



## Master of Arts in Teaching Master of Arts in Teaching & Learning Fall 2022 Newsletter

### Message from the Director

*Welcome to Hollins University! The Masters in Teaching and Learning for any K-12 teacher is offered totally online so you can hone your teaching skills to become a master teacher. We are also pleased to offer the Masters in Teaching where you can receive a master's degree and a license to teach.*

*If you are already a high school teacher, Hollins offers an interdisciplinary master of arts in liberal studies that would allow you to take the required number of courses in English, math, or history so upon completion of the degree with 18 credit hours in one of these subjects, you would be qualified to teach dual enrollment classes. If you already have a master's degree you can take the required classes separately. Hollins offers flexible degrees for working adults.*

*Please forward this newsletter to your friends and colleagues who might be interested in advancing their education. If I can ever help you, please contact me at [langel@hollins.edu](mailto:langel@hollins.edu).*

Dr. Lorraine Lange, Director, Graduate Programs in Education

### Registration Information

On-line registration for fall term is currently open and will remain open until July 26.

To register online students will go to the Hollins Information System (HIS) on the Web at <https://prodssb.hollins.edu>. Click on *Enter Secure Area*. Enter your Hollins User ID number and the PIN (initially student's date of birth in six-digit form). If you are logging in for the first time, or after having your PIN reset, you will be required to change your PIN. If you have forgotten your PIN, enter your User ID, leave the PIN field blank, and click the "Forgot Pin?" button. You will see a page asking for the answer to your security questions, and with the correct answer, you will be logged in and prompted to reset your PIN.

**COMING SOON:** A change is coming soon to how students, faculty, and staff log into HIS. Rather than using your Hollins University ID number, we will use our network log-in. (The log-in we use for everything other than HIS currently.) This should be an easy change to make. **Monday, July 25 is when the change will occur.**

Students registering for fall term will need to pay a \$100 non-refundable enrollment deposit. The deposit may be mailed to Hollins University, Graduate Office, Box 9603, 7916 Williamson Road, Roanoke, VA 24020. **Or** the enrollment deposit may be paid online through Nelnet available through the Hollins Information System (HIS).

Nelnet Enterprise is a single sign-on through your current, secure HIS logon at My.Hollins.

- Go to <https://my.hollins.edu>
- Click on “My HIS (direct login)”
- User ID = A or @ system generated Hollins ID (9 characters/use Capital A)
- PIN – Birthday-mmddyy (or personal 6-digit PIN previously created)
- Select Nelnet Enterprise link on the Main Menu

Please log on to verify and update your student account information. Additionally, add any other personal email addresses to receive email notifications when your ebill is available to review.

For others to access Nelnet Enterprise and view online your student account information and make payments, you must create authorized parties for your account.

As a reminder, you will receive an email notification to your official student Hollins email account when your monthly ebill is available, as well as to any authorized party’s email addresses that you have setup in the Nelnet Enterprise system. Remember to check your Hollins email as well as your Nelnet Enterprise account regularly.

If you have questions, please reach out to the Business Office at 540-362-6303 or by email to [boffice@hollins.edu](mailto:boffice@hollins.edu).

If you have IT issues, contact the IT Help Desk at 540-362-6538 or email [helpdesk@hollins.edu](mailto:helpdesk@hollins.edu).

If you need to have your HIS pin reset contact the Graduate Office at 540-362-6575 or [hugrad@hollins.edu](mailto:hugrad@hollins.edu). (This will no longer be necessary when the move to the network logon and password change is made!)

### **Class Schedules**

Class schedules are not mailed to students. You should verify online that you are registered for the course(s) you desire. Again, you will go into the Hollins Information System (HIS), click on **Student Services** and finally, click on **Student Detailed Schedule**. Prior to the beginning of the term, you will want to view this area to confirm your registration.

