

# Spelman College Summer 2026 Online Courses

[View 2026 Summer Calendar](#)

[View summer online course tuition, registration and payment instructions](#)

Summer online courses need at least six enrolled students to run.

You may take up to 2 courses (up to 8 credits) during the summer online term.

Self-registration on Banner closes on April 28. After that date, students need to contact the Associate Registrar

Course Subject/Number/CRN	Course Title	Course Credits
ANT 203 (67491)	Introduction to Cultural Anthropology	4
ASL 102 (67529)	Elementary American Sign Language II	. S
ASL 202 (67530)	Intermediate American Sign Language II	4
ENT 439 (67493)	Digital Marketing	4
MGT 300 (67494)	Principles of Management	4

ECO 387 (67495) Economics-Management Practicum 4

ENT 253 (67524) Black Entrepreneurship Mindset 4

ENG 220 (67497) Contemporary Native American Literature 4

ENG 225 (67498) Afrofuturist Narratives 4

ENG 362 (67527) Feminist Film Criticism 4

ES 211 (67499) Intro to Environmental Science 4

ES 211 Lab (67500) Intro to Environmental Science Lab 4

FLF 201 (67501) Intermediate French I 4

FLF202 (67502) Intermediate French II 4

FLS 201 - Section 1 (67503) Intermediate Spanish I 4

FLS 201 - Section 2 (67504) Intermediate Spanish I 4

FLS 202 - Section 1 (67505) Intermediate Spanish II 4

FLS 202 - Section 2 (67526) Intermediate Spanish II 4

MAT 205 (67507) General Statistics 4

MAT 107 (67508) Contemporary Math 3

MAT 115 (67509) Precalculus 3

MAT 211 (67510) Applied Calculus 4

MUS 130 (67511) Women in Music 4

PHI 220 (67512) Introduction to Philosophy 4

PHI 310 (67531) Public Art and Democracy 4

REL 111 (67513) Introduction to Religious Studies 4

PSC 484 (67514) Racism and the Law 4

PSY 200 (67515) General Psychology for Non Majors 4

PSY 290 (67516) Psychology of Women-Non Majors 4

PSY 375 (67517) Cognitive Psychology 4

PSY 375 Lab (67518) Cognitive Psychology Lab 0

PSY 417 (67519)

Statistics in Psychology II

4

PSY 306 (67520)

Developmental Psychology

4

PSY 321 (67521)

Personality Psychology

4

PSY 325 (67522)

Community Psychology

4

PSY 391 (67523)

Social Psychology

4



For more information, contact **Marilyn Crouch (marilyncrouch@spelman.edu)**, to register. Payment is due within 30 minutes of registration. No registration fee.

Instructor	Prerequisite	Format	Days/Times (EST)	Weeks
James Daria	No Prerequisite	Asynchronous	N/A	6
Ouida Tyler	ASL 101	Asynchronous	June 1 (9:30-11:00am); July 20 (9:30-11:00am)	8
Ouida Tyler	ASL 101, ASL 102, ASL 201	Asynchronous	June 1 (11:30am-1:00pm); July 20 (11:30am-1:00pm)	8
Jad-Évangelô Nasser	SMGT 305 – Principles of Marketing or SENT 253 – Black Entrepreneurship	Asynchronous	N/A	6
Millicent Springs-Campbell	No Prerequisite	Asynchronous	N/A	4

