

**LOYOLA COLLEGE IN MARYLAND**  
**2004–2005**

**UNDERGRADUATE**  
**CATALOGUE**



**College of Arts and Sciences**

**The Joseph A. Sellinger, S.J.**  
**School of Business and Management**

4501 North Charles Street  
Baltimore, Maryland 21210-2699  
410-617-2000  
<http://www.loyola.edu>

## IMPORTANT

The provisions of this publication are not to be regarded as a contract between the student and Loyola College. The College reserves the right to change courses, schedules, calendars, and any other provisions or requirements when such action will serve the interest of the College or its students.

Students are responsible for the selection of courses, completion of degree requirements, and acquainting themselves with the regulations pertinent to their status. The College reserves the right to modify its regulations in accordance with accepted academic standards and to require observance of the modifications.

Loyola College does not discriminate on the basis of race, sex, color, national or ethnic origin, age, religion, disability, marital status, or sexual orientation in the administration of any of its educational programs and activities or with respect to admission or