia, and the affective disorders. Prerequisite: PSY 141. Offered Term 2.
PSYCHOLOGY continued

PSY 346: INTELLIGENCE (4)  Ledger
This course covers the major theoretical perspectives on the development of intelligence in humans. Topics will include: the evolution of intelligence, animal intelligence, major intelligence theories, intelligence research, testing, and artificial intelligence. There will be hands-on laboratories on techniques in intelligence research and the major intelligence tests will be covered. Prerequisite: PSY 141. Offered Term 2. (SCI)

PSY 351: BEHAVIOR DISORDERS OF CHILDHOOD (4)  Ledger
An examination of the theories, characteristics, etiology, and treatment of the major categories of behavior disorders that affect children and adolescents. Topics include autism, hyperactivity, school phobia, mental retardation, anxiety, aggression, substance abuse, schizophrenia, sexual behavior problems, and antisocial behavior. Prerequisite: PSY 141. Offered Term 1. (DIV)

PSY 352: BEHAVIOR THERAPY (4)  Department
Examination of the use of behavioral and cognitive strategies for the treatment of specific problems and disorders. Topics include theory and techniques of anxiety reduction, prevention and control of depression, self-control, and modification of maladaptive behavior. Prerequisites: PSY 202 and PSY 205. Offered Term 2.

PSY 363: PERSONALITY PSYCHOLOGY (4)  Michalski
Personality is a very broad field of study. It refers to the set of enduring psychological traits within individuals that influence their interactions with, and their adaptations to, different environments. This course introduces students to the history of personality psychology and the research and applications of personality science. This course also introduces students to biological, cognitive, intrapsychic, and social factors that influence personality. Prerequisite: PSY 142. Offered Term 2.

PSY 390: INDEPENDENT STUDY IN PSYCHOLOGY (2 or 4)  Department
An opportunity to explore advanced topics within psychology of special interest to a student. Students may suggest programs of reading, laboratory, research, or clinical activity to individual faculty for their approval and guidance. Offered any term.

PSY 399: INTERNSHIP IN PSYCHOLOGY (4)  Department
Students participate in applied psychological programs at institutions or with psychologists in private practice in the Roanoke area. Emphasis is on direct, intensive experience with the application of psychological principles in practical circumstances. Application with faculty required prior to registration. Offered both terms.

PSY 425: HISTORY AND SYSTEMS OF PSYCHOLOGY (4)  Ledger
A comprehensive overview of the history of psychology, including early philosophical roots, the “schools” of psychology, and major branches of modern psychology with emphasis on important studies in each area. Prerequisite: senior psychology major or permission from the instructor. Offered Term 1. (MOD)

PSY 490: SENIOR HONORS THESIS (4, 4)  Department
An extensive research project to be carried out over both regular terms and Short Term. A research proposal and literature review is due at the end of Term 1. Students complete an APA-style thesis and present their projects at the Division III Science Seminar in Spring Term. Open to qualified senior psychology majors. Application with faculty is required prior to registration.
PROFESSOR: Ruth A. Doan (history)
ASSOCIATE PROFESSORS: James Patrick Downey (philosophy) (chair),
Michael E. Gettings (philosophy), Darla Schumm
ASSISTANT PROFESSOR: Jan Fuller

The religious studies major allows students to engage religious issues with other disciplines (art, classics, English, gender and women’s studies, history, pastoral studies, philosophy, and sociology). The shape of the major offers critical understandings of religion as community and individual enterprise, especially as religion relates to other human endeavors in the allied fields. Its focus is in the world’s major religions, their rituals, beliefs, texts, and ethical systems, as well as the various cultural contexts that shape, and are in turn shaped by, religious communities and beliefs. The major’s capstone involves an interdisciplinary seminar with other majors, applying religious studies methodologies to our most basic understanding of cultures, commitments, and behaviors.

The religious studies major, with concentration in art, classics, English, gender and women’s studies, history, pastoral studies, philosophy, or sociology provides excellent training in cultural literacy. It offers a broad background for graduate school in religious studies, ministerial studies, international studies, or programs in the allied fields. Its broadest appeal will be to those who wish to engage and integrate their study of several different fields of study, and to understand religious community and spirituality in their incarnations across many disciplines and cultures.

REQUIREMENTS FOR A MAJOR IN RELIGIOUS STUDIES:

At least 10 courses (40 credits)
- REL 109: Introduction to World Religions I (4)
- REL 110: Introduction to World Religions II (4)
- REL 117: Introduction to the Hebrew Bible (4) or REL 118: Introduction to the New Testament (4)
- One of the following:
  - REL 212: Christian Traditions (4)
  - REL 217: Islamic Traditions (4)
  - REL 218: Buddhist Traditions (4)
  - REL 219: Jewish Traditions (4)
- REL 340: Theories and Methods of Religious Studies (4)
- REL 470: Senior Seminar (4)
- Four cognate courses from the offerings in the department of concentration (at least three from the 200- or 300-level offerings). Allied departments and disciplines for concentration include: art, classical studies, English, gender and women’s studies, history, pastoral studies, philosophy, or sociology. Students should work with their religious studies’ advisors to select well-rounded and compatible concentration courses.
- Electives that meet the pastoral studies concentration are REL 155, REL 221, REL 224, REL 248, REL 255, REL 320, REL 355, and REL 455

SEMINARY PREPARATION:
The best training for seminary is a well-rounded liberal arts curriculum and need not necessarily feature a major or minor in religion. The major is designed, however, to lead easily to seminary or graduate school in religion studies. Religion majors planning toward divinity school or seminary might focus their 200-level electives in...
REQUIREMENTS FOR A MINOR IN RELIGIOUS STUDIES:
6 courses (24 credits)
• REL 109: Introduction to World Religions I (4)
• REL 110: Introduction to World Religions II (4)
• REL 117: Introduction to the Hebrew Bible (4) or
  REL 118: Introduction to the New Testament (4)
• One of the following:
  REL 212: Christian Traditions (4)
  REL 217: Islamic Traditions (4)
  REL 218: Buddhist Traditions (4)
  REL 219: Jewish Traditions (4)
  REL 250: Special Topic (4)
• REL 340: Theories and Methods of Religious Studies (taken during junior
  or senior year) (4)
• REL 470: Senior Seminar (4)

COURSES IN RELIGIOUS STUDIES:
REL 109: INTRODUCTION TO WORLD RELIGIONS I (4)  Schumm
An introduction to the western religious traditions including Native American, Judaism, Christianity, and Islam. This course examines religious elements of the holy, myth/sacred story, sacred texts, ritual, symbol systems, organizational patterns, ethics, and sacred communities for each religious tradition. No prerequisite. Open to first-year students. Offered Term 1. (f, w, x, ANC, DIV)

REL 110: INTRODUCTION TO WORLD RELIGIONS II (4)  Schumm
An introduction to the eastern religious traditions, including Hinduism, Buddhism, Confucianism, Taoism, and Shintoism. This course examines religious elements of the holy, myth/sacred story, sacred texts, ritual, symbol systems, organizational patterns, ethics, and sacred communities for each religious tradition. No prerequisite. Open to first-year students. Offered Term 2. (f, w, x, GLO, MOD)

REL 117: INTRODUCTION TO THE HEBREW BIBLE (4)  Fuller
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. No prerequisite. Open to first-year students. Offered Term 2. (f, w, ANC)

REL 118: INTRODUCTION TO THE NEW TESTAMENT (4)  Fuller
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. No prerequisite. Open to first-year students. Not offered 2010-11. (f, w, x, o, ANC, DIV)
REL 130: JESUS AND MARY MAGDALENE IN LITERATURE AND FILM (4) Schumm
The figures of Jesus of Nazareth and Mary Magdalene have captured the imagination of artists, writers, and (since the 20th century) filmmakers. Because the gospel accounts differ from one another and leave many questions unanswered regarding the lives of Jesus and Mary Magdalene, the subsequent portrayals of these two figures have varied widely. This course will explore some of these portrayals in modern literature and film, sampling such artists as Paul Park, Denys Arcand, and Pier Paolo Passolini. No prior knowledge of the New Testament is expected, so we will also spend time investigating the portrayal of Jesus and Mary Magdalene in the gospels, and their historical context. Movies about Jesus and Mary Magdalene, the gospels themselves, and study of the historical setting of the gospels will serve as the basis for investigating the ways in which Jesus and Mary Magdalene have been understood and interpreted. Open to first-year students. Offered Term 2. (w, x, MOD)

REL 155: CHAPLAINCY STUDIES I (2) Fuller
This course addresses student spiritual development and the role of campus spiritual leaders and caregivers. Training skills include conversation initiation, active listening, asking questions, sharing faith, and referring students in need. Required for students who have been accepted in the student chaplaincy positions. May be repeated for credit. Open to first-year students. Offered both terms.

REL 160: NEW RELIGIOUS MOVEMENTS (4) Doan
Also listed and described as HIST 160. Open to first-year students. Not offered 2010-11. (f, w, x, DIV, MOD)

REL 212: CHRISTIAN TRADITIONS (4) Schumm
The many sects of Christianity have repeatedly attempted to reinterpret the origins of the tradition in ways which provide a new or “reformed” framework for a community. The course examines not only the history of early Christianity, but also a selection of such reinterpretations and of Christians’ responses to other cultures with whom they coexist. Prerequisite: REL 109, REL 117, or REL 118 recommended. Not offered 2010-11. (o, DIV, MOD)

REL 215: WOMEN IN JUDAISM, CHRISTIANITY, AND ISLAM (4) Schumm
This course involves a critical analysis of women, sex, and gender issues in the religious traditions of Judaism, Christianity, and Islam. We examine the androcentric history of each monotheistic tradition. Although the principal focus of this course is not comparative in design, we discuss similarities and differences between the experiences of women in these religions in the antiquated and modern contexts. No prerequisite. Not offered 2010-11.

REL 217: ISLAMIC TRADITIONS (4) Schumm
The early community of Muslims at Medina is explicitly understood to be a model for the ideal Islamic polity. Struggles to define the relationship between religious and political leadership and community in these early years established problems and precedents that remain issues in Islam even today. The course examines the early community and follows some of these issues of Islamic self-identity into the present. Prerequisite: REL 109 recommended. Open to first-year students. Offered Term 2. (o, ANC, GLO)

REL 218: BUDDHIST TRADITIONS (4) Schumm
This course examines the origins and modern manifestations of the Buddhist tradition. We trace the global development and transmission of Buddhism from
its roots in ancient India to China, Japan, Southeast Asia, Tibet, and the United States. Close attention is given to philosophical and religious texts, ritual practices, meditational techniques, religious and cultural art forms, and ethical implications. Written work as well as oral presentations are required. Offered Term 1. (o, GLO, MOD)

REL 219: JEWISH TRADITIONS (4) Schumm
Through the lens of the foundational communities in Palestine and the diaspora, we will view some of the basic issues in the definition of Jewish self-identity: exile and return, sacrifice and study, cultural assimilation, and the physical and spiritual “lands” of Israel. Prerequisite: REL 109 or REL 117 recommended. Not offered 2010-11. (o, DIV, MOD)

REL 221: WOMEN’S SPIRITUAL AUTOBIOGRAPHY (4) Fuller
Traditional academic study can be seen as male and public, especially so in the study of religious traditions. This course seeks to reaffirm the value of female and private examples through focus on exclusively individual female models of religious confessional writing. The material selected for the course recognizes the individual and private experiences and expressions on which religious ideology is formed, rituals are established, and around which community is nourished. Prerequisite: REL 109, REL 117, or REL 118 recommended. Not offered 2010-11. (w, o, DIV, MOD)

REL 223: WOMEN IN BUDDHISM (4) Schumm
This course critically examines the role, status, and contributions of women throughout Buddhist history. Students examine the role women played in the formation of Buddhism and how significant texts, important teachings, and influential figures portray women. Students explore how modern female practitioners understand their contributions to the tradition and how the role of women differs within various branches of Buddhism. Prerequisite: REL 110 or REL 218. Not offered 2010-11. (r, GLO)

REL 224: WOMEN IN EARLY CHRISTIANITY (4) Fuller
This course will focus on the process of identity formation or differentiation in early Christianity, including Jewish, Hellenist and Roman heritages and institutions, as well as biblical texts and interpretations, institutions. We will also examine the continuum of such extremes as: Jew/Gentile, male/female, slave/free, private/public, authority/suffering, power/service, and clergy/laity. Also listed as GWS 224. Prerequisite: REL 117, 118, or 109 recommended. Open to first-year students with permission. Offered Term 1. (o, ANC)

REL 248: DEATH AND DYING (4) Fuller
Examines beliefs and attitudes toward death, the process of dying, and bereavement and conceptualizations of the afterlife. We will discuss religious, ethical, political, sociological, and cultural dimensions of euthanasia, life after death, suicide, death education, terminal illness, and other related issues. Special attention will be paid to teachings, concepts, rituals, and behaviors derived from major world religious traditions. Prerequisite: REL 109 or REL 110 recommended. Not offered 2010-11.

REL 255: CHAPLAINCY STUDIES II (2) Fuller
This course continues training for student chaplains and student spiritual leaders. Specific training skills include the various role of chaplains, diversity of campus faith traditions, listening skills, working with those in authority, and managing difficult conversations. Required for students who have been
REL 267: AMERICAN RELIGION TO 1860 (4)  Doan
Also listed and described as HIST 267S. Not offered 2010-11. (w, x, DIV, MOD)

REL 268: AMERICAN RELIGION 1860–2000 (4)  Doan
Also listed and described as HIST 268S. Offered Term 2. (w, x, DIV, MOD)

REL 272: PHILOSOPHY OF RELIGION (4)  Downey
Also listed and described as PHIL 272. Offered Term 2.