Marionette Holmes	None	Hybrid	Tuesdays 6:00 - 8:00pm	10
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Millicent Springs-Campbell	No Prerequisite	Asynchronous	N/A	4
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Mathew RudeWalker	ENG103 or 193	Hybrid	Tuesday 1-3pm	4
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Toni Stevens	ENG103 or 193	Hybrid	Thursday 5:00 - 7:00p.m.	4
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Rebecca Kumar	No Prerequisite	Hybrid	Tuesday & Thursday 10am-12pm	7
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Tamara Spikes	No Prerequisite	Asynchronous	N/A	10
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Tamara Spikes	No Prerequisite	Synchronous	Tuesday 5-6:50pm	10
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Sophie Vainer	SFLF 102 or placement exam	Synchronous	Monday & Wednesday 9-10:30 am	8
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Anne Carlson	SFLF 201 or placement exam	Synchronous	Tuesday & Thursday 6:00 - 7:30p.m.	8
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Gustavo Segura	SFLS 102 or placement exam.	Hybrid	Tuesday & Thursday 5:30-7:00pm	6
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Claudia Alejo	SFLS 102 or placement exam.	Hybrid	Monday & Wednesday 6:00-7:15pm	6
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Anastasia Valecce	SFLS 201 or placement exam.	Hybrid	Monday & Wednesday 2-3:30pm	6
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Gustavo Segura	SFLS 201 or placement exam.	Hybrid	Tuesday & Thursday 4:00-5:30pm	6
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Jeffrey Ehme	Grade of "C" or better in Math 107 or 115, 116, 120	Synchronous	Mon. Tue. Wed., Thur. 12:30 - 2:30pm	6
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Vanessa Pham	One year of High School Algebra	Hybrid	Tue. Wed. Fri.	7
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Kiandra Johnson	SMAT 101 with C or better	Hybrid	MTWR 2pm - 3:15pm	6
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Brandi Smith	Grade of "C" or higher in Math 115 (Precalculus I), Math 120 (Accelerated Precalculus) or College Placement Exam.	Hybrid	MTWR 8am - 9:30am	8
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Paula Grissom	No Prerequisite	Asynchronous	N/A	4
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Allilia Price	No Prerequisite	Asynchronous	Tuesday 10:00am-12:00pm	4
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Shay Welch	No Prerequisite	Hybrid	Wednesdays 5-7:05pm	8
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Lydia Bremer-McCollum	No Prerequisite	Asynchronous	N/A	4
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Marilyn Davis	No Prerequisite	Hybrid	Tuesday and Thursday 1:00pm-2:15pm	8
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Angela Farris Watkins	SPSY 200	Asynchronous	N/A	6
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Danielle Dickens	No Prerequisite; Restriction- no psychology majors	Asynchronous	N/A	6
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Jimmeke Guillory Wright	SPSY 295/295L	Asynchronous	N/A	6
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Jimmeke Guillory Wright	SPSY 295/295L	Asynchronous	N/A	6
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Alia Rowe	PSY 201, PSY 202, PSY 305 Psychology majors.	Asynchronous	N/A	8
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Alia Rowe	Undergraduate level SPSY 201 Minimum Grade of C and Undergraduate level SPSY 202 Minimum Grade of C) or (Undergraduate level SPSY 203 Minimum Grade of C ) and Undergraduate level SPSY 217 Minimum Grade of C and (Undergraduate level SPSY 305 Minimum Grade of C or Undergraduate level SPSY 295 Minimum Grade of C ) or (Undergraduate level SPSY 200 Minimum Grade of C and Undergraduate level SBIO 115 Minimum Grade of C or Undergraduate level SHSP 201 Minimum Grade of C)	Hybrid	Wednesday 11am - 12:30pm	8
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Tracy Curry Owens	SPSY 201, 202 & 217	Hybrid	Tuesday & Thursday 5:30-7:30pm	6
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Lidia Quinones	SPSY 200, 201, 202, or 203; and SPSY 317.	Asynchronous	NA	6
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Sandra Patterson	SPSY 201/201L, 202 /202L	Asynchronous	N/A	6
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Celeste Lee