Classes are filled in the order in which registrations are received. Most classes are limited to 15 students. Early registration is suggested. Students will automatically be waitlisted for classes that are already filled and are asked to select an alternate in that case. If a space becomes available in the filled course, the student will be contacted regarding his or her preference. If you do not wish to be put on the waiting list, withdraw your registration from the course.

**Students may add/drop classes online only during open registration. Once online registration has ended, you must follow the procedures outlined in the *Add/Drop* section of this newsletter to change your schedule.**

## Remember!

- Your account must be paid in full prior to registering for the upcoming term.
- Mail your \$100 non-refundable enrollment deposit to Hollins University, Graduate Office, Box 9603, 7916 Williamson Road, Roanoke, VA 24020 or pay it online through Nelnet on the Hollins Information System (HIS).
- **Once you have registered, changing the number of credit hours may significantly reduce or eliminate the amount of financial aid for which you are eligible.**

### Add/Drop Dates for Fall Term

For the fall term, students may add classes through Wednesday, September 7. Notification in writing is required. Either email [hugrad@hollins.edu](mailto:hugrad@hollins.edu) or complete an [add/drop form](#) and submit it to the Graduate Studies Office. The form is linked above and can also be found on the Graduate Studies Tab of My.Hollins with most other forms.

The last day to drop a class for the fall term, without responsibility for payment other than the \$100 non-refundable enrollment deposit is Tuesday, August 30 at 4:30 p.m. Once the term has begun (Wednesday, August 31) students will be responsible for tuition according to the following chart.

Withdrawal Date Fall Term 2022	Tuition Refund
W/D by September 15, 2022	90%
W/D by September 22, 2022	50%
W/D by October 13, 2022	25%
Beginning October 14, 2022	No Tuition Refund

### Tuition and Fees

Tuition for the M.A.T. and M.A.T.L. program is \$425.00 per credit hour or \$1,700.00 per course.

**Note:** With proper documentation, licensed teachers currently employed by a school system may be eligible for a \$100 discount per course. Proper documentation is a letter on school letterhead from the principal or other official documentation from the school system (i.e., voucher).

**Documentation must be updated annually.**

The technology fee charged to all full-time students during the academic year is \$550.00 (\$275.00 per term). Part-time students during the academic year are charged \$250.00 (\$137.50 per term). The technology fee for the summer term is \$138.00.

Students enrolled full-time will be charged for Health Services. The cost is \$197.50 per term. Students desiring to take advantage of the services provided will need to complete the required forms which includes information from your physician. If you would like to submit the forms, let us know and we will be happy to send those to you.

## Financial Assistance

Students desiring to apply for financial assistance should contact that office directly at (540) 362-6332 or by email at [SFA@hollins.edu](mailto:SFA@hollins.edu).

During the academic year, nine credits per term are considered full-time, with six credits being considered part-time for financial aid purposes. During the summer, a minimum of six credit hours is considered full-time for financial aid purposes. **Once a term begins, changing the number of credits registered may result in lowering or loss of financial aid funds.**

**Students must maintain satisfactory academic progress to remain eligible for assistance. Students who take incompletes in all course work and/or withdraw from all course work during a term may be impacted financially as well as academically.**

Maintaining satisfactory academic progress means attending and successfully completing courses during the term in which they are registered. A GPA of 3.0 is required for graduation from any of the master's programs offered at Hollins University.

Information on financial assistance specific to particular programs is included with the program description in the graduate catalog. The Office of Scholarships and Financial Assistance may provide additional information as well as the appropriate application forms. They can be contacted at (540) 362-6332 or by email at [SFA@hollins.edu](mailto:SFA@hollins.edu).

## My.Hollins

My.Hollins is the official form of communication for everyone to use at Hollins. It provides a single access to Hollins Web Services and gives everyone personalized informational links, applications, and communications tailored to their individual role(s) within the Hollins community.