REL 290: INDEPENDENT STUDY (2 or 4)  Department
Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

REL 318: SEXUAL ETHICS (4)  Schumm
In this course we explore the intersections between sexuality, gender, religion, and ethics. We examine how religious communities articulate moral and ethical responses to a variety of issues pertaining to sexual ethics such as abortion, homosexuality, sex work, transgenderism, sexual assault, abuse, violence, etc. Discussions explore how questions of power, race, gender, and privilege affect the discourse around sexual ethics. A critical component of the course is to allow students to apply the theoretical material they learn in class in a concrete and practical way. Each student is required to participate in a service-learning project with a community-based organization that actively addresses issues that relate to sexual ethics. Also listed as GWS 318. Prerequisite: junior standing. Not offered in 2010–11. (o, DIV)

REL 320: SEXUALITIES AND THEOLOGIES (4)  Fuller
Course examines human sexualities and sexual behaviors, changing attitudes toward sex, and diverse theologies of sexuality. Topics include theologies of the human body, homosexuality and bisexuality, femininity and masculinity, gender roles, ethical behaviors, sexual mystery cults, abusive sexualities, and personal power. The course recognizes that religious ideologies reflect political influence and have political implications. Prerequisite: REL 109, REL 117 or REL 118, or REL 224, or two religion courses. Not offered in 2010–11. (o, DIV, MOD)

REL 340: THEORIES AND METHODS OF RELIGIOUS STUDIES (4)  Schumm
This course examines the historical development and modern understanding of the academic study of religion. The focus of our inquiry will be the problems of methodology implicit in the study of religion. The course draws upon a variety of disciplines whose methods have built the secular study of religion, including anthropology, sociology, literary criticism, feminist theory, and ritual theory. We examine traditional as well as alternative methodological approaches, including perspectives that attend to issues of race, gender, and class. We'll read and discuss concrete examples of how these various theories and methods are applied when studying the world’s major religious traditions. Prerequisite: two religion courses, one at the 200 level. Not offered in 2010–11.

REL 355: CHAPELAINCY STUDIES III (2)  Fuller
This class is a continuation of the theoretical and practical training for student chaplaincy and pastoral ministry begun in REL 155 and REL 255. In this level of study we focus on personal gift assessments, planning, implementation, and evaluation of projects and spiritual leadership. Required for students who have
Religious Studies continued

**Rel 390: Independent Study (2 or 4)**
Department
Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered both terms.

**Rel 399: Internship (4)**
Department
Application must be made with faculty prior to registration. May be proposed in any term.

**Rel 455: Chaplaincy Studies IV (2)**
Fuller
For students who are exceptionally committed to campus pastoral ministry and who have completed the previous three levels of theoretical and practical chaplaincy studies, this course offers training in teaching styles, management issues, motivating people, and vocational directions, in addition to refining listening skills, faith sharing, planning, and managing conflict. In this course the student will also help mentor less experienced student chaplains. May be repeated for credit. Prerequisites: senior standing; REL 155, REL 255, and REL 355. Offered both terms.

**Rel 470: Senior Seminar in Religious Studies (4)**
Schumm
This seminar, designed for religious studies majors and minors, consists of interdisciplinary topics for discussion in order to facilitate the integration of the cross-disciplinary work being done in other departments. Each student is required to do a major research project that incorporates theory and method, their area of concentration, and their religion major. The course includes a senior evaluative review of work done within the major. Not offered in 2010–11.

**Rel 490: Senior Honors Thesis (4, 4)**
Department
Senior religious studies majors with strong academic records may apply to work for honors recognition by presenting a thesis proposal to the faculty of the department. This project is completed over Fall, Short, and Spring Terms. Prerequisite: senior religious studies majors. Application with faculty must be made prior to registration.

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**Short Term**

Since 1968, Short Term, a four-week period in January, has been a valuable component of the Hollins curriculum. While Short Term has undergone many changes over the years, its basic premise is to provide opportunities that are not normally available during the Fall and Spring Terms. The Short Term also provides students with a distinctive model for learning by emphasizing a focused approach to study. It serves as an avenue for the university to inject fresh courses, programs, and approaches to education into the curriculum.

Short Term offers a rich mixture of programs. Students can choose from one of the following activities that each carry four Short Term credits.

- On-campus seminars
- Travel/study programs
- Supervised internships with businesses or organizations
- Independent study projects
• Senior theses and projects
• Courses from other colleges on a similar calendar

SEMINARS
Students may enroll in any one of the seminars listed below. This seminar series has been designed to investigate new issues or to look at traditional subjects in innovative ways. Complete descriptions (including fees and prerequisites) are located on the Hollins Web site, www.hollins.edu, under Academics, Short Term. First-year students may enroll in an on-campus seminar, apply for one of a limited number of competitive local internships through our Career Center, or join a Hollins-sponsored travel study program. With the exception of the travel program participants, first-year students are required to remain in residence on campus during Short Term.

The Short Term courses listed below may change and are only a sample of the final offerings.

Some on-campus seminars meet the oral and/or applied QR components of the ESP General Education program. Refer to the list below to see which seminars fulfill these requirements.

SEM 1002: SURVEY OF EXCEPTIONAL CHILDREN Forbes
This course will introduce the pre-service teacher to the issues and regulations surrounding the exceptional student, which teachers of the future are most likely to encounter in their classroom. Effective research-based instructional strategies and behavior management will be explored. Additional topics will expose students to the identification process of at-risk students, as well as collaborative models and a variety of implementation strategies currently used for collaborative teaching. Prerequisite: admission to the teacher education program.

SEM 1010: WINTER LIGHT/PLASTIC LENSES Sulkin
What happens when the strong, clear light of winter meets the plastic lens of the Holga camera? Occasional magic! In this course, we’ll explore photography using exclusively the Holga camera, an inexpensive “toy” that has unique qualities useful for creative applications, especially in the translation of light and space. Students will participate in class projects and produce an individually designed final portfolio. Along the way, the basics and aesthetics of black-and-white darkroom-based photography will be learned: developing negatives, printing, critique methods, and presentation. Course meets daily, 10 a.m. – Noon, with students expected to do additional work outside of class. Lab fee of $135 covers all materials.

SEM 1047: TOURING THEATRE PRODUCTION FOR CHILDREN Forsman, Zulia
Be part of a touring show! The theatre department will mount a production of a children’s play (title TBA). The first three weeks of Short Term will be devoted to rehearsal and building costumes and scenery. In the final week, the show will be performed in the Hollins Theatre and tour to several area elementary schools. Acting roles will be determined by auditions for the show, held before Short Term registration. Those interested in production roles—stage managers, scenery and costume builders, props managers—contact department chair for information and audition dates.

SEM 1069: LEARNING NAVIGATION SKILLS Derringer
After you’ve taken this course, you’ll never lose your way again. You’ll not only learn to read maps, you’ll also learn to navigate using a compass, sextant, and GPS technology. The large and beautiful Hollins campus will be your playground.
and laboratory. And if this is not enough to convince you to take the course, consider this: Every student will have the opportunity to participate in an exciting capstone experience, a cross-country flight in a light aircraft. In aviation terms, a cross-country flight is a flight between two airports that are at least 50 nautical miles apart. If you choose to participate in the capstone experience, you will do the navigation planning for your flight, and then make the trip with the professor in a plane he co-owns. Costs: TBA

**SEM 1073: EXPERIMENTS: COLOR PHOTOGRAPHY**  
Carr  
This course includes color theory, working with color negative film and color printing in the darkroom. Strong emphasis on the use of color photography for expressive as well as experimental purposes. Lab fee: approximately $100. Prerequisite: Art 203 or permission.

**SEM 1078: THE BRITISH GOTHIC CINEMA 1957-1976**  
Dillard  
“The horror genre,” according to David Pirie, “remains the only staple cinematic myth which Britain can properly claim as its own and which relates to it in the same way as the Western relates to America.” In this course, we will view twenty horror and science fiction films made by British filmmakers, including films by such directors as Jacques Tourneur, Terence Fisher, Roman Polanski, and Michael Powell as well as the Hammer Films reinterpretations of many of the American Universal horror films of the 1930s and 1940s. We will examine the films as mythic, psychological, social, and artistic expressions of British culture, while at the same time observing the rise of explicit sexuality and graphic violence in the cinema. Such films as: *The Curse of Frankenstein, Night of the Demon, Dracula, The Revenge of Frankenstein, The Mummy, Peeping Tom, The Brides of Dracula, Village of the Damned, Curse of the Werewolf, Children of the Damned, The Gorgon, Repulsion, The Plague of the Zombies, Dance of the Vampires, Frankenstein Created Woman, The Witchfinder General, Frankenstein Must Be Destroyed, Taste the Blood of Dracula, The Vampire Lovers, The Wicker Man.*

**SEM 1105: CHINA’S ENVIRONMENT**  
Barbieri  
Consumer culture, population pressure, rapid industrialization and a privileging of economic aspects of development have sharply degraded China’s environment, with effects leaching beyond the nation’s borders. Drawing on material from history, geography, anthropology and political science, we look at the interplay between culture, state policy and international institutions in creating winners and losers in the habitats, health and resources of the People’s Republic.

**SEM 1108: THE RHETORIC OF WOMEN’S ACTIVISM**  
Weber  
Throughout U.S. history, women have played an active role in developing, implementing, and reforming social institutions. In this course, we will explore some of the key moments in U.S. women’s activism over the last 175 years. In the first portion of the class, we’ll explore how U.S. women developed their political voice between the 1840s–1920s. For the remainder of the term, we will focus on U.S. women’s involvement in the international women’s movement and the United Nations’ efforts to promote women’s rights. Students will propose and complete a project related to a topic discussed in class. Previous projects have included a video, posters, and a Wikipedia page.

**SEM 1120: ART CRITICISM**  
Epstein  
Who are art critics? How do their judgments shape trends in the visual arts? This course is an introduction to the history and practice of art criticism. We
will consider the development of the discipline from Benvenuto Cellini to Rosalind Krauss, examining how each critic attempts to persuade us of his or her views. Examples of recent art criticism in art journals, daily newspapers, and magazines will receive particularly close attention. Students will write and peer edit reviews of contemporary exhibitions based on field trips to local galleries and museums. We will also consider art in progress at Hollins. Other topics to be explored are the interplay between art criticism and curatorial practice, the role of Art Blogs in the contemporary art world, and the impact of art criticism on perceptions of art in the mainstream media. Costs: incidental expenses—field trips and gallery admission.

SEM 1133: BASIC ELECTRONICS
Ametepe
This course will combine lecture and lab approach to lay the foundation for understanding how things (e.g. cell phone, radio, DVD, etc.) work in our modern world. 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.

SEM 1135: JULIE AND JULIA AND ME: FRENCH COOKING AND FOOD CULTURE FOR EVERYONE
Nolan
Like Julie Powell’s blog and memoire, which led to the Meryl Streep film, Julie and Julia, this seminar is inspired by the pioneer of French cooking in America, Julia Child! In this class we will explore the impact that Julia Child had on American food culture. We will learn how to cook (and eat) some of the classic French recipes that Julia Child introduced to American cooks in her famous cook book, the 1961 Mastering the Art of French Cooking. We will also think about what food means to the French people (and will read some social history about food and French culture and watch some films to help us understand why food is so important to the French). Our reading will include Julie Powell’s Julie and Julia, as well as Julia Child’s My Life in France. We will watch the film, Julie and Julia, among others, as well as episodes from the WGBH television series, The French Chef. We will chronicle our month-long experience (in a blog or whatever medium the class would like) and end the course with a festive meal that demonstrates our culinary skills. Students should expect to read, write, and both participate in and lead class discussions, as well as cook.

SEM 1136: A FRENCH CHILDHOOD: UNE ENFANCE FRANÇAISE
Sampon-Nicolas
Did you know that Babar and the fairy tales Sleeping Beauty, Cinderella, Little Red Riding Hood, Mother Goose Tales were all of French origin? By immersing ourselves in the magical and imaginative world of French children’s literature and animated films, you will not only keep up your French during January, but also learn many new words, expressions, and write your own children’s story! You will learn French nursery rhymes and songs, play French children’s games, read fairy tales, listen to French musical masterpieces created for children such as Ravel’s Tales of Mother Goose and Debussy’s Children’s Corner. You will study what makes French children giggle and laugh; you will read French poems and comic strips for children, and act out scenes from the Countess de Ségu’s stories about little girls. And how can we learn about a French childhood if we do not learn to make and eat “petits pains au chocolat” and other French gastronomical delights? Course is taught in French. Prerequisite: FREN 111, FREN 117, a 200-level French course or permission.
SEM 1137: THE VEGAN CULINARY EXPERIENCE: COMPASSIONATE, ENVIRONMENTALLY SUSTAINABLE AND HEALTHY COOKING AND DINING IN ROANOKE  
Thomas
If you’re new to vegan cooking or dining, want to learn about it, or just want to spend some time enjoying cooking and sampling fine vegan cuisine with your classmates, please join us as we prepare and feast on gourmet vegan cuisine from India, Thailand, Europe and the Americas. In addition to preparing vegan meals, we will also dine at several Roanoke restaurants where the chefs will prepare specialty dishes for the class. The class is designed to help you see that vegan cuisine is not a sacrifice; it is a step up. Cost for ingredients: $40.00. Students will also pay for 3-4 restaurant meals. Must be able to travel to professor’s home in Roanoke for at least one meal as well as to several area restaurants.