N/A

Hybrid

Wednesdays  
11am-1pm

5



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Start Date	Cap
1-Jun	20

1-Jun 15

1-Jun	15
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1-Jun 12

1-Jun	25
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8-Jun 10

1-Jun 25

1-Jun 18

1-Jun 18

8-Jun 12

1-Jun 20

1-Jun 20

8-Jun 22

8-Jun 18

1-Jun 18

8-Jun 18

8-Jun 18

8-Jun 20

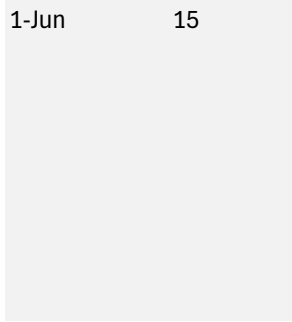
1-Jun 20

8-Jun 12

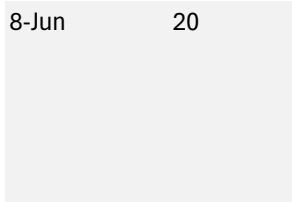
1-Jun 18

1-Jun 20

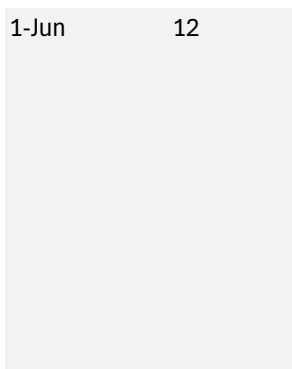
1-Jun 20



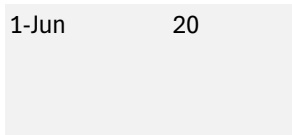
1-Jun 15



1-Jun 12



1-Jun 20



1-Jun

6

1-Jun

15

1-Jun

12

1-Jun

20

1-Jun

12

8-Jun

15

ayment. Registration officially closes on May 29.

## Course Description

This course is an introduction to Socio-Cultural Anthropology and is aimed at giving students the tools necessary for understanding world cultures from an anthropological perspective. We will investigate ways of comparing and contrasting the structures of social relationships and belief systems that operate in different cultural settings, aiming to, in the words of Melford Spiro, “make the strange familiar, and the familiar strange.” We will also analyze the fieldwork methods and products of investigations in cultural anthropology – namely ethnography – and engage in ethnographic fieldwork exercises with the goal of applying anthropological thinking to real world problems and controversies.

The ASL 102 course fulfills the World Language requirements: 1. Communication, 2. Culture, 3. Connections, 4. Comparisons, and 5. Communities. This class is the second in a sequence of American Sign Language courses that explore Deaf culture and its language. Topics include: Deaf culture, extended family, and food/drinks, asking for advice, and describing people. Grammar is introduced in context, with an emphasis on developing question- and answer-skills. Grammar is a crucial part of body language in the use of space. Students will learn more advanced conversational strategies to help sustain conversation. Interaction activities allow rehearsing materials learned. Deaf Culture is an integrated part of the curriculum that students learn as they acquire the language

ASL 202 fulfills the World Language requirements: 1. Communication 2. Culture 3. Connections 4. Comparisons 5. Communities. This class is the fourth in a sequence of American Sign Language courses that explore Deaf culture and its language. Topics include: Deaf culture, greetings, and leave-takings, asking for advice, and describing places. Grammar is introduced in context, with an emphasis on developing question- and answer-skills. Grammar is a crucial part of body language in the use of space. Students will learn more advanced conversational strategies to help sustain conversation. Interaction activities allow rehearsing materials learned. Deaf Culture is an integrated part of the curriculum that students learn as they acquire the language.

Digital Marketing Management is an immersive exploration of the fundamental principles, theories, and mechanics that underpin the dynamic landscape of Digital Marketing. Designed as a progression from the Principles of Marketing prerequisite, this course invites students to understand better the intricacies of marketing that shape their daily interactions.

This course is a general survey of management concepts. It is intended to give students an understanding of the challenges that managers face in an increasingly complex business environment. Emphasis will be placed on topics like managing in the global environment by discussing some of the basic functions of management: planning, organizing, leading, and control. Issues such as power, negotiation & conflict resolution, merger & acquisition, human resources, and the role of African American women in management will also be discussed. The course seeks to provide a survey of basic management theory and practice in both profit and not-for-profit organizations. Emphasis will be placed on managerial functions plus organization theory.