Hollins email is accessible through My.Hollins. Students are expected to regularly review email sent to their Hollins account. This is the means through which offices on campus will communicate with you. This is where you will find out when your account has been assessed. Please make sure you are checking it frequently. For security reasons, it can no longer be forwarded to a personal account.

There is much information available through My.Hollins. Graduate students will find most of the forms commonly needed, schedule of courses, the newsletter, the Graduate Catalog, the Graduate Student Handbook, and more through the *Graduate Studies* tab. You will want to check in frequently to stay up-do-date on campus events and announcements. Should you have difficulty logging in, please contact the computer help desk at 540-362-6538. New students will be mailed their username and password.



## Textbooks

Textbooks are **not available** through the Hollins bookstore. They are available online at <http://www.ecampus.com/hollins>.

Along with access to new and used textbooks, you can rent your textbooks! If

the faculty has not yet selected textbooks, you will receive that message. As it gets closer to the beginning of the term, you may want to check with the faculty member and find out if he/she will be requiring books for the course(s) in which you are registered.



### Hollins University Library

Our librarians specialize in different subject areas and are happy to help with research assistance, access to library materials, and other useful tips. Need help? Have questions? Contact them!

- Make an appointment using the online scheduler  
<http://library.hollins.edu/get-help/>
- Email [library@hollins.edu](mailto:library@hollins.edu)
- Call (540) 362-7465
- Chat with them online

Students taking Hollins classes at a distance have easy access to information about library services on the [Off-Campus Students](#) webpage.

### Incomplete Course Work

Hollins' policy on incomplete course work states that students with incompletes outstanding from the spring and summer terms must have them replaced with letter grades prior to October 10. Students with incompletes outstanding from the fall term must have them replaced with letter grades prior to March 10.

**After the date that applies to the appropriate term, incomplete work without approval for an extension will convert to the grade of "F".** Any request for an extension must be submitted on the appropriate form and be approved by the

directing faculty member and the manager of graduating services.

### Independent Studies

Independent studies must be registered manually and require additional paperwork. The contract for independent study is available on My.Hollins, *Graduate Studies* tab.

The independent study contract must be signed by the student, the directing professor, and the program director before submitting it to the Graduate Center.

Independent studies are most often registered for four credits but may be taken for as few as two credits depending on the study itself and the student's needs.



### Are you planning to graduate in October?

If so, here is what you need to know! You must submit an *Intent to Graduate* form to Cathy Koon ([ckoon@hollins.edu](mailto:ckoon@hollins.edu)) no later than August 15, 2022 to be considered a candidate for October 1, 2022 graduation.

**Graduation Fee:** A \$125 graduation fee helps to offset processing costs, including preparation of the diploma. This nonrefundable fee is assessed in the final term for all students being tracked for degree completion. **It is added to students' accounts upon submission of the *Intent to Graduate* form.** This fee does not cover the cost of academic regalia. That must be purchased separately.

During the 2023 spring term, specific information will be sent to you regarding academic regalia and participation in the commencement ceremony. October 1 graduates are invited and encouraged to participate in the ceremony.



## Change of Address or Telephone Number

Let the Graduate office know if you have a change of address, email address, or telephone number. Please email [hugrad@hollins.edu](mailto:hugrad@hollins.edu) with any changes.



## Fall Term 2022

### Academic Calendar

Fall classes begin Wednesday, August 31  
Labor Day (classes in session) Monday, September 5  
Last day to add a class Wednesday, September 7  
Last day to declare P/F/A Wednesday, September 28  
Last day to drop a class w/out W grade Wed, Sept 28  
Fall graduation date Saturday, October 1  
Fall Break (no classes) Thurs-Fri, October 13-14  
Last day to withdraw from a class Wed, October 26  
Thanksgiving recess (no classes) Mon-Fri, Nov 21-25  
Last day of fall classes Thursday, December 8  
Reading day Friday, December 9  
Fall term exams Sat-Wed, December 10-14  
Winter break begins Thursday, December 15  
Grades due Saturday, December 17