SEM 1138: SO YOU WANT TO BE PRESIDENT OF HOLLINS?  
Coogan, Leedom
What would you do if you were in charge of Hollins? In this class you will design marketing materials, discuss how to recruit students, formulate a curriculum, create a student life plan, and figure out how to pay for it all. We’ll even let you plan the menus!

SEM 1139: A HISTORY OF SHOPPING: GENDER & CONSUMER CULTURE  
Nuñez
Why do we shop? What cultural meanings are attached to shopping? Why has shopping been stereotyped as a feminine activity? This course will explore the history of modern consumer culture, with a focus on Europe and the United States. We will begin by examining some of the historical developments that led to the creation of a mass consumer society, including the rise of capitalism, the political revolutions of the 18th and 19th centuries, industrialization, urbanization, and the emergence of mass society. We will focus in particular on issues of gender and consumption, though we will also explore intersections of consumption with class, sexuality, and race. Particular themes will include: the emergence of the department store, fashion and beauty cultures, domesticity, and intersections between consumption and politics.

SEM 1140: THE GLOBAL GAME: FUTBOL, POLITICS, AND CULTURE  
Bohland
This seminar is an introduction to the global importance of the sport of football (soccer to Americans, Canadians, and Aussies). Why does this simple game inspire passion and violence in diverse peoples throughout the world? It is intended as both a primer to the game for those students with little background in the history, culture, and even the rules of the sport as well as a critical examination of the “seedy underbelly” of the world’s game. Topics include hooliganism and Ultra groups, “Soccernomics”, sectarian and nationalist intersections, American exceptionalism, and much more.

SEM 1141: EXPLORING INDEPENDENT PROJECTS  
Dahlstrom
This course is designed for students who have a basic familiarity with the studio art area they wish to explore. The class will meet three days a week. Each Monday morning we will meet as a group to establish our weekly goals. We will also meet as a group for a critique session on Fridays. The instructor will work individually with each student on Wednesday mornings. Students will be expected to work a minimum of 12 hours outside of class per week on their own. Enrollment by instructor permission only.

SEM 1142: COLLAGE  
Anderson
Artist Max Ernst referred to collage as the best invention of the twentieth century and while that might be an exaggeration it is a powerful creative
process that goes beyond simple cutting and pasting. Students in this class will explore the process of making the collage with consideration given to understanding the visual design of the image, where to find the best materials for collage and how to handle them. The class will also explore the history of collage looking at works produced by artists in the past and today as well as how the media and process has affected our cultural visual landscape.

TRAVEL/STUDY PROGRAMS
The travel/study programs listed are dependent on sufficient enrollment. Students must contact the instructor at the earliest possible date to express an interest and to learn details about schedules and costs. First-year students may apply to some programs, but every student must be 18 years of age to participate in a travel/study program. Complete descriptions (including fees, dates, and prerequisites) are located on the Hollins Web site, www.hollins.edu, under Academics, Registrar.

TRIP 1002: MUNICH – THE BAVARIAN GIANT  Phillips
Two weeks of thorough immersion in one of the world’s great cities. From our rooms in Munich’s Hotel Olympia, we’ll take excursions to the countless sights and treasures of the Bavarian capital. Settled by monks (which explains the name) in the eighth century and officially chartered as a city in 1158, Munich, with a population of over 1.5 million, has palaces, churches, galleries, museums, theatres, and opera houses, as well as the world’s only “geographic” zoo. Of course, Munich also has an international reputation for the annual Oktoberfest, the Hofbräuhaus, Löwenbräu—im short, it is the city of beer. And it is renowned for the best shopping in all of Europe. Our many activities will include a tour of the BMW corporation and the Olympic Village, visits to Munich’s palaces, churches, galleries, museums (perhaps one day in the Deutsches Museum, the world’s largest museum of sciences and technology), encounters with a filmmaker or two, a couple of musicals/operas/dance performances, a day trip into the Alps to explore “Mad” King Ludwig’s Castle Neuschwanstein, train ride to Salzburg, Austria and several additional surprises. We will meet on campus for a few days of orientation and discussion sessions before departure. Participants are required to familiarize themselves with various reading and viewing materials about Munich prior to departure and to maintain an impressionistic journal of their experiences and observations during our stay in Munich. Cost: $2,795, includes round-trip transportation to Munich, a pass good for Munich’s subways and all other mass transit systems, lodging, all breakfasts, all admissions, as well as most lunches and dinners. A deposit of $1,000 due October 1; balance due before Thanksgiving break. No knowledge of German is necessary, but an adventurous spirit is essential. For more information: contact Klaus Phillips (VAC 206 / kphillips@hollins.edu) as soon as possible. Enrollment is limited to 16.

TRIP 1004: SPANISH IN SEVILLE  McKinney
The Center for Cross-Cultural Studies in Seville, Spain, offers a January Term program which can be taken either on its own or in conjunction with study at the center for the spring term. The January Term offers intensive courses in intermediate and advanced Spanish and media and politics in the Franco era. Estimated cost is $3,200 plus airfare. Application deadline: October 15.

TRIP 1006: FRENCH IN TOURS  McKinney
A four-week intensive French language course at the Institut de Touraine. The institute is affiliated with l’Université de Tours in the Loire Valley and enrolls students from all over the world. This program can be undertaken on its own or
as preparation for Spring Term on the Hollins Abroad–Paris program. Estimated cost is $3,000 plus airfare. Application deadline: October 15.

**TRIP 1020: WORTH SEEING – TRAVELOGUES AND TRANSLATIONS OF GREECE**

*Richter, Salowey*

Since ancient times Greece has been a destination for travelers who have recorded their experiences in prose, poetry, painting, and photography. This travel-study course will introduce you to the geography of Greece, the art and archeology of ancient Greece, the culture of modern Greece and the impressions of select travelers and visitors. Sites visited will include but not limited to Athens, Sounion, Delphi, Olympia, Mycenae, Corinth, Dodona, and Aegina. Students will create their own multi-media travelogue of our adventures. Your professors on this trip have more than 30 years combined experience traveling in and teaching about Greece. Travel fee (TBA). **Enrollment limited to 20 students.**

**INDEPENDENT STUDY**

Independent study is an opportunity to explore topics within an academic discipline or area of special interest to the student. Independent study proposals must be discussed with the faculty member directing the study. Application with faculty required prior to registration. Study below the advanced level is numbered 290, and study at the advanced level is numbered 390.

**INTERNSHIPS**

An internship is a learning opportunity in which the student gains supervised practical experience with a business or organization. Internships can be beneficial in many ways: a good internship can provide the student with specific skills, give her insights into many professions, introduce her to the rigors of the workplace, and allows her to measure her own abilities against the demands of a given profession.

See pages 29 and 52 for a more complete description of Hollins internship opportunities and regulations. This information is also available on the Web site under Academics and Library, Internships, and Student Life/Career Center. The following academic departments/programs have specific Short Term internship guidelines: Art, Biology, Communication Studies, Computer Science, Economics and Business, Education, English, French, Gender and Women’s Studies, German, History, Physical Education/Athletics, Physics, Political Science, Psychology, Sociology, Spanish, Theatre Arts, and Veterinary Medicine.

The Hollins Abroad–London internship program arranges Short Term internships for students in a variety of fields. Fee for internship placement and housing. For more information, see the director of international programs.

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**Sociology**

**MAJOR, MINOR**

**PROFESSOR:** William P. Nye (chair) (on leave Fall Term)

**ASSOCIATE PROFESSORS:** LeeRay M. Costa (anthropology and gender and women’s studies), Arthur R. Poskocil, Eberle Smith (social work, part time)

Students who major in sociology can expect to acquire greater knowledge and an appreciation of social behavior in human groups, organizations, and societies.

Sociology majors also develop an understanding of social and cultural diversity, the relationship between the individual and society, and social inequality based on race, class, and gender. All majors select a specialized concentration of courses...
and complete a common core of foundation studies in the history, research methods, and theoretical perspectives of the discipline. In classes and internships, students have opportunities to apply sociological concepts and methods of inquiry to current social issues and social problems.

Hollins graduates with a major in sociology have entered graduate programs in social work and related human service fields as well as in sociology. Sociology majors commonly find employment as case workers, administrators, or analysts in social welfare agencies, or other nonprofit organizations, and in education and government.

The department offers a major and minor in sociology and minors in social work and in anthropology.

**REQUIREMENTS FOR A MAJOR IN SOCIOLOGY:**

9 courses (36 credits), including 5 core courses and a concentration of elective courses

**CORE COURSES**
- One of the following:
  - SOC 110: Introduction to Sociology - Perspectives and Methods (4)
  - SOC 113: Introduction to Sociology - Individual in Society (4)
  - SOC 121: Social Welfare Policy and Programs (4)
  - SOC 232: Current Social Problems (4)
  - SOC 233: Social Problems - A Global Perspective (4)
  - ANTH 145: Introduction to Anthropology (4)
- SOC 231: History of Modern Social Thought (4)
- SOC 358: Methods of Social Research (4)
- SOC 395: Modern and Postmodern Social Theory (4)
- One of the following:
  - SOC 470: The Practice of Social Research (4)
  - SOC 472: Social Work Senior Practicum (6–8)
  - SOC 480: Senior Thesis (4)
- 4 electives from the 200 and 300 level (16)

**CONCENTRATION OF ELECTIVE COURSES:**
- Choose one of the following concentrations:

**SOCIAL PSYCHOLOGY**
- SOC 215: Social Psychology (4)
- SOC 242: Social Psychology of Adjustment (4) or
  - SOC 246: The Modern Individual Through Literature - Individualism, Identity, and Alienation (4)
- SOC 281: Group Dynamics (4) or
  - SOC 320: Social and Psychological Development in Adulthood (4)

**SOCIAL WORK AND SOCIAL POLICY**
- SOC 121: Social Welfare Policy and Programs (4)
- SOC 280: Social Work Skills - Working with Individuals and Families (4)
- SOC 315: The Community - In Search of the American Dream (4)
- SOC 472: Social Work Senior Practicum (6–8)
- Recommended courses include SOC 257, SOC 260, SOC 281, SOC 320, PSY 144, PSY 342, and PSY 351

**CULTURAL SOCIOLOGY AND ANTHROPOLOGY**
- ANTH 145: Introduction to Anthropology (4)
- ANTH 242: Anthropology of Gender and Sexuality (4) or
  - ANTH 219: Food, Culture and Social Justice (4)
SOCIOLOGY continued

• Two of the following:
  ANTH 312: Women and Social Movements Around the Globe (4)
  SOC 260: Race, Class, and Gender - A Reflexive Approach (4)
  SOC 333: Blues, Jazz, and Culture (4)

SOCIAL JUSTICE

• SOC 233: Social Problems in Global Perspective (4) or
  SOC 232: Current Social Problems (4)
• SOC 259: Environment and Society (4) or
  ANTH 312: Women and Social Movements Around the Globe (4)
• SOC 260: Race, Class, and Gender (4)
• SOC 318: Deviance and Crime (4)

REQUIREMENTS FOR A MINOR IN SOCIOLOGY:

5 courses (20 credits)

• No more than one course at the 100 level (4)
• Two courses at the 200 level or higher (8)
• At least two courses at the 300 level (8)

REQUIREMENTS FOR A MINOR IN SOCIAL WORK:

4 courses (20 credits)

• SOC 121: Welfare Policy and Programs (4)
• SOC 280: Social Work Skills - Working with Individuals and Families (4)
• SOC 315: The Community - In Search of the American Dream (4)
• SOC 472: Social Work Senior Practicum (8)

REQUIREMENTS FOR A MINOR IN ANTHROPOLOGY:

5 courses (20 credits) plus cross-cultural study abroad or an experiential learning opportunity

• ANTH 145: Introduction to Anthropology (4)
• Four additional courses from the following list: (at least two courses must be ANTH and at least one course must be at the 300 level)
  ANTH 220: Life Histories/Self-Narratives (4)
  ANTH 242: Anthropology of Gender and Sexuality (4)
  ANTH 312: Women and Social Movements Around the Globe (4)
  BIOL/INTL 121: Plants and People - An Introduction to Ethnobotany (4)
  INTL/ES 210: World Geography (4)
  INTL 307: International Tourism (4)
  INTL/ANTH 305: Cultural Geography and Landscape Studies (4)
  CLAS 261: Ancient Art (4)
  CLAS 355: Advanced Topics in Ancient Art - Pompeii and Herculaneum (4)
  SOC 395: Modern and Postmodern Social Theory (4)
• Cross cultural study abroad or an experiential learning opportunity approved by the ANTH minor advisor

ALL 300-LEVEL COURSES REQUIRE ONE OF THE FOLLOWING PREREQUISITE COURSES:

SOC 110: Introduction to Sociology - Perspectives and Methods (4) or
SOC 113: Introduction to Sociology - Individual and Society (4) or
SOC 121: Social Welfare Policy and Programs (4) or
ANTH 145: Introduction to Anthropology (4) or
Permission of instructor
COURSES IN SOCIOLOGY:

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

SOC 113: INTRODUCTION TO SOCIOLOGY - INDIVIDUAL IN SOCIETY (4) Poskocil
An introduction to sociology that focuses on the individual’s experience of society. Topics of interest will include the formation of personal identity, gender issues, inequality, and the relationship between humanity and technology. Open only to first-year students. No prerequisite. Offered Term 2.