Economics-Management Practicum is an intensive course in the fluency and practice of business. This course is offered through the College's partnership with the HBX Credential of Readiness (CORe) program, a digital learning initiative of Harvard Business School (HBS). The course consists of content across three separate areas of study: Business Analytics, Economics for Managers, and Financial Accounting. This course is taught in parallel with the online content delivered through the HBX CORe program. The goal of this course is to familiarize the student with the language and the practice of business. The student will complete coursework and develop mastery across learning modules in three separate areas of study: Business Analytics, Economics for Managers, and Financial Accounting. Across each module, the student will learn core economic, accounting and statistical ideas and develop applied understanding of the central role of these three disciplines in business and managerial decision-making. This course provides business and non-business majors with the skills necessary to succeed as an entrepreneur. The fundamentals of starting and operating a business, developing a business plan, obtaining financing, marketing a product or service and developing an effective accounting system will be covered. This course will cover challenges of women managers and entrepreneurs.

This course surveys the works of 20th and 21st century Indigenous American writers with attention to the historical, cultural, and political contexts in which the writers lived and worked. May include authors such as Leslie Marmon Silko, Louise Erdrich, Joy Harjo, Tommy Orange, Stephen Graham Jones, and Layli Long Soldier.

What if Black women could self-actualize without engaging in intersectional oppression? In the "Afrofuturist Narratives" course, students will explore this "What if" question by employing Womanist and Afrofuturistic frameworks to examine speculative texts composed by Black women as radically reimagined models of self-actualization.

With a conscious effort to resist what Laura Mulvey famously called the camera's "male gaze," this course investigates how women are critical spectators and cinematic 'auteurs'. By applying key feminist and queer theories, students will consider how film plays a crucial role in shaping our understanding of the complex intersections of gender, race, class, and sexuality. We will look at mainstream, independent, and international film by established and emerging filmmakers.

Introduction to Environmental Science is an interdisciplinary course for all majors. The course lays a strong foundation for understanding the complex relationship among living organisms and how they interact with the environment. The topics include environmental science principles, environmental justice, human populations, geology, the pollution of air, water, and soil, waste management, and energy.

See above

SFLF 201 develops students' proficiency in oral communication, listening, reading and writing. Students are guided through pertinent grammar, vocabulary, and related culture. A paid subscription to the En Avant! Connect platform is required for this course. Enrollment is limited to students who successfully complete the first-year sequence or are placed in the course by examination.

SFLF 202 develops students' proficiency in oral communication, listening, reading, and writing. Students are guided through pertinent grammar, vocabulary, and related culture. A paid subscription to the *En Avant!* Connect platform is required for this course. Enrollment is limited to students who successfully complete SFLF 201 or are placed in the course by examination. Successful completion of SFLF 202 fulfills the Spelman College core requirement for World Languages.

Intermediate Spanish 1 (SFLS 201) provides the student with practice in the fundamental skills of listening, speaking, reading, writing, and culture with emphasis on oral proficiency in Spanish. Enrollment is limited to students who successfully complete the first-year sequence (SFLS 101 and 102) or who are placed in the course by examination. Required Course Materials: VISTAS 7th Edition (vText) + VISTAS SuperSite (WebSAM)

Intermediate Spanish 1 (SFLS 201) provides the student with practice in the fundamental skills of listening, speaking, reading, writing, and culture with emphasis on oral proficiency in Spanish. Enrollment is limited to students who successfully complete the first-year sequence (SFLS 101 and 102) or who are placed in the course by examination. Required Course Materials: VISTAS 7th Edition (vText) + VISTAS SuperSite (WebSAM)

Intermediate Spanish 2 (SFLS 202) provides the student with practice in the fundamental skills of listening, speaking, reading, writing, and culture with emphasis on oral proficiency in Spanish. Enrollment is limited to students who successfully complete Intermediate Spanish 1 (SFLS 201) or who are placed in the course by examination. Required Course Materials: VISTAS 7th Edition (vText) + VISTAS SuperSite (WebSAM)