### **Master of Arts in Teaching Master of Arts in Teaching and Learning Course Offerings for Fall Term 2022**

*Classes are subject to change at the discretion of University Administration.*

**Classes begin Wednesday, August 31  
Classes end Thursday, December 8**

#### **EDUC 507: Psychology Applied to Teaching and Learning (4)**

**CRN: 96261** **Wagner**

This course is designed to enable students to develop an understanding of the physical, social, emotional, and intellectual development of school-aged learners; to gain insight into ways family disruption, abuse, and social, ethnic, physical, mental, and other differences affect learning; and how to apply these basic principles of learning and motivation in the classroom to guide experiences.

**Online – Thursday** **6:00-9:00 pm**  
**Once registered, email the professor at**  
[wagnertr@hollins.edu](mailto:wagnertr@hollins.edu) **to request the syllabus.**

#### **EDUC 570: Teaching Social Sciences**

**CRN: 96239** **Baynum, T.**

This course offers a study of concepts, strategies, and techniques for teaching social sciences in a child-centered, participatory environment. Emphasis is on integrating social sciences across the curriculum in order to effectively teach Virginia SOLs through the planning and delivery of lessons and required observation in historical and cultural museums.

#### **Hybrid**

**Wednesday** **6:00-9:00 pm**  
**Once registered, email the professor at**  
[tbaynum@hollins.edu](mailto:tbaynum@hollins.edu) **to request the syllabus.**

#### **EDUC 572: Secondary Curriculum & Instruction (4) CRN: 96243**

**Cox**

This course prepares prospective secondary teachers to develop effective teaching strategies and techniques for all learners; create appropriate learning environments in the classroom such as how to manage resources, how to facilitate a community of respect, how to make effective decisions in planning, implementing, and assessing curriculum and instruction. Lessons will be based on the Virginia Standards of Learning. Fieldwork is required.

#### **Hybrid**

**Tuesday** **6:00-9:00 pm**  
**Once registered, email the professor at**  
[rcox@hollins.edu](mailto:rcox@hollins.edu) **to request the syllabus.**

#### **EDUC 577: Language Acquisition I (4)**

**CRN: 96247** **Baynum**

Participants will address linguistic and developmental approaches to learning to read within variable cultural and social influences. This course is designed to support the Virginia Standards of Learning. Practicum experiences with students along the continuum of reading development will provide participants with opportunities to assess phonological awareness, fluency, comprehension, vocabulary knowledge, and writing development.

**Hybrid**

**Wednesday**

**6:00-9:00 pm**

**Once registered, email the professor at [abaynum@hollins.edu](mailto:abaynum@hollins.edu) to request the syllabus.**

**EDUC 670/672/673: Student Teaching & Seminar (12)**

**CRN: 96251/96255/96258 Baynum**

This capstone experience takes place in area schools. Student teaching is open to students with all prerequisites completed. The student should allow a minimum of 35 hours per week, exclusive of preparation time. A seminar is included that will address classroom management, diverse student populations, teacher expectations, current and legal issues in education, and other topics of interest.

**Master of Arts in Liberal Studies  
Course offerings for Fall 2022 Term**

**ART: 550: Special Topic: Character Creation to Sequential Illustration (4)**

**CRN: 96323 Begin**

Each of us are walking, talking, living stories. From the time we wake up in the morning to tell ourselves what our day will be like to the moment we remember who we've been and who we want to be, we are telling ourselves the stories of our life. Storytelling is a fundamental human act that crosses cultures, ages, ethnicities and genders. Artists often think in pictures, so this course will explore the act of storytelling through the exploration of the visuals before the creation of the words. We will start with an exercise in multiple iteration of character ideas, story development from the visual, and an investigation of additional characters who provide the foundation for environments and a series of illustrations for a story concept. Ideation, composition, color, color studies, transferring drawings, discussion of media, style, format, expression of narrative and materials will be reviewed through lecture, demonstration and discussion - both individual and group centered.