SOC 121: SOCIAL WELFARE POLICY AND PROGRAMS (4) Smith
Examines the societal context in which the American social welfare system exists. Social problems are identified, with focus on merits and shortcomings of current services. Ethical and value issues are considered and a volunteer component is required. Open to first-year students. Offered Term 1. (SW)

SOC 211, 212: SOCIAL WORK FIELD PLACEMENTS (2 or 4) Smith
Introductory internships in agencies providing social services to individuals, families, organizations, and the community. Offered both terms. (SW)

SOC 215: SOCIAL PSYCHOLOGY (4) Poskocil
The study of the individual in relation to the social world. The course will focus on personality development, social influence, and the social psychology of gender. Other topics of special interest include attitude formation and change, and the nature of human memory. Offered Term 2.

SOC 231: HISTORY OF MODERN SOCIAL THOUGHT (4) Poskocil
This course offers students a historical overview of the development of social theory. Focus on how great social theorists of the past interpreted their own societies, and how their theories became forces for social change. Impact of historical theories and theorists on current perspectives of the social order and of human nature. Open to first-year students with permission. Offered Term 1.

SOC 232: CURRENT SOCIAL PROBLEMS (4) Poskocil
What are social problems and who gets to identify them? What historical, social, political, or global circumstances cause social problems? How differently are problems and solutions perceived by individuals of different cultures and social or economic groups? Special attention is given to problems related to inequality, poverty, race, gender, and the environment. Open to first-year students. No prerequisite. Offered Term 1. (MOD)

SOC 233: SOCIAL PROBLEMS IN GLOBAL PERSPECTIVE (4) Nye
This course surveys the causes and possible solutions for contemporary and pressing social problems as defined from a sociological perspective. Emphasis is placed on globally based problems, including overpopulation, global inequality and its implications, environmental abuse and destruction, rampant urbanization, ethnic conflict, militarism, and national security. The impact such problems have on individual lives, both now and in the future, is a central consideration. Open to first-year students. No prerequisite. Offered Term 2. (GLO, MOD)
SOCIOLOGY continued

SOC 242: SOCIAL PSYCHOLOGY OF ADJUSTMENT (4)  Poskocil
A social-psychological analysis of selected theoretical perspectives on personal adjustment. What does personal adjustment actually mean? What role does society play in personal adjustment? Is it more difficult for some individuals than others to achieve good adjustment? Special examination of the impact of race and gender on adjustment. Not offered in 2010–11.

SOC 246: THE MODERN INDIVIDUAL THROUGH LITERATURE - INDIVIDUALISM, IDENTITY, AND ALIENATION (4)  Poskocil
Through the examination of selected literary works and films, we will seek to gain a better understanding of the individual’s quest for identity in modern/postmodern mass society. What forces combine to construct personal identity in a social world where the influence of family and community continue to decline? Offered Term 1.

SOC 252: ORGANIZATIONAL BEHAVIOR (4)  Kelly
Also listed and described as BUS 252. No prerequisite. Offered Term 2. (MOD)

SOC 254: THE FAMILY (4)  Department
This course offers a cross-cultural overview of types of marriage and family, and the sentiments, economic arrangements, and gender dynamics that are fundamental to these social institutions. It explores such issues as the woman-centered family in India; the polygamous family in Africa; the African American family in urban ghettos, as well as the cultural values and pressures in white American families. Prerequisite: sophomore standing. Not offered in 2010–11.

SOC 257: AGING IN THE 21ST CENTURY (4)  Department
An examination of the aging process and how it is affected by psychological, historical, political, economic, and cultural factors. Special attention is given to social policy issues arising in rapidly aging societies. Not offered in 2010–11.

SOC 259: ENVIRONMENT AND SOCIETY (4)  Nye
Current environmental problems are primarily the result of human activity, intentional or otherwise, and any solutions to these problems will necessarily require concerted and cooperative human effort as well. This course investigates the complex interactions between human beings and their natural environment from a sociological point of view with an eye toward averting ecocatastrophe in the not-too-distant future. A rudimentary knowledge of biology and chemistry is a recommended prerequisite. Also listed as ES 259. Not offered in 2010–11. (MOD)

SOC 260: RACE, CLASS, AND GENDER - A REFLEXIVE APPROACH (4)  Nye
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. No prerequisite. Open to first-year students with permission. Offered Term 2. (DIV, MOD)

SOC 280: SOCIAL WORK SKILLS - WORKING WITH INDIVIDUALS AND FAMILIES (4)  Smith
An introduction to the knowledge, values, ethics, and skills relevant to general social work practice with individuals and families. Students will develop interviewing, assessment, and problem-solving skills. Focus is placed on diversity in socioeconomic and cultural backgrounds. Prerequisite: SOC 121 or permission. Offered Term 1. (SW)
SOC 281: GROUP DYNAMICS (4)  
Study of structure and process in small-group relationships; group development and role formation; decision-making processes; power and conflict in group relationships; control of the individual by the group. Not offered in 2010–11. (SW)

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 307: WOMEN AND WORK (4)  
A critical examination of historical and contemporary patterns of women’s employment and the nature of women’s work. The impact of gender on labor force participation and women’s family and domestic responsibilities also will be considered. Also listed as GWS 307. Prerequisite: SOC 110 or SOC 113 or SOC 132 or permission. Not offered in 2010–11. (DIV)

SOC 311, 312: SOCIAL WORK FIELD PLACEMENTS (2 or 4)  
Intermediate-level internships. Offered both terms. (SW)

SOC 315: THE COMMUNITY - IN SEARCH OF THE AMERICAN DREAM (4)  
An examination of contemporary social, political, cultural, and economic issues and trends impacting communities. This course provides a forum for the analysis of social conditions that produce problems and solutions in communities and organizations in contemporary American society. Prerequisite: SOC 121 or permission. Offered Term 2. (SW)

SOC 318: DEVIANCE AND CRIME (4)  
Deviance as a social product; the nature and explanation of rule making and rule breaking. Social response and control efforts, development of deviant identity and subgroups. Emphasis on interactionist and conflict perspectives; social policy issues of crime control; and major categories of criminal behavior, including white collar crime. Prerequisite: SOC 110 or SOC 113 or SOC 132 or permission. Not offered in 2010–11.

SOC 320: SOCIAL AND PSYCHOLOGICAL DEVELOPMENT IN ADULTHOOD (4)  
An exploration of social and psychological development after adolescence. An assessment of developmental phases and pathways of adults as viewed in social psychological theory and as depicted in fiction, film, and biography. Comparisons of developmental stages and issues in the lives of women and men. Prerequisites: sophomore standing and SOC 110 or SOC 113 or SOC 132 or permission. Not offered in 2010–11.

SOC 325: WOMEN IN THE SOCIAL SCIENCES (4)  
A critical assessment of the place of women in the development of the social sciences with special emphasis on the social and historical contexts in which women first entered the fields of sociology, psychology, and anthropology in the United States. The careers and contributions of a number of significant early women social scientists will be examined. Prerequisite: SOC 110 or SOC 113 or SOC 132 or permission. Not offered in 2010–11. (r, DIV, MOD)

SOC 333: BLUES, JAZZ, AND CULTURE (4)  
Why did blues and jazz, two distinctive art forms, emerge in the United States in the 20th century? This course examines the historical and social forces giving rise to these musical genres and explores how both developed and spread throughout the century. Emphasis is on multicultural components, major
innovators, and the significance of certain cities such as New Orleans, Chicago, Kansas City, and Memphis. Prerequisite: SOC 110 or SOC 113 or SOC 121 or ANTH 145 or permission. Not offered in 2010–11. (r, AES, DIV)

SOC 337: COMMUNICATION, SOCIETY, AND INDIVIDUAL IDENTITY (4) Poskocil
In this class we will study the self as a social construction of dominant societal means of communication. The focus will be on the manner in which all communication, from interpersonal to mass media, affects individual identity development. Consideration of the specific effect will be on personal identity of the ascendancy of electronic media. Prerequisites: sophomore standing and SOC 110 or SOC 113 or SOC 132 or permission. Offered Term 2.

SOC 341: SOCIOLOGY OF HEALTH, ILLNESS, AND MEDICINE (4) Department
A critical examination of sickness, health, and health care from a sociological perspective. Special attention to sociocultural factors in health and illness; the careers and relationships of patients and health care professionals; and the organization and use of medical care. Prerequisites: sophomore standing and SOC 110 or SOC 113 or SOC 132 or permission. Not offered in 2010–11.

SOC 358: METHODS OF SOCIAL RESEARCH (4) Department
An introduction to methods of social research. Topics include ethical issues in research, the formulation of research questions, research design, concept measurement, sampling, data collection, data processing, and analysis. A foundation for the critical analysis and practice of social research. Prerequisites: q and sophomore standing and SOC 110 or SOC 113 or SOC 132 or permission. Not offered in 2010–11. (Q, SCI)

SOC 390: INDEPENDENT STUDY (2 or 4) Department
Individual project work at the advanced level with a member of the sociology department. Application must be made with faculty prior to registration. Offered any term.

SOC 395: MODERN AND POSTMODERN SOCIAL THEORY (4) Nye
Focus on significant contributions to social theory in the 20th century. Special emphasis given to developments since World War II. Prerequisite: SOC 231 or SOC 325, or permission. Offered Term 2. (r, MOD)

SOC 399: INTERNSHIPS (4) Department
Application must be made with faculty prior to registration. May be proposed in any term.

SOC 470: THE PRACTICE OF SOCIAL RESEARCH (4) Department
A senior seminar dedicated to the application of scientific principles and methods of social research involving research projects designed and conducted by students. Direct experience in all phases of the social research process including preparation and presentation of a final written report. Prerequisite: SOC 358. Offered Term 2.

SOC 472: SOCIAL WORK SENIOR PRACTICUM (6 or 8) Smith
Students have an opportunity to apply the knowledge, values, and skills acquired in their academic course work to clients in a community agency. Students will provide supervised professional services in a community agency for a minimum of 20 hours per week. A seminar on campus designed to help students understand, apply, and evaluate the use of social work methods in field settings and situations supports the field placement. The number of
credits depends on the number of hours worked. Prerequisite: SOC 121, SOC 285, SOC 315, or SOC 385, or permission. Offered Term 2. (SW)

SOC 480: SENIOR THESIS (4)
A senior research paper based on an in-depth inquiry into a specific sociological problem or issue. Prerequisite or corequisite: SOC 395. Application must be made with faculty prior to registration.

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.

COURSES IN ANTHROPOLOGY:

ANTH 145: INTRODUCTION TO ANTHROPOLOGY (4)
A beginning course in cultural anthropology, its theory, method, and areas of study. Using films, lectures, and discussion, this course undertakes a cross-cultural exploration of cultural beliefs, practices, and their meanings in a variety of contemporary social contexts. Emphasis will be placed on applying anthropological insights to students’ experiences in the U.S. Open to first-year students. No prerequisite. Offered Term 1. (DIV)

ANTH 219: FOOD, CULTURE, AND SOCIAL JUSTICE (4)
This interdisciplinary course examines food and culture from the perspective of social justice. We will consider the cultural meanings of food, food identities, and food-related practices in a variety of social contexts and in relation to economic and socio-economic structures of power and inequality, including those shaped by race/ethnicity, gender, class, nationality, and geography. Course topics include food production, consumption and distribution, globalization, industrialized agriculture, GMOs, hunger, food sovereignty, and food activism. By examining the relationship between structure and agency in the context of food cultures, students will learn how to think critically about their own food practices at home and at the university. Also listed as ES 219 and GWS 219. No prerequisite. Open to first-year students. Offered Term 2. (r, DIV)

ANTH 220: LIFE HISTORIES/SELF-NARRATIVES (4)
This course acquaints students with the theory and method of life histories and self-narratives. Students critically examine these concepts, while exploring epistemology, difference, and feminist interpretations of narrative theory. Readings are drawn from diverse cultural and historical contexts. Methodologically, students learn to organize and conduct life history interviews, transcribe, and present them in written form. Also listed as GWS 220. Prerequisite: ANTH 145, GWS 141, or SOC 110. Not offered in 2010–11. (r, DIV)

ANTH 242: ANTHROPOLOGY OF GENDER AND SEXUALITY (4)
This course surveys anthropological approaches toward gender and sexuality from the 1920s to the present. We consider how gender and sexuality are constructed in specific historical and cultural contexts, including Pacific Island societies—Africa, Asia, Europe, and the Americas. Key issues to examine include essentialism/constructivism, non-normative sexualities, genital cutting,
intersex, and transgenderism. Also listed as GWS 242. Prerequisite: ANTH 145, GWS 141, GWS 197F, or SOC 110. Not offered in 2010–11. (DIV)

ANTH 290: INDEPENDENT STUDY (2 or 4) Department
Individual project work below the advanced level with a member of the sociology department. Application must be made with faculty prior to registration. Offered any term.

ANTH 312: WOMEN AND SOCIAL MOVEMENTS AROUND THE GLOBE (4) Costa
Also listed and described as GWS 312. Prerequisites: ANTH 145, GWS 141, or SOC 110, and junior or senior status. Offered Term 2. (o, r, GLO)

ANTH 390: INDEPENDENT STUDY (2 or 4) Department
Individual project work at the advanced level with a member of the sociology department. Application must be made with faculty prior to registration. Offered any term.