Intermediate Spanish 2 (SFLS 202) provides the student with practice in the fundamental skills of listening, speaking, reading, writing, and culture with emphasis on oral proficiency in Spanish. Enrollment is limited to students who successfully complete Intermediate Spanish 1 (SFLS 201) or who are placed in the course by examination. Required Course Materials: VISTAS 7th Edition (vText) + VISTAS SuperSite (WebSAM)

This course is designed to be an introduction to statistics suitable for liberal arts students. Topics to be covered include descriptive statistics, graphs and charts, introduction to probability and probability distributions, sampling, hypothesis testing, and an introduction to data analysis using the computer while stressing a wide variety of applications from real-world situations.

Contemporary Mathematics is a course designed to enhance students' problem-solving abilities through student-centered exploration and practical application. Emphasizing creative and analytical thinking, the course equips students with tools to approach problems from multiple perspectives using various mathematical models. Students will engage in logical reasoning within real-world contexts, interpret and analyze geometric figures visually and conceptually, apply numerical operations appropriately, and evaluate data representations to make informed conclusions. This course is suitable for students from a wide range of academic disciplines seeking to strengthen their quantitative reasoning and critical thinking skills.

This course covers applications of algebra in problem solving, functions, graphs and transformations, polynomials and rational functions, exponential and logarithmic functions, and complex numbers. Students will explore graphs of these functions, their analytical properties as well as their applications to real world problems. This course provides instruction in the algebra and precalculus topics needed to prepare students for courses in differential and integral calculus and other higher-level mathematics courses.

An introduction to the basic ideas of calculus, topics include functions and graphs, tangent lines, derivatives, rate of change, maxima-minima problems, exponential and logarithmic functions, integration, applications to the life and social sciences. Emphasis will be placed on applications and problem solving in biology and other life and social sciences.

Women in Music is a 4-hour course designed to highlight the achievements of women in all aspects of musical life from the Middle Ages to the present. The course focuses on the woman's important role in and influence on culture at various points in history. It is multicultural and multi-genre in scope, and includes views of women as creators, performers, and consumers.

This course serves as an invitation into the vast and dynamic world of philosophy—its questions, its methods, and its enduring relevance across time and cultures. Philosophy, at its heart, is about asking the questions that matter most: What is the meaning of life? What, if anything, ultimately exists? What is truth, and how do we discern it?

These so-called “big questions” are not only intellectually compelling, but they also speak to our daily lives, our communities, and our sense of purpose in the world. Throughout the course, we will explore major philosophical themes and traditions, learning how to critically analyze arguments, engage with diverse perspectives, and trace the development of ideas from ancient and modern thought. Students will be encouraged to think deeply, write clearly, and participate actively in dialogue. Whether you are drawn to questions about existence, ethics, politics, or knowledge, this course aims to equip you with tools to think more carefully about the world—and your place within it.

In this course, we will venture into the interdisciplinary world of applied philosophy in a real-world context. We will be studying and analyzing three specific areas: participatory democracy, radical political polarization in contemporary society, and public art. This course is split into two main categories. The first area of the course is centered on the traditional study of applied and analytic philosophy. The second area of the course will be real-time interaction with various kinds of public art. Students will explore their locations to find and engage the kinds of art that members of their community intend to make social contributions and/or make political statements. There are two main objectives of this course. The first is to learn how philosophy operates in the lived experience of daily life. The second is to explore how much of the art in our public spaces operates as intentional forms of communication.

This course explores the nature and role of religion as a source of meaning in human life. It combines academic study of religion with analysis of beliefs, symbols, ideas, and practices of African/African-derived religions, and at least two other religious traditions. Students examine a variety of dimensions and ways of being religious within each tradition.

The Summer Session course, PSC 484, Racism and the Law, requires students to use the wide variety of skills that they learn as political science students. The skills are research, writing, teambuilding, critical and analytical thinking, critical reading, debate, and forming arguments about the role of the SCOTUS in supporting or opposing racism. Skills application is apparent throughout the mobility period in amicus curiae brief research, legal schools of thought (American Legal Realism, Critical Legal Studies, and Critical Race Theory) analysis, and areas of racial discrimination interpretation.