Students will be expected to have basic drawing skills, materials to draw with (pencil and paper/sketchbook) and have the ability to research costume, anatomy and relevant aspects of making their illustrations more compelling and resonant. They may use any medium they feel comfortable with or want to experiment with for the illustrations, and must have them ready to work with as the course progresses.

**Online – Course is open to students in the Children's Book Writing & Illustration MFA as well as MALS and MAT programs.**

**COMM 550: Special Topic: From Public Spheres to The Public's Fears (4)**

**CRN: 96371 Richter**

What is the Public Sphere? We will address this question by learning about the philosophy, ideals and realities of democratic communication process, from ancient Greece, through the era of mass media and PR, to the current age of social media. Weekly reading and lectures/discussions. Assignments include a reflective media journal, a book report, an open-book essay midterm and a capstone paper.

**Online – Asynchronous**

**ENG 550: Special Topics: American Expats in Jazz Age Paris (4)**

**CRN: 96376 Sardella-Ayres**

This course will focus primarily on the group of American writers identified as the "Lost Generation" and the presence of American writers and other artists in Paris during the 1920s. American jazz--with its improvisations, syncopations, and hybridities and subject matter--had tremendous influence at home and abroad, and the era's edict "Make it new!" was just as significant to Americans abroad in international, multicultural environments. But what does it mean, and what did "making it new" actually do? This introductory exploration will include works by Stein, Hemingway, Fitzgerald, Barnes, Wright, and numerous others. We will also read around Jazz Era

literature for influences and afterlives, including works directly inspired by the Jazz Age artists, and works not usually considered in relation to the era's zeitgeists. Each class will be structured around reading selections, and while the focus will be on literature, class will include musical, film, or art selections to augment. Students should read *The Great Gatsby*, *The Autobiography of Alice B. Toklas*, and *The Sun Also Rises* before class.

#### **HIST 561: The Rule of Law (4)**

**CRN: 96372**

**Leedom**

"What is the function of law in the organization and regulation of society? What is the source of the law's authority? How is this authority challenged? This class will examine the historical background of law in western history, from Mesopotamian law codes to the American constitution, as well as investigating different theories of law, justice, authority and legitimacy."

**Online**

**Once registered, email the professor at [jleedom@hollins.edu](mailto:jleedom@hollins.edu) to request the syllabus.**

#### **HUM 500C: Heritage Core: The Human Search For Meaning (4)**

**CRN: 96373**

**Downey**

Humans are irrepressible searchers for and makers of meaning. In this seminar we shall explore the multiple forms that meaning takes in human experience through philosophical speculation and some art forms. Topics range from the existence of God to the natures of beauty, truth, and morality. The resources for our search will mainly include classic and contemporary philosophical essays and also poems, paintings, and film. Students will be asked to keep an intellectual journal as they reflect upon the journey we take. Critical thinking and writing skills will be emphasized both in our discussions and in student essays.

**Online**

#### **HUM 550: Special Topic: Vampires: Stories That Refuse to Die (4)**

**CRN: 96374**

**Stevens**

Rising from the grave of ancient Eastern European mythology, vampires have become a staple in world culture. This class will explore their enduring legacy, and how the tropes and themes of the vampire story change to suit the times. From the 1980s film *The Hunger's* reflection of AIDS paranoia to the exploration of alcoholism and addiction in the Netflix series, *Midnight Mass*, vampire texts reflect a society's anxieties and fears in thought-provoking ways. So, sign up today, if you dare. Oh, and pack some garlic!