Spanish

PROFESSOR: Daniel Murphy (Elisabeth Lineberger Ramberg Professor of Spanish)
ASSOCIATE PROFESSOR: Alison Ridley
LANGUAGE ASSISTANT: Maria Veronica Rojas

What can you do with a Spanish major?

The Spanish major at Hollins gives students a full experience in all aspects of Hispanic language, culture, and literature. A Spanish major will be able to express herself articulately in oral and written Spanish, understand and appreciate the cultures and values of the Spanish-speaking world, and exhibit strong analytical skills.

Hollins Spanish majors are prepared for careers in a variety of fields, such as business, marketing, government, international relations, and education. They also have the solid academic background necessary for graduate studies in different areas of Hispanic studies. Our faculty members offer a diverse curriculum in language, literature, and civilizations, as well as business and special topics. During Short Term many majors and minors work in internships, travel abroad, or undertake independent studies.

Most Spanish majors study abroad for at least one semester. Hollins has a program at the Universidad de Las Américas in Puebla, México (see pages 19–20), and through the Center for Cross-Cultural Study in Córdoba, Argentina (see page 16), and in Seville and Alicante, Spain (see page 21). These programs offer students a wide variety of courses in literature, culture, political science, international relations, business, and history. Internships may be arranged at the Córdoba and Seville sites.

SPANISH HOUSE AND SPANISH CLUB
La Casa Hispánica is a residence for students interested in Spanish and in Hispanic cultures. Each year a native Spanish speaker comes to Hollins through the Fulbright Program to live in La Casa and to teach conversation skills to the language students. This graduate student, an invaluable cultural resource, facilitates communication in Spanish and assists students in learning Hispanic cultural values.

The Spanish Club organizes and sponsors on-campus events such as film festivals, tertulias, and tapas nights. Membership is open to all hispanophiles on campus.
REQUIREMENTS FOR A MAJOR IN SPANISH:
8 courses (32 credits) above the 100 level
• SPAN 236: Spanish Culture and Civilization (4) or 
  SPAN 238: Latin-American Culture and Civilization (4)
• SPAN 251: Survey of Spanish Literature I (4)
• SPAN 252: Survey of Spanish Literature II (4) or
  SPAN 266: Survey of Latin-American Literature (4)
• Minimum of four 300- or 400-level courses (16)
• One Spanish elective (4)

REQUIREMENTS FOR A MINOR IN SPANISH:
6 courses (24 credits) above the 100 level
• SPAN 251: Survey of Spanish Literature I (4)
• SPAN 252: Survey of Spanish Literature II (4) or
  SPAN 266: Survey of Latin-American Literature (4)
• At least two 300- or 400-level courses (8)
• Two electives at the 200, 300, or 400 level (8)

A language test given before fall orientation determines placement in Spanish courses. Qualified first-year students may take courses at the 200 level or above.

It is recommended that students round out the Spanish major with complementary courses in areas such as art, history, economics, business, and non-Hispanic languages and literature.

All majors must take at least one 300- or 400-level course during the senior year. 300-level literature courses and SPAN 470 may be taken more than once for credit, provided the content is different. Only independent studies approved by the chair of the Modern Languages Department will count toward the major or minor.

Students graduating with a major in Spanish will be able to: 1) express themselves articulately in oral and written Spanish; 2) understand and appreciate the cultures and values of the Spanish-speaking world; 3) exhibit analytical skills. Senior majors will demonstrate they have achieved these three goals in one of the following ways: 1) by completing the Senior Seminar (SPAN 470); 2) by writing and defending a senior thesis; or, 3) by discussing a paper written for a 300-level class in an exit interview in the spring of the senior year.

COURSES IN SPANISH:

SPAN 101, 102: ELEMENTARY SPANISH (4, 4) Department
This yearlong course is an introduction to conversational Spanish, Hispanic cultures, writing, and grammar. In addition to three hours per week in class, students practice conversational skills for one hour each week with the language assistant. No previous Spanish required. Fulfills the language requirement for those who have previously studied a language other than Spanish. Offered both terms. (LAN)

SPAN 111, 112: INTERMEDIATE SPANISH (4, 4) Murphy
This yearlong course is a review of grammar, an expansion of verbal and writing skills and includes reading of literary selections. In addition to three hours per week in class, students practice conversational skills for one hour per week with the language assistant. Fulfills the language requirement for those who have previously studied Spanish. Prerequisite: placement exam or SPAN 101 and SPAN 102 or permission. Offered both terms. (LAN)
SPANISH continued

SPAN 121: ACCELERATED INTERMEDIATE SPANISH (4) Ridley
This course is a review of grammar, an expansion of verbal and writing skills, and includes reading of literary selections. In addition to three hours per week in class, students practice conversational skills for one hour per week with the language assistant. Fulfills the language requirement for those who have previously studied Spanish. Prerequisite: placement exam or excellent performance in SPAN 101 and SPAN 102 or permission. Offered Term 1. (LAN)

SPAN 231: CONVERSATION AND COMPOSITION (4) Murphy
Focus on writing and speaking skills at an advanced level. Hispanic culture will be highlighted in course materials, student presentations, and writing assignments. In addition to three hours per week in class, students practice conversational skills for one hour per week with the language assistant. Prerequisite: placement exam or SPAN 112 or SPAN 121 or permission. Offered Term 2. (o, GLO)

SPAN 236: SPANISH CULTURE AND CIVILIZATION (4) Murphy
An introduction to the geography, history, art, literature, and society of Spain. Student research will result in two brief papers and two oral presentations. Quizzes are also given. Prerequisite: placement exam or SPAN 112 or SPAN 121 or permission. Offered Term 1. (o, MOD)

SPAN 238: LATIN AMERICAN CULTURE AND CIVILIZATION (4) Department
An introduction to the geography, history, and art of Latin America, as well as an overview of its social, political, and economic importance. Student research results in one substantial oral presentation, several short presentations, and a final project. Prerequisite: q, placement exam or SPAN 112 or SPAN 121 or permission. Not offered in 2010–11. (o, Q, GLO)

SPAN 251: SURVEY OF SPANISH LITERATURE I (4) Ridley
A study of major literary works and authors from the 11th through the 17th centuries. Representative works include El poema de Mío Cid, El libro de buen amor, La Celestina, Lazarillo de Tormes and Don Quijote. Prerequisite: placement exam or SPAN 112 or SPAN 121 or permission. Offered Term 1. (ANC)

SPAN 252: SURVEY OF SPANISH LITERATURE II (4) Murphy
A study of major literary works and authors from the 19th century to the present. Representative authors include Espronceda, Bécquer, Galdós, Unamuno, and García Lorca. Prerequisite: placement exam or SPAN 112 or SPAN 121 or permission. Not offered in 2010–11. (MOD)

SPAN 266: SURVEY OF LATIN AMERICAN LITERATURE (4) Ridley
Readings from the colonial period through the present. Representative authors include Sor Juana Inés de la Cruz, Echeverría, Martí, Darío, Rulfo, Borges, and Cortázar. Prerequisite: placement exam or SPAN 112 or SPAN 121 or permission. Offered Term 2. (MOD)

SPAN 290: INDEPENDENT STUDY (2 or 4) Department
Independent study conducted below the advanced level. Application must be made with faculty prior to registration. Offered any term.

SPAN 305: MEDIEVAL SPANISH LITERATURE (4) Department
Spanish prose and poetry to 1500. Included are ballads, epic poetry, religious and secular works. Prerequisite: 200-level survey course or permission. Not offered in 2010–11.
SPAN 306: SPANISH LITERATURE OF THE GOLDEN AGE (4) Murphy
Each time this course is offered, a different genre, theme, or author is studied. Prerequisite: 200-level survey course or permission. Not offered in 2010–11.

SPAN 346: TWENTIETH-CENTURY SPANISH LITERATURE (4) Ridley
The topic this year will be the works of Spanish playwright Antonio Buero Vallejo. Buero wrote thirty plays between 1946 and his death in 2000 that focus on post Civil War Spain. The tragedy and aftermath of war are represented in fascinating characters who appeal to our collective consciousness. Buero’s plays never present the reader with an answer to the complex questions posited in the texts, but rather leave us to reflect on our own role in and responsibility for the betterment of society. Prerequisite: 200-level survey course or permission. Offered Term 1. (w, x)

SPAN 348: TWENTIETH-CENTURY LATIN AMERICAN LITERATURE (4) Department
Each time this course is offered, a different genre, theme, or author is studied. Prerequisite: 200-level survey course or permission. Not offered in 2010–11.

SPAN 350: SPECIAL TOPIC - EL QUIXOTE IN TRANSLATION (4) Ridley
Have you always wanted to read Don Quixote? This is your chance. In this course in translation, we will examine Cervantes’ masterpiece from numerous angles. Beginning with a historical overview of what was happening in Spain and the rest of the world at the onset of the seventeenth century, we will embark on a journey through the first modern novel paying special attention to the literary, political, social, economic, and human messages intertwined in its rich pages. Students will read critical articles along the way in an effort to enhance their understanding of the work. Students who wish to receive credit toward a Spanish major or minor must enroll in SPAN 350, read the original text in Spanish, and complete all assignments in Spanish. Also listed as HUM 350. Prerequisite: sophomore standing or higher, but open to first-year students with permission. Offered Term 2.

SPAN 355: BASIC BUSINESS SPANISH (4) Ridley
Introduces basic business principles and commercial terminology. Students will learn how to read, write, and translate standard business letters and forms, and how to prepare a curriculum vitae. Most importantly, students learn to interact in the business world of another culture. Prerequisite: at least one 200-level course or permission. Not offered in 2010–11. (o, GLO)

SPAN 375: ADVANCED SPANISH GRAMMAR (4) Murphy
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. Prerequisite: at least one 200-level course or permission. Offered Term 1.

SPAN 388: TEACHING FOREIGN LANGUAGES (4) Spodark
Also listed and described as FREN 388. Not offered in 2010–11. (i)

SPAN 390: INDEPENDENT STUDY (2 or 4) Department
Independent study conducted at the advanced level. Application must be made with faculty prior to registration. Offered any term.

SPAN 399: INTERNSHIP (4) Department
Application must be made with faculty prior to registration. May be proposed for any term.
SPANISH continued

SPAN 470: SENIOR SEMINAR (4)  Murphy
This seminar provides a capstone experience for Spanish majors and minors. It affords an in-depth study of a particular writer or theme and fosters analytical skills through discussion and writing. At the end of the semester, students will organize a colloquium. Prerequisite: Senior standing or permission. Offered Term 2.

SPAN 480: SENIOR THESIS (4)  Department
Students have the option of writing a thesis, which will be directed by the department. The thesis serves as a capstone experience. Prerequisite: senior majors or minors. Application must be made with faculty prior to registration. Offered any term.

SPAN 490: SENIOR HONORS THESIS (4, 4)  Department
A student may be invited to write a thesis for departmental honors. For honors candidates the thesis spans the academic year and culminates in a substantial thesis and a formal defense. By invitation.

Theatre

ASSOCIATE PROFESSOR: Ernest Zulia (chair)
LECTURERS: Maryke Barber, Beth Guest, Todd Ristau, Jennifer Ruhland, Jimmy Ray Ward, Melody Zobel
TECHNICAL DIRECTOR: John Forsman
GUEST ARTISTS: John Ambrosone, Bonnie McCoy, Kerry Morgiewicz, Felice Proctor, Jessica Redish, John Sailer

While the theatre program at Hollins University is production oriented, our goals are addressed both on stage and in the classroom. Students are encouraged to participate fully in every aspect of theatre production, including acting, design, directing, stage management, and technical production. At the same time, classroom work provides a solid foundation in history, theory, aesthetics, and technique. Across the spectrum of the program, three complementary processes—the individual creative process, the collaborative process, and the critical/analytical process—are developed and nurtured within each student. This approach provides a solid foundation for those wishing to pursue graduate level work in theatre, professional theatre apprenticeships, or professional theatre work. It also prepares students for any environment where creative problem solving, collaboration, and research/analysis skills are valued. The major and minor are also highly compatible with dance, English, film, history, philosophy, communication, leadership, and other majors.