General Psychology for Non-Majors is an introductory on-line course designed to present an overview of the field of psychology and provide substantive perspective of central concepts, principles, methods, theoretical interpretations, and practical problems. Psychology, as a discipline, enhances critical thinking skills and advances an awareness of the research and tentative conclusions about the nature of behavior and mental processes.

This course is designed to explore perspectives that are frequently excluded from standard psychology courses. Thus, studying women’s psychology will lead us to discover and discuss bias in “standard” psychological research and theory, as well as facilitate meaningful consideration of issues that have relevance for you as an individual. Psychology of Black Womanhood speaks to the psychological study of experiences of women of African descent in the United States and their experiences in the context of identity development, education, religion, body image, physical and mental health, racialized gendered violence, sex and sexuality, work, close relationships, aging, motherhood, and activism. The aim is to emphasize the scientific and theoretical perspectives, and we will also attempt to show the relevance of the topics covered to “real life” issues. This course has implications for practice in counseling, social work, healthcare, education, advocacy, and policy.

This course provides an examination of mental activities associated with thinking, remembering, and communicating. Special emphasis will be placed on the theoretical framework and distinctions within the areas of attention, pattern recognition, memory, organization of knowledge, language, reasoning, and problem solving.

This course provides an examination of mental activities associated with thinking, remembering, and communicating. Special emphasis will be placed on the theoretical framework and distinctions within the areas of attention, pattern recognition, memory, organization of knowledge, language, reasoning, and problem solving.

This is a higher-level statistics course designed to develop skills in use of univariate, multivariate, and nonparametric statistics. Special emphasis on use of statistical computing software and data interpretation in completing laboratory assignments.

A multidisciplinary and multicultural approach to how and why people change from conception through adulthood and dying. Laboratory and field experiences involve observation and application of life-span concepts, theories and principles with individuals, families (including extended), community agencies and multicultural groups. This course is designed as a writing-intensive course.

In this course, students will explore how personality is understood from different theoretical perspectives, including psychoanalytic, behavioral, trait, social-cognitive, humanistic, and biological models. We will also explore the research methods used to study personality, as well as the measures used to assess personality. Additionally, we will discuss the application of personality theory to everyday life and critique the relevance and value of various theoretical perspectives.

An examination of the influence of environmental forces on the psychological well-being of communities and development of the potential for using these same forces to alleviate such problems. Approached as an academic discipline and the development of the community psychology perspective as a "social movement" in response to the need for reform within the larger field of applied psychology. Focus is on the political significance of the community psychologist as a change agent in this system of reform.

Social Psychology is the study of behavior in the context of social situations and groups. It is the scientific study of how our thoughts, feelings and behaviors are influenced by others in social situations. In this course you will explore research on interpersonal behavior with the goal of understanding how people in social situations affect the way we act, think, and feel; and conversely how our actions affect others as well. After taking this course, students should have a better understanding of how theories in social psychology are generated and tested, and how social psychological research is conducted and evaluated. Students are evaluated with diverse teaching strategies and methods, including their responses to readings, discussion scenarios, critical thinking questions, discussion forums, exams, an advocacy essay, and a persuasive application project.

Inequality is a fundamental aspect of American society. In this course, we will explore how race, class, and gender serve as markers of difference that create, justify, and maintain social inequality. Specifically, we will devote the summer to exploring how power and privilege operate along the axes of race, class, and gender within various social institutions, such as educational systems, health care systems, and the criminal justice system. In addition to understanding how these constructs inform inequality, this course centers intersectionality as our primary theoretical lens. Thus, this class does not focus on three separate systems of oppression; rather, we explore how American society and individual lived-experiences are shaped by various combinations of race, class, and gender. Over the course of the semester, students will develop a sociological understanding of how racism, classism, and sexism reinforce each other and how they intersect to create an overall matrix of domination/oppression.