**Hybrid**

**Wednesday 6 - 9 p.m.**

#### **MATH 550: Special Topics: Modern Analysis (4)**

**CRN: 96375**

**Locklear**

This course will focus on strengthening the calculus concepts of graduate students. Topics include limits, continuity, the Intermediate Value Theorem, differentiation, the Mean Value Theorem, L'Hopitals theorem, integration, sequences, series, convergence, and Taylor's theorem. The aim of the course is to strengthen the graduate students' foundational knowledge by applying the tools of calculus to a variety of problem situations and express the concepts and solutions graphically, numerically, and analytically.

**Online**

**Once registered, email the professor at [locklearm@hollins.edu](mailto:locklearm@hollins.edu) to request the syllabus.**

#### **THEA 584: Playwriting Styles (4)**

**CRN: 96316**

**Ristau**

This course builds on the foundations of playwriting, and through targeted exercises students will explore a broader range of styles, genres and approaches to writing for the stage. Students will read representative texts in a variety of styles, and write several original ten-minute plays in those styles. A 25 – 35 page one act play will serve as their final project. Students will also provide feedback on the work of their peers as well as be expected to take



every opportunity to see productions of plays at theatre venues on and off campus.

**Wednesdays, 6 – 9 p.m.**



## Spring Term 2023

### Academic Calendar

Spring term begins Wednesday, February 1  
Last day to add a class Wednesday, February 8  
Hollins Day Thurs, February 16  
Last day to declare P/F/A Wednesday, March 1  
Last day to drop a class w/out W grade Wed, Mar 1  
Spring recess (no classes) Mon-Fri, Mar 20-24  
Last day to withdraw from a class Wed, April 5  
Honors Convocation Tuesday, May 2  
Last day of classes Tuesday, May 9  
Reading day Wednesday, May 10  
Spring term examinations Thurs-Mon, May 11-15  
Grades due for graduating students Tues, May 16  
Grades due for non-graduating students Thurs, May 18  
Commencement Sunday, May 21

### **Master of Arts in Teaching Master of Arts in Teaching and Learning Course Offerings for Spring Term 2023**

*Classes are subject to change at the discretion of University Administration.*

**Classes begin Wednesday, February 1  
Classes end Tuesday, May 9**

#### **EDUC 537: Teaching Diverse Learners (4)**

**CRN:** Poff

This course describes a multitude of research-based teaching strategies which are effective in educating diverse student learners. Diverse learners could be special needs, English as a Second Language students, and students from communities of lower socioeconomic status.

**Online**

**Hybrid – Monday, 4:15-7:15 p.m.**

**Once registered, email the professor at [poffjc@hollins.edu](mailto:poffjc@hollins.edu) to request the syllabus.**

#### **EDUC 548: Classroom Technology Integration (4)**

**CRN:** Wagner

This course focuses on the needs of practicing and pre-service classroom teachers 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.

**Online**

**Once registered, email the professor at [wagnertr@hollins.edu](mailto:wagnertr@hollins.edu) to request the syllabus.**

#### **EDUC 543: Classroom Management & Organization (4)**

**CRN:** Baynum

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

Interactive assignments throughout this course reflect best approaches for virtual, blended, and in-person classroom instruction. Participants view the teacher's role as a leader who models and builds communication skills, productive collaboration, opportunities for critical thought, and creative innovation. Participants examine the importance of forming trusting relationships in classrooms, investigate the primary elements of trust, and break the constructs of trust down into specific behaviors to teach and demonstrate. Throughout the semester, participants study evidence-based interactions that help PK-12 students recognize, establish, and preserve boundaries, become reliable and accountable, maintain confidentiality, foster integrity, practice non-judgement, and assume the best intent of others.

These strategies and pedagogical techniques foster the skills PK-12 students will need to manage emotions as well as identify personal strengths and areas for growth when working with others. This course focuses on practices that help children learn to demonstrate respect, develop empathy, and display appreciation for diversity. Course participants work to better understand their own values involving diversity, equity, inclusion, and justice while becoming more aware of whether or not they are thinking and acting in alignment with those beliefs in their pedagogical practice. Course participants also learn how to have difficult but necessary conversations with school administrators, colleagues, parents, and students. Teacher candidates investigate self-awareness skills and thought systems required to bounce back from setbacks and perpetuate a healthy growth mindset.