REQUIREMENTS FOR A MAJOR IN THEATRE:
14 courses (48 credits)

CORE REQUIREMENTS: (36)
- THEA 113: Script Analysis (4)
- THEA 151: Stagecraft (4)
- THEA 160: Performance and Production Workshop (1 or 2)
- THEA 161: Acting Dynamics (4)
- THEA 250: Special Topic - Performance (2)
- THEA 250: Special Topic - Design/Technology (2)
- THEA 252: Scene Design (4) or
  THEA 253: Lighting Design (4) or
THEA 255: Costume Design (4)
• THEA 263: History of Western Theatre I (4)
• THEA 264: History of Western Theatre II (4)
• THEA 470: Senior Seminar (2) and
THEA 480: Senior Project (2) or
THEA 490: Senior Honors Project (2, 2)

THREE COURSES (12) FROM:
• THEA 251: Drafting (4)
• THEA 252: Scene Design (4)
• THEA 253: Lighting Design (4)
• THEA 255: Costume Design (4)
• THEA 261: Contemporary Scene Study (4)
• THEA 361: Classical Scene Study (4)
• THEA 363: Directing (4)
• THEA 364: Playwriting (4)

REQUIREMENTS FOR A MINOR IN THEATRE:
7 courses (24 credits)
• THEA 113: Script Analysis (4)
• THEA 151: Stagecraft (4)
• THEA 160: Performance and Production Workshop (2)
• THEA 161: Acting Dynamics (4)
• THEA 250: Special Topic (2)
• THEA 252: Scene Design (4) or
THEA 253: Lighting Design (4) or
THEA 255: Costume Design (4)
• THEA 263: History of Western Theatre I (4) or
THEA 264: History of Western Theatre II (4)

COURSES IN THEATRE:
THEA 113: SCRIPT ANALYSIS (4) Ristau
Introduction to script analysis techniques from the varying perspectives of designers, directors, actors, and playwrights. Through the examination of several plays, students learn to analyze a theatrical script for production. No prerequisite. Open to first-year students. Offered Term 2. (AES)

THEA 151: STAGECRAFT - WOMEN WITH POWER TOOLS (4) Forsman
An introduction to technical theatre, emphasizing the development of basic knowledge and craftsmanship necessary for scenery construction, stage lighting, and backstage crew assignments. Students will gain practical lab experience through work on the semester project. Intended primarily for first-year students and sophomores, with preference to theatre majors for whom it is required. Course fee is required. Prerequisite: q and permission of instructor. Lab fee: $75-100. Offered Term 1. (Q, CRE)

THEA 156: THEATRE APPRECIATION (4) Zulia
Emphasizes the appreciation and evaluation of theatre in production. The course examines, at the introductory level, the functions of playwrights, actors, directors, and designers in the production process. Students are required to attend evening performances and to view theatre productions on videotape. Lab fee for theatre tickets. Open to first-year students. No prerequisite. Lab fee: $150-185. Offered Term 2. (AES)
THEA 157: THEATRICAL DESIGN – THROUGH THE LOOKING GLASS (4)  
Department  
This introductory course will take you through the visual landscape of theatre design. Explore the processes, technologies, and aesthetics of costume, scenery, and lighting design through historical and contemporary theatre practice. Enjoy the collaborative process with fellow students as you enter the world of the play through visual imagery to create production elements that reflect a cohesive artistic vision inspired by the script. No prerequisite. Open to first-year students. Lab fee: $75-100. Not offered 2010-11.

THEA 160: PERFORMANCE AND PRODUCTION WORKSHOP (1 or 2)  
Department  
Departmental workshop. Open to students interested in working in any phase of the semester theatre production. Work may include acting, set construction, lighting, sound, box office, stage management, etc. May be repeated for credit. Students must come to auditions and be assigned a role (either on stage or backstage) before registering for THEA 160 credit. Theatre faculty determine amount of registered credit. Open to first-year students. Offered both terms. (CRE)

THEA 161: ACTING DYNAMICS (4)  Guest
An introduction to the craft of acting from the perspective of freeing the creative
spirit. This approach involves exercises in movement, voice and imagination
with an emphasis on improvisation and class participation. This course is
intended to assist the student in tapping her own creativity and to open the
student to a broader awareness of the art of acting. Open to first-year students.
No prerequisite. Offered both terms. (CRE)

THEA 175: INTRODUCTION TO THE STUDY OF ARTS ADMINISTRATION (4)  Krause
Also listed and described as ART 175. Not offered 2010-11. (r)

THEA 197F: FIRST-YEAR SEMINAR - THEATRE IMPROV: WHO AM I, WHERE AM I,
AND WHAT’S MY LINE ANYWAY? (4)  Zobel, Zulia
Through disciplined self-reflection, in-studio ensemble exercises, formal
research, and live improv performance attendance, students will identify their
multiple intelligences, study and perfect improvisational concepts, and practice
the craft of theatrical improvisation. By midterm, students will perform
bimonthly at the Rat, perform at various university events, and corporately
develop a plan to implement campus-wide “Whose Line Is It”-style competitive
improv into Hollins’ culture. Placement to be determined during the summer.
Offered Term 1. (r, CRE)

THEA 197F: FIRST-YEAR SEMINAR - THE GREAT (AND NOT SO GREAT) GREEK
TRADEGIES (4)  Franko, Markert
Placement to be determined during the summer. Also listed and described as
CLAS 197F. Offered Term 1. (f, x, r, AES, ANC)

THEA 210: STAGE MAKEUP (4)  Department
This is a studio course in which students get hands-on experience at how to
manipulate the materials of stage makeup on the canvas of a human face.
Projects include age, injuries, animals, and fantasy characters among others.
Students may also work with latex prosthetics. Lab fees $50-90 Not offered
2010-11. (CRE)

THEA 212: ACTING STUDIO – VOICE, BODY, AND TEXT (4)  Guest, Zobel
In this studio course, students will build their actor’s toolbox as they learn to
develop and integrate their physical and vocal instruments through various
theatre techniques. Skills will be synthesized into a final showcase performance.
This class enhances the work of dancers, actors, singers, poets, and anyone
who stands before an audience. No prerequisite. Open to first-year students.
Offered Term 2. (CRE)

THEA 247: MUSICAL THEATRE PERFORMANCE WORKSHOP (4)  Department
Musical theatre performance styles will be explored and presented in a musical
review at the end of the semester in the studio lab theatre. Each student
will study performance techniques, then learn, polish, and perform two solos
from Broadway musicals, as well as choreography in the style of prominent
choreographers. Additional written and research work required. Special lab fee
(CRE)

THEA 249: DESIGN LAB (2)  Department
Students work closely with the set, lighting, or costume designer, helping to
produce the design for the current semester’s production and assisting with
the design/planning for the next production. Duties/projects may include
painting, shopping, crafts, attending fittings or rehearsals, researching images,
THEATRE continued

sketching, and more. Prerequisite: sophomore standing and permission of department chair. May be repeated for credit (course limit of three). Not offered 2010-11.

THEA 250: SPECIAL TOPIC - ADVANCED THEATRE TECHNOLOGY (4) Forsman
The Advance Theatre Technologies course will be the next level of the Theatre 151 Stage Crafts courses. This course will expand on the basic theory and practices learned in Theatre 151 and move forward in areas of critical thinking, problem solving as well as the execution of building props, special effects, video systems for projections and the use of new technologies in the theatre while understanding and using the tried and true methods. At the beginning of each week a typical challenge or idea will be brought up in class by the instructor. During the course of the week, the students will then research and experiment on the challenge or idea and at the beginning of the next week will discuss the results of what they have found out. To expand on the hands on portion of the course, students will also be assigned to take various scenic elements from construction drawings to completion during the course of a semester. These can include fine carpentry, restoration of a prop, building a special effect or utilizing new technology with older technology to create a scenic effect. Students are expected to work in the shop a minimum of 3 hours a week. Lab fee: $75-100. Offered Term 2.

THEA 250: SPECIAL TOPIC – CONTEMPORARY WOMEN PLAYWRIGHTS (4) Zobel
Study mind-bending, world-rattling, woman-powered plays of British and American female playwrights. Compare the works of feminist movement matriarchs like Caryl Churchill, Megan Terry, and Ntozake Shange. Trace their influence on first-generation daughters like April de Angelis, Paula Vogel, and Suzan-Lori Parks. Wrap up the warp speed journey with readings of current second-generation women playwrights like Polly Stenham, Sarah Ruhl, and Debbie Tucker Green. Learn how these current artists continue to struggle for freedom, liberation, equality and enlightenment as they deconstruct power structures and change a world in tension. Offered term 2.

THEA 250: SPECIAL TOPIC - SCENE PAINTING (4) Ward
A studio class in which students study and practice the basic techniques used in theatrical scene painting. Students are expected to develop an understanding of these techniques, as well as how to combine them effectively on advanced projects. Topics range from basic brush techniques, to paint-mixing skills and ratios, to color matching from primary sources, to exercises in graphic layout on the large scale. Prerequisite: q. Lab fee: $100-130. Offered Term 2. (Q, CRE)

THEA 251: DRAFTING FOR THE THEATRE (4) Forsman
Designed to teach the basic principles and practices of executing technical drawings as they relate to scenic and lighting design. Prerequisite: permission of instructor. Lab fee: $75. Not offered 2010-11.

THEA 252: SCENE DESIGN (4) Department
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. No prerequisite. Lab fee: $50-70. Not offered 2010-11. (a, CRE)
THEA 253: LIGHTING DESIGN (4)  
Ward  
Students examine the potentials and problems of theatrical lighting through lab exploration with standard industry equipment. These studies are applied to script-based design projects that include development of all the technical support information needed to produce a design. Prerequisite: q. Lab fee: $40-60. Offered Term 1. (Q, CRE)

THEA 255: COSTUME DESIGN (4)  
Ruhland  
Students study the special challenges of designing costumes for the stage, focusing on character analysis and the potentials of different fabrics. Development of graphics skills include figure drawing, rendering techniques, and collage. No prerequisite. Lab fee: $50-100. Offered Term 2. (o, CRE)

THEA 256: PROPS CRAFTING (2)  
Forsman  
Learn the tricks of the trade for creating properties for the stage. Students learn to think creatively to see items not only for their intended uses, but for the possibilities of what they could become. Projects include creating imitation stained glass, building and upholstering furniture, painting faux finishes, turning trash into treasures, and more. Lab fee required. Prerequisite: THEA 151 or permission of instructor. Lab fee: $75-100. Not offered 2010-11. (CRE)

THEA 257: TECHNICAL THEATRE LAB (2)  
Forsman  
Under guidance of the theatre technical director, students take on leadership roles for the semester production. Opportunities include: assistant technical director, stage manager, and master electrician. Prerequisite: sophomore standing and permission of department chair. May be repeated for credit (course limit of three). Lab fee: $25-60. Not offered 2010-11.

THEA 258: VIEWPOINTS (2)  
Guest  
Study, practice, and application of the Viewpoints technique, which includes a training discipline for performers, a technique for improvisation, a process for collaborative creativity, a tool for staging, and a language for communication among artists. The Viewpoints offer a method for performers to exercise all muscles—physical, imaginative, and emotional—resulting in increased observational abilities and responsiveness. Open to first-year students. No prerequisite. May be repeated for credit. Offered Term 2. (CRE)

THEA 261: CONTEMPORARY SCENE STUDY (4)  
Zobel  
Using the work done in Acting Dynamics and/or Script Analysis as a foundation, this course focuses on the analysis of contemporary scenes and characters, and on performance techniques used to bring those analyses to life on stage. Daily scene work. Prerequisite: THEA 113 or THEA 161. Offered Term 1. (o, CRE)

THEA 262: NON-WESTERN THEATRE (4)  
Barber  
Students explore major historical and contemporary theatre forms that have as their basis something other than Greek and Roman foundations. Topics include drama from the African continent, India, China, and Japan. No prerequisite. Not offered 2010-11. (r, AES, GLO)

THEA 263: HISTORY OF WESTERN THEATRE I (4)  
Ristau  
A survey of the history of the theatre from its origins to the 18th century, including the study of the dramatic literature of each period. Open to first-year students. No prerequisite. Offered Term 1. (r, AES, ANC)
THEA 264: HISTORY OF WESTERN THEATRE II (4)  Ristau
A survey of the history of the western theatre from the late 19th century to the present, focusing primarily on trends from the 20th century, and including the study of a broad range of dramatic literature. Open to first-year students. No prerequisite. Not offered 2010-11. (r, AES, MOD)

THEA 276: PHILANTHROPY AND THE ARTS (4)  Krause
Also listed and described as ART 276. No prerequisite. Offered Term 2.

THEA 290: INDEPENDENT STUDY (2 or 4)  Department
Independent study below the advanced level. Application with faculty approval required for registration. Offered any term.

THEA 335: MULTIMEDIA (4)  Department
Also listed and described as DANC 335. No prerequisite. Not offered in 2010–11. (Q, CRE)

THEA 336: SOUND DESIGN (4)  Department
Also listed and described as DANC 336. Prerequisite: q. Not offered in 2010–11. (Q, CRE)

THEA 361: CLASSICAL SCENE STUDY (4)  Zobel
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 261. Not offered in 2010–11. (CRE)

THEA 363: DIRECTING (4)  Zulia
An introduction to the creative and aesthetic challenges faced by the director. Included are an examination of the director’s relationship to the text, the actor, and the audience. The approach is both theoretical and practical, involving reading, class exercises, papers, and attendance at theatre events. The work culminates in the directing of a one-act play as a final project. Prerequisites: THEA 252 and THEA 261. Offered Term 1. (CRE)

THEA 364: PLAYWRITING (4)  Ristau
An introductory workshop in the creation and development of scripted material for the stage. Each week students explore a different theatrical element through written exercises. Each student’s work culminates in the writing of a one-act or full-length play. Students also read selected contemporary plays that provide models for meeting the challenges inherent in writing for the stage. Prerequisite: THEA 263 or THEA 264 or permission. Not offered in 2010–11. (w, CRE)

THEA 390: INDEPENDENT STUDY (2 or 4)  Department
Independent study at the advanced level. Application with faculty approval required for registration. Offered any term.

THEA 470: SENIOR SEMINAR (2)  Zulia
Senior theatre majors shape and define their individual creative visions and explore marketing tools to promote that vision within the theatre industry. Offered Term 1.