**EDUC 578: Language Acquisition and Reading II (4)**

**CRN:** Baynum

Participants will learn to use assessment tools, diagnostic procedures, and conceptual/cognitive approaches to differentiate literacy instruction. Students will learn to identify characteristics of reading, writing, spelling, and vocabulary at each developmental level. This course is designed to support the Virginia Standards of Learning. Practicum experiences will provide participants with opportunities to implement conceptually based lessons that promote literacy growth.

**Hybrid**

**Wednesday 6:00-9:00 pm**

**EDUC 580: Reading in the Content Areas (4)**

**CRN:** Baynum

Participants will investigate the nature and meaning of comprehension, strategic teaching, and learning. This class emphasizes the modeling and practice of a range of strategies within the context of effective instruction to support the Virginia Standards of Learning. Practicum experiences with middle and high

school students will provide hands-on opportunities to implement conceptually based strategies that promote reading comprehension.

**Hybrid**

**Wednesday 6:00-9:00 pm**

**EDUC 670/672/673: Student Teaching & Seminar (12)**

**CRN:** Cox, Baynum

This capstone experience takes place in area schools. Student teaching is open to students with all prerequisites completed. The student should allow a minimum of 35 hours per week, exclusive of preparation time. A seminar is included that will address classroom management, diverse student populations, teacher expectations, current and legal issues in education, and other topics of interest.

**SOSC 500C: Heritage Core: Qualitative Methods for Social Science Research (4)**

**CRN:** Joseph

This course introduces students to a variety of qualitative research methods used to study human behavior. Students will learn how to develop research questions and choose appropriate methods to facilitate the collection, analysis, and reporting of qualitative data. Major methods studied include participant and non-participant observation, individual and group interviewing, and textual analysis.

**Online**

**Master of Arts in Liberal Studies  
Course Offerings for Spring 2023 Term**

**COMM 550: Special Topic: Cult(URE) OF THE Visual (4)**

**CRN:** Richter

In the age of social media, we are inundated with visual stimuli. Some images go viral, some do not, but all are persuasive, conveying emotion or information. In the course we focus on this **symbolic** use of **images** in current, western, popular culture. You will learn to interpret images from theoretical perspectives. You will also create your own digital, visual messages. Weekly reading and

lectures/discussions. Written assignments include two visual analysis essays, and an open-book essay midterm. Creative assignments include alteration of an iconic image, a self-portrait and a video resume.

**Online – Asynchronous**

**ENG 565: Inquiry into Fairy Tales: Adaption and Ideology (4)**

**CRN:** **Fraustino**

In this class we will explore the process of how fairy tale adaptation works to reflect and shape cultural ideology, from literary retellings of tales that began in the oral folk tradition to Disneyfication and virtual narratives in cyberspace. Our primary text set will include adaptations of several classical fairy tales (e.g., “Cinderella,” “The Little Mermaid,” *Peter Pan*). We will also study a number of critical approaches, including *A Theory of Adaptation* by Linda Hutcheon. A midterm short paper will focus on texts read together. For their final projects, students will branch into independent inquiry on fresh subjects. M.F.A. students may take for creative credit with a creative final project.

**Online -Synchronous meeting times to be determined based on student availability; asynchronous activities on Moodle.**

**HIST 547: Early Christianity (4)**

**CRN:** **Leedom**

This course looks at the earliest history of Christianity, from Jesus to Constantine. How did the “Jesus movement,” as historians know it, grow into a church that eventually became the religion of the Roman Empire? We will look at the origins of Christianity, including gospels and persecution narratives; the problems of expansion within the Roman Empire; and the organization of Christian doctrine. In addition, we will look at forms of Christianity that were eventually discarded and discover how one Christianity emerged to capture the Roman government.

**Online**

**Once registered, email the professor at [jleedom@hollins.edu](mailto:jleedom@hollins.edu) to request the syllabus.**

*“Our class will be a hybrid of synchronous (we all meet together) and asynchronous (we meet when it suits you). Our first and last meetings will be synchronous: you need to get to know me, and I need to get to know you.*

*But I recognize that many of you have schedules that are inflexible, or unknown, or...too flexible to commit to a specific class time. Therefore, every class session will be recorded, and all readings will be emailed to you. I will answer brief questions by email, but a lot of the dynamic of a class arises from questions that themselves spawn new questions. These I will answer during the next class period.*

*Normally we will meet Tuesdays, 6:30-8:30; we may go long or short sometimes, depending. If it turns out that some other day works best for most of you, I’m happy to adjust my schedule to suit yours.*

*Finally, I want to emphasize that I know most of you are taking this class for enrichment and education, and not as a prelude to learning New Testament Greek so you can enter a seminary (although, cheers for you who want to do this). Nor do I make any assumptions about what you believe or how you came to believe it—the only rule is “no scoffing.” I should add that assignments are designed to help you organize your thoughts about readings and events, and not to “test” you in a convention way. (Quick: Find a passage in Matthew that comes from Q, and one from Mark... Ready, get set....)*

*I hope you can make it. This is a fascinating topic, and its importance is beyond question. You’ll enjoy it!”*

**HUM 500C: Heritage Core: Utopia, The Impossible Dream (4)**

**CRN:** **Stevens**

To visit the multiplex these days, you need to be made of stern stuff. Each week brings films that offer new threats to the current world order. Tidal waves, zombie-producing pandemics, nuclear devastation, killer asteroids, sentient machines, and dire predictions from the Mayan calendar haunt our fictions. The History Channel and the Discovery Network showcase documentaries on the Black Death and “Life After Man.” But what do these dystopian visions have to say about our fears and desires? How does the current crop of threats compare to the apocalyptic visions of the past? And what can we learn about ourselves by peering into

these dark mirrors? We will read authors such as Mary Shelley, Richard Jeffries, Stephen King, and Cormac McCarthy and watch films such as *Mad Max*, *The Matrix*, and *The Book of Eli* to explore these questions.

**Hybrid**      **Wednesday 6 – 9 p.m.**

**HUM 550: Special Topics: Reading, Writing & Exploring Cityscapes (4)**

**CRN:**      **Sampon-Nicolas**

This course will explore urban experiences in poetry, fiction, memoirs, non-fiction, the visual arts. “From the study of nature – to that of dwelling, it is not such a big jump – nor is it truly a change in focus. Both are always about the environment which captivates us. Both have bearing on our identity, our wholeness, our quality of life,” writes Michael Pollan in *A place of my own*. What can we learn about identity and dwelling in urban environments by studying experiences in cities through a literary lens? Literature and urban civilization have been closely connected since the nineteenth century. How have dwelling and walking in cities affected identity? How are cities changing to meet present and future needs? Texts might include Baudelaire’s *The Painter of Modern Life*, Lauren Elkin’s *Flâneuse: Women Walk the City in Paris, New York, Tokyo, Venice, and London*, Teju Cole’s *Open City*, Amit Chaudhuri’s *Calcutta: Two Years in the City*.

**Online**

**Once registered, email the professor at [asampon-nicolas@hollins.edu](mailto:asampon-nicolas@hollins.edu) to request the syllabus.**

**SOSC 500C: Heritage Core: Qualitative Methods for Social Science Research (4)**

**CRN:**      **Joseph**

This course introduces students to a variety of qualitative research methods used to study human behavior. Students will learn how to develop research questions and choose appropriate methods to facilitate the collection, analysis, and reporting of qualitative data. Major methods studied include participant and non-participant observation, individual and group interviewing, and textual analysis.

**Online**