THEA 480: SENIOR PROJECT (2)  Zulia, Department
Senior theatre majors are required to enroll for a project in the senior year. Prerequisite: THEA 470.
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 to be completed in the senior year during Term 1, Short Term, and Term 2. Corequisite: THEA 470.

ALPHA PSI OMEGA  
The Drama Association consists of student actors, directors, designers, and technicians who seek to stimulate dramatic activities on campus and to assist in the staging of all departmental workshops and major productions as well as productions of visiting dramatic groups. The Drama Association offers an opportunity for involvement in the theatrical events and stage works of all types to all interested members of the Hollins community. Apprenticeship is available to every person expressing an interest in the organization, and membership is earned by subsequent work on productions.

University Courses

SUPPORT COURSES

UNIV 150: SPECIAL TOPIC – WOMEN WHO ARE GOING PLACES! (1)  
Coogan, Hammer  
An important part of a liberal arts education is making connections – connections within disciplines, connections between disciplines, and connections between curricular and co-curricular experiences. This course emphasizes academic excellence and intellectual engagement outside of the traditional college classroom by requiring students to attend campus events and then to critically reflect on how these events are connected to their academic life. The list of events includes lectures by visiting speakers, readings, art exhibits, theatre performances, teacher teas, and music recitals. Emphasis is on acquisition of information and skills essential for women who want to go places in the 20th century. Class meets only twice – once at the beginning and once at the end. All other work is completed via Blackboard online posting. Only open to first-year students. Offered Term 2.

UNIV 210: UNIVERSITY PUBLICATION - HOLLINS COLUMNS (1 or 2)  
Department  
Work on the staff of Hollins Columns for elective credit only. Students may repeat this course (combined with UNIV 220) for a maximum of eight credits while at Hollins. Pass/fail grading only. Offered both terms.

UNIV 220: UNIVERSITY PUBLICATION - SPINSTER (1 or 2)  
O'Toole  
Work on the staff of the Spinster for elective credit only. Students may repeat this course (combined with UNIV 210) for a maximum of eight credits while at Hollins. Pass/fail grading only. Offered both terms.

UNIV 230: RESPONDING TO STUDENT WRITING: TUTORING THEORY AND PRACTICE (2)  
Stevens  
Designed to help students develop an understanding of one-on-one writing tutorials through research and hands-on experience. Students read and write about the dynamics of tutoring writing across the curriculum and examine relevant scholarship in composition, writing center theory, and writing across the curriculum. Observation of tutoring sessions is an integral part of the course. Prerequisite: sophomore standing and permission. Offered Term 2.
UNIVERSITY COURSES continued

UNIV 240: TUTORING THEORY AND PRACTICE FOR QUANTITATIVE REASONING ACROSS THE CURRICULUM (2) Mellinger
This course provides concepts, strategies, and techniques for reinforcing quantitative reasoning skills on an individual basis. The goal is to provide potential tutors with the necessary tools and understanding to assist students in overcoming their fear of mathematics. Observation of tutoring sessions, as well as hands-on tutoring experience is a vital part of the course. Prerequisite: permission. Offered Term 2.

UNIV 260: UNIVERSITY PUBLICATION - HUTV (2) Simpkins
Students will learn how to run the HUTV studio. They will plan, develop and present on-air variety programming. No experience necessary! Students may repeat this course for a maximum of eight credits while at Hollins. Pass/fail grading only. Open to first-year students. Offered both terms.
MICHELLE ANN ABATE, Associate Professor of English; B.A., Canisius College; M. Phil., Ph.D., City University of New York Graduate School. 2004.

JOSEPH D. AMETEPE, Associate Professor of Physics; B.Sc., University of Science and Technology; M.S., Hampton University; M.S., Ph.D., College of William and Mary. 1999.

JENNIFER D. ANDERSON, Assistant Professor of Art; B.F.A., East Tennessee State University; M.F.A., The University of Georgia. 2010.

T. J. ANDERSON III, Associate Professor of English and Berry Professor of Liberal Arts; B.A., University of Massachusetts; M.F.A., University of Michigan; Ph.D., State University of New York–Binghamton. 1998.

BETTY JO ANTHONY, Lecturer in Political Science (adjunct); B.A., Westhampton College; M.B.A., Virginia Commonwealth University; J.D., T.C. Williams School of Law. 1997.

JEANETTE BARBIERI, Assistant Professor of Political Science; B.A., Hampshire College; M.A., University of London; M.A., Ph.D., University of Southern California. 2007.

MARSHALL BARTLETT, Assistant Professor of Physics; B.S., Brigham Young University; M.S., Ph.D., University of Utah. 2009.

RATHIN BASU, Assistant Professor of Business; B.S., M.S., University of Calcutta; M.A., Ohio University; Ph.D., Virginia Tech. 2000.

ANNA BAYNUM, Assistant Professor of Education; B.A., Guilford College; M.Ed., Ph.D., University of Virginia. 2006.

REBECCA L. BEACH, Associate Professor of Biology; B.S., University of Arizona; M.S., University of Connecticut–Storrs; Ph.D., University of Texas at Austin. 1994.

JACK BEAL, Fellow of Hollins University; attended College of William and Mary, School of the Art Institute of Chicago, University of Chicago; D.Litt., Hollins College. 1993.

LAWRENCE C. BECKER, Fellow of Hollins University; B.A., Midland College; M.A., Ph.D., University of Chicago. 1965.

LESLIE BERNARD, Tennis Coach and Instructor of Physical Education; B.A., Rutgers University; M.A.L.S. Hollins College. 1997.

LARRY BLANKENSHIP, Lecturer in Computer Science (adjunct); A.S., Southwest Virginia Community College; B.S., B.A, Virginia Tech; M.A.L.S., Hollins University. 2005.

SANDRA BOATMAN, Professor of Chemistry; B.A., Rice University; Ph.D., Duke University. 1967.

JON DONALD BOHLAND, Assistant Professor in International Studies; B.A., James Madison University; M.A., Syracuse University; Ph.D., Virginia Tech. 2001.

BONNIE B. BOWERS, Associate Professor of Psychology; B.A., Ph.D., University of Tennessee. 1992.

VLADIMIR BRATIC, Assistant Professor of Communication Studies; B.A., Palacky University; M.A., Ph.D., Ohio University. 2006.

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

CHRISTINE CARR, Assistant Professor of Art (part time); B.F.A., Corcoran College of Art and Design; M.F.A., Temple University. 2005.

RICHARD CARR SR., Lecturer in Computer Science (adjunct); B.A., Mary Baldwin College; M.A.L.S., Hollins University. 2001.

JULIE M. CLARK, Associate Professor of Mathematics and Statistics; B.S., Davidson College; M.S., Ph.D., University of Virginia. 2001.

*Date after degree(s) indicates first year at Hollins*
FACULTY continued

JUDITH A. CLINE, Professor of Music; B.Mus., Drake University, M.Mus., University of Southern California, Ph.D., Washington University. 1992.
PETER F. COOGAN, Associate Professor of History; B.A., Duke University; M.A., Ph.D., University of North Carolina at Chapel Hill. 1988.
LEERAY COSTA, Associate Professor of Anthropology and Gender and Women’s Studies; B.A., University of California, San Diego; M.A., New York University; Ph.D., University of Hawaii at Manoa. 2001.
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DANIEL R. DERRINGER, Associate Professor of Chemistry; B.A., Kalamazoo College, Ph.D., Purdue University. 1990.
CAREN L. DIEFENDERFER, Professor of Mathematics; A.B., Dartmouth College; M.A., Ph.D., University of California, Santa Barbara. 1977.
RICHARD H. W. DILLARD, Professor of English; B.A., Roanoke College; M.A., Ph.D., University of Virginia. 1964.
RUTH ALDEN DOAN, Professor of History; B.A., Princeton University; M.A., Ph.D., University of North Carolina. 1984.
ED DOLINGER, Lecturer of Art; attended the University of Maryland, Corcoran School of Art, Penland School of Crafts, and Columbia College, Utah. 2005.
ADAM W. DORRIS, Visiting Assistant Professor in English (adjunct); B.A., University of Texas; M.F.A., Hollins University. 2010-2011 only.
JAMES PATRICK DOWNEY, Associate Professor of Philosophy; B.A., M.A., Ph.D., University of Virginia. 1995.
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SONDRA FRECKELTON, Fellow of Hollins University; attended School of the Art Institute of Chicago; D.Litt., Hollins College. 1993.
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Date after degree(s) indicates first year at Hollins

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ALISON C. HALL, Visiting Assistant Professor of Art (part time); B.A., Hollins University; M.F.A., American University. 2009.

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- **JOHN DIERCKS**, Professor of Music Emeritus; B.Mus., Oberlin College; M.Mus., Eastman School of Music; Ph.D., University of Rochester.

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<th>Position</th>
<th>Name</th>
<th>Degree Details</th>
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*Date after degree(s) indicates first year at Hollins*
ADMINISTRATIVE OFFICES continued

Academic Affairs continued

University Registrar and Executive Director of Institutional Research

ANNA K. GOODWIN B.S., University of Virginia; M.Arch., Virginia Tech. 2003.

Eleanor D. Wilson Museum


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BRENT STEVENS, Director B.A., University of North Carolina at Chapel Hill; M.A., Hollins University; Ph.D., University of South Carolina. 2009.

Student Affairs

Dean of Students


Camp Younts Chaplain


Career Center

ASHLEY GLENN, Director B.S., High Point University. 2009.

Health and Counseling Services

TBD, Director

Housing and Residence Life

NICKIE SMITH, Director B.A., Pomona College; M.Ed., University of Southern California. 2008.

Intercultural Programs and Service Learning

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Student Activities

MANAT M. WOOTEN, Director B.A., Sarah Lawrence College; M.A., Hollins University. 2006.

Admissions and Financial Assistance

Dean


Scholarships and Financial Assistance

MARY JEAN CORRISS, Director B.S., Virginia Tech; M.B.A., Shenandoah University. 2010.
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<tr>
<th>Department</th>
<th>Vice President</th>
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<tr>
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<td>B.S., James Madison University. 2001.</td>
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</table>
May 2010 Graduates

Graduates with the Degrees of Bachelor of Arts, Bachelor of Fine Arts, and Bachelor of Science

DEGREE OF BACHELOR OF ARTS UNLESS OTHERWISE NOTED

KALMAN S. ABRITO
KATHARINE ELIZABETH ALLEE
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EMILY HOPE ANDERSON
TINA LAYTON BADGER
RACHEL BENETH BANDY
SABRINA ELISE BARNETT
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ADRIENNE MARIA CAROLIPPO
HEATHER ANN CARRINGTON
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JODI HEATHER CHILDERS
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TATIANA SHANTEL CHRISTIAN
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Lynchburg, Virginia
Hamptons, Virginia
Cabin, Arkansas
Mathews, Virginia
Roanoke, Virginia
Hong Kong
Roanoke, Virginia
Cincinnati, Ohio
Raleigh, North Carolina
Roanoke, Virginia
Tazewell, Virginia
Roanoke, Virginia
Fairview Heights, Illinois
Roanoke, Virginia
Boons Mill, Virginia
Roanoke, Virginia
Thaxton, Virginia
High Point, North Carolina
Waukesha, Wisconsin
Windsor, Virginia
Roanoke, Virginia
Baldwin, New York
Rio Rancho, New Mexico
Blackburn, Virginia
Manassas, Virginia
Roanoke, Virginia
Savannah, Georgia
Middletown, Virginia
Metairie, Louisiana
Aurora, Illinois
Belfast, Virginia
Springfield, Virginia
Ft. Lauderdale, Virginia
Abingdon, Virginia
Huntington, West Virginia
Vinton, Virginia
Bentenou, Virginia
Floyd, Virginia
Salem, Virginia
Lexington, Virginia
Lincoln, Rhode Island
New Brunswick, Texas
Crouzet, Virginia
Okau, Japan
Roanoke, Virginia
Gardiner, New York
Hanoi, Vietnam
Roanoke, Virginia
Charlottesville, Virginia
Atlanta, Georgia
Manila, Phillipines
Yangon, Myanmar
Lincoln, New Jersey
Damariscotta, Maine
Sarasota, Florida
Salem, Virginia
Green Creek, North Carolina
Roanoke, Virginia
Roanoke, Virginia
Salem, Virginia
Ho Chi Minh City, Vietnam
Charleston, West Virginia
St. Petersburg, Florida
Chesapeake, Virginia
Louisville, Kentucky
Roanoke, Virginia
Roanoke, Virginia
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† First Faculty Award for Academic Excellence
‡ Second Faculty Award for Academic Excellence

Graduates with Master of Fine Arts Degree

Megan Taylor Rindok ... Virginia City, Virginia
Davidson, North Carolina

Cheyenne Renee Romk ... Virginia City, Virginia

Tiffany Nichole Robinet ... Virginia City, Virginia

Jordan Greek Rogers ... Virginia City, Virginia

Martha Jane Sanders ... Virginia City, Virginia

Julia Wheatley Schneider ... Virginia City, Virginia

Alexandra Macarthur Shuler ... Virginia City, Virginia

Marguerite Holland Sigler ... Virginia City, Virginia

Janet May Slaght ... Virginia City, Virginia

Chelsea Paige Slate ... Virginia City, Virginia

Amanda Gaye Smith ... Virginia City, Virginia

Pamela Amanda Spencer ... Virginia City, Virginia

Marina Stanojevic ... Virginia City, Virginia

Allyson Elizabeth Stephens ... Virginia City, Virginia

‡ Kristin Eyelle Stolpe ... Virginia City, Virginia

Jenny Ann Stracke ... Virginia City, Virginia

Lisa K. Strick ... Virginia City, Virginia

Shaina Elizabeth Strom ... Virginia City, Virginia

Caroline Davis Studley ... Virginia City, Virginia

Malinda Catherine Swan ... Virginia City, Virginia

Jessica Marie Thomas ... Virginia City, Virginia

Erica Renee Tittus ... Virginia City, Virginia

Cheyenne Anne Marie van der Mij ... Virginia City, Virginia

Hillard Kay Varner ... Virginia City, Virginia

Sarah Elizabeth Vasquez ... Virginia City, Virginia

Rachel Lee Vaughan ... Virginia City, Virginia

Stephanie Alexander Vrohel ... Virginia City, Virginia

Debra Anderson Waller ... Virginia City, Virginia

Caroline Elizabeth Walz ... Virginia City, Virginia

Inga Patricia Warwick ... Virginia City, Virginia

Tessa Waugh ... Virginia City, Virginia

Angela Sue Wente ... Virginia City, Virginia

Sarah Marie Whitney ... Virginia City, Virginia

Janean L. Williams ... Virginia City, Virginia

Irene Rose Wolf ... Virginia City, Virginia

Sarah Elizabeth Wolfer ... Virginia City, Virginia

Sarah Grace Woody ... Virginia City, Virginia

Amy McLellan Work ... Virginia City, Virginia

Lindsey Brooke Wray ... Virginia City, Virginia

Christina Leigh Yamne ... Virginia City, Virginia

Susanna Margaret Young ... Virginia City, Virginia

Fiona Katharina Zwieb ... Virginia City, Virginia

Ryan Rase McCray ... Virginia City, Virginia

Kristina Russekovna Newberry ... Virginia City, Virginia

Kevin Michael Overa ... Virginia City, Virginia

Stephanie Renee Pearlman ... Virginia City, Virginia

Brittney Lynn Scott ... Virginia City, Virginia

Danielle Marie Spratley ... Virginia City, Virginia

Susan Caroline Young ... Virginia City, Virginia

Caroline Cave Blake ... Virginia City, Virginia

Terrence Lawrence Butcher ... Virginia City, Virginia

Heather Johnson Gayrock ... Virginia City, Virginia

Dawn Allee Sardella-Ayers ... Virginia City, Virginia

Madeline Dolores Smoot ... Virginia City, Virginia

Angela Noraon Tyler ... Virginia City, Virginia

Leslie Ann Wessel ... Virginia City, Virginia

Susan Gay Wilson ... Virginia City, Virginia

Graduates with Master of Arts Degree in Teaching Degree

Heather Davis Bhumani ... Virginia City, Virginia

Katharine Hall Deal ... Virginia City, Virginia

Emily Wade Field ... Virginia City, Virginia

Sarah Pauline Finch ... Virginia City, Virginia

Joseph Jude Goldowski ... Virginia City, Virginia

Adrian Nicole Helems ... Virginia City, Virginia

Susan Daphne Jolley ... Virginia City, Virginia

Kelly Ann Miller ... Virginia City, Virginia

Katherine Renee Shielor ... Virginia City, Virginia

Graduates with Master of Arts Degree in Liberal Studies Degree

William Wade Alexander, Jr. ... Virginia City, Virginia

Debbie Chow ... Virginia City, Virginia

James Emmette Day ... Virginia City, Virginia

Traci JaShaun Deshazor ... Virginia City, Virginia

Amy Elizabeth Dixon ... Virginia City, Virginia

Donna Stevens Eley ... Virginia City, Virginia

Terry Lee Findley ... Virginia City, Virginia

Heather Rae Gerbus ... Virginia City, Virginia

Shelley Lynette Gillis ... Virginia City, Virginia

Jacqueline Gottstein ... Virginia City, Virginia

Nichola Jane Hais ... Virginia City, Virginia

Jung-Jun Kim ... Virginia City, Virginia

Melinda Butler Mayo ... Virginia City, Virginia

Walter Richard Nason ... Virginia City, Virginia

Rebecca Harrison Newman ... Virginia City, Virginia

Christopher Charles Perkins ... Virginia City, Virginia

Rebecca Barnett Richard ... Virginia City, Virginia

Heidi Jane Thadsand ... Virginia City, Virginia

Gerald Anthony Sauter ... Virginia City, Virginia

Kia Lillian Pearl Sherman ... Virginia City, Virginia

Malie Teresa Szymbanski ... Virginia City, Virginia

Angela Michelle Tabor ... Virginia City, Virginia

Heidi Lynn Cox Underwood ... Virginia City, Virginia

Angela G. Vernon ... Virginia City, Virginia

Carolyn Lee Word ... Virginia City, Virginia

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‡ Second Faculty Award for Academic Excellence

Graduates with Certificate of Advanced Studies

Jennifer Robin Kuritz ... Virginia City, Virginia

Shirley Eshel Lenday ... Virginia City, Virginia

Graduates with Master of Fine Arts Degree

Karen Sue Adams ... Virginia City, Virginia

Ryan Miller Blackwell ... Virginia City, Virginia

Adam Wade Bos ... Virginia City, Virginia

Lucas Frederick Eschenburg ... Virginia City, Virginia

‡ Jennifer Terry Fawkes ... Virginia City, Virginia

Evelyn Angela Haselden ... Virginia City, Virginia

Ryan Rase McCray ... Virginia City, Virginia

Kristina Russekovna Newberry ... Virginia City, Virginia

Kevin Michael Overa ... Virginia City, Virginia

Stephanie Renee Pearlman ... Virginia City, Virginia

Brittney Lynn Scott ... Virginia City, Virginia

Danielle Marie Spratley ... Virginia City, Virginia

Susan Caroline Young ... Virginia City, Virginia

Caroline Cave Blake ... Virginia City, Virginia

Terrence Lawrence Butcher ... Virginia City, Virginia

Heather Johnson Gayrock ... Virginia City, Virginia

Dawn Allee Sardella-Ayers ... Virginia City, Virginia

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Susan Gay Wilson ... Virginia City, Virginia

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Jacqueline Gottstein ... Virginia City, Virginia

Nichola Jane Hais ... Virginia City, Virginia

Jung-Jun Kim ... Virginia City, Virginia

Melinda Butler Mayo ... Virginia City, Virginia

Walter Richard Nason ... Virginia City, Virginia

Rebecca Harrison Newman ... Virginia City, Virginia

Christopher Charles Perkins ... Virginia City, Virginia

Rebecca Barnett Richard ... Virginia City, Virginia

Heidi Jane Thadsand ... Virginia City, Virginia

Gerald Anthony Sauter ... Virginia City, Virginia

Kia Lillian Pearl Sherman ... Virginia City, Virginia

Malie Teresa Szymbanski ... Virginia City, Virginia

Angela Michelle Tabor ... Virginia City, Virginia

Heidi Lynn Cox Underwood ... Virginia City, Virginia

Angela G. Vernon ... Virginia City, Virginia

Carolyn Lee Word ... Virginia City, Virginia

‡ First Faculty Award for Academic Excellence
‡ Second Faculty Award for Academic Excellence
MAY 2010 GRADUATES  continued

October 1, 2009 Graduates

JANIS ILENE BRENNER, M.F.A.  New York, New York
JOSÉ LUIS BUSTAMANTE, M.F.A.  Austin, Texas
TYMBERLY LYNN L CANALE, M.F.A.  Brooklyn, New York
LINDSAY WALKER CLARK, M.F.A.  Brooklyn, New York
EMILY KAY CONNELLY, M.A.T.  Roanoke, Virginia
MARY JULINE COUZELIS, M.A.  Charlotte, North Carolina
DIANA BLAIR CRUM, M.F.A.  Atlanta, Georgia
JESSICA LEE DONALDSON, B.A.  Louisville, Kentucky
CHRISTOPHER MARTIN GEBHART, M.F.A.  Cape Elizabeth, Maine
IVY ASHANI HARRISON, M.F.A.  Webster Groves, Missouri
EMILY ANNE HERDON, M.A.T.  Salem, Virginia
GEORGE WILLIAM HICKS, M.F.A.  Roanoke, Virginia
HE JIN JANG, M.F.A.  Ann Arbor, Michigan
JAMIE ERIN JOHNSON, M.F.A.  Naperville, Illinois
JOHN L. C. JONES, M.F.A.  New York, New York
GINA ELIZABETH KOHLER, M.F.A.  Brooklyn, New York
JENNIE MARY TAI LIU, M.F.A.  Brooklyn, New York
MEGHAN KARLEEN MCLYMAN, M.F.A.  Medford, Massachusetts
MONA RAE MOORE, C.A.S.  Roanoke, Virginia
MARIA JIMENA PAZ, M.F.A.  Brooklyn, New York
JOHN WALTER PENNINGTON, M.F.A.  Los Angeles, California
BEATRIZ I PONTON, M.A.T.  Salem, Virginia
TIMOTHY RAY SAULS, M.A.L.S.  Roanoke, Virginia
HELEN SIMONEAU, M.F.A.  Winston Salem, North Carolina
GREGORY ALEXANDER SMITH, M.F.A.  Blowing Rock, North Carolina
KENLEY SCOTT SMITH, M.F.A.  Benton Mountain, Virginia
JESSICA SUE SPICKARD, B.A.  Roanoke, Virginia
KATHLEEN MARY ELIZABETH STOECKLE, M.A.T.  Blacksburg, Virginia
MARGARET FRANCES TEALL, M.A.  Ypsilanti, Michigan
MAKEDA G. THOMAS, M.F.A.  Brooklyn, New York
KATHLEEN HAYNES TOMLIN, M.A.L.S.  Lexington, Virginia
RICHARD GLENN VAN LEAR, M.A.L.S.  Clifton Forge, Virginia
KAREN LYNN WEAVER, M.A.T.  Callaway, Virginia
**University Calendar**

### FALL TERM 2010

- **New students check in**: Thurs., Aug. 26
- **New student orientation**: Fri.–Tues., Aug. 27–31
- **Returning students arrive**: Sun.–Tues., Aug. 29–31
- **Class registration and add/drop**: Mon.–Tues., Aug. 30–31
- **Opening Convocation**: Tues., Aug. 31
- **Fall classes begin**: Wed., Sept. 1
- **Labor Day (classes in session)**: Mon., Sept. 6
- **Last day to add a class**: Wed., Sept. 8
- **Last day to declare pass/fail/audit**: Wed., Sept. 29
- **Last day to drop a class**: Wed., Sept. 29
- **Fall graduation date**: Fri., Oct. 1
- **Fall Break (no classes)**: Thurs.–Fri., Oct. 7–8
- **Family Weekend**: Fri.–Sun., Oct. 29–31
- **Short and Spring Term advising**: Mon.–Fri., Nov. 1–5
- **Board of Trustees meetings**: Thurs.–Sat., Nov. 4–6
- **Short and Spring Term registration**: Beginning Mon., Nov. 8
- **Thanksgiving recess (no classes)**: Mon.–Fri., Nov. 22–26
- **Last day of fall classes**: Thurs., Dec. 9
- **Reading day**: Fri., Dec. 10
- **Fall Term examinations**: Sat.–Thurs., Dec. 11–16
- **Grades due**: Tues., Dec. 21

### SHORT TERM 2011

- **Short Term begins**: Tues., Jan. 4
- **Last day to add/drop**: Thurs., Jan. 6
- **Martin Luther King, Jr. Day (classes in session)**: Mon., Jan. 17
- **Short Term ends**: Fri., Jan. 28
- **Off-campus activities (e.g., internships, travel)**: Calendar may vary
- **Grades due for Short Term seminars**: Fri., Feb. 4
- **Grades due for internships & independent studies**: Mon., Feb. 21

### SPRING TERM 2011

- **Class registration and add/drop**: Tues., Feb. 1
- **Classes begin**: Wed., Feb. 2
- **Last day to add a class**: Wed., Feb. 9
- **Founder’s Day Convocation, 4:30 p.m**: Thurs., Feb. 17
- **Board of Trustees meetings**: Thurs.–Sat., Feb. 17–19
- **Presidents’ Day (classes in session)**: Mon., Feb. 21
- **Last day to declare pass/fail/audit**: Wed., Mar. 2
- **Last day to drop a class**: Wed., Mar. 2
- **Spring Break (no classes)**: Mon.–Fri., Mar. 21–25
- **Fall Term advising**: Mon.–Fri., Apr. 11–15
- **Fall Term class registration**: Begins Mon., Apr. 18
- **Honors Convocation, 4:30 p.m.**: Tues., May 3
- **Last day of spring classes**: Tues., May 10
- **Reading day**: Wed., May 11
- **Spring Term examinations**: Thurs.–Mon., May 12–16
- **Grades due for graduating students**: Tues., May 17
- **Board of Trustees meetings**: Thurs.–Sun., May 19–22
- **Commencement exercises, 10 a.m.**: Sun., May 22
- **Grades due for non-graduating students**: Mon., May 23
- **Memorial Day**: Mon., May 30
- **Reunion ’11**: Fri.–Sun., June 3–5

### SUMMER TERM 2011

- **Summer Term begins**: Mon., June 20
- **Independence Day (classes in session)**: Mon., July 4
- **Summer Term ends**: Fri., July 29
- **Grades due**: Mon., Aug. 8

*Dates are subject to change at the discretion of the university.*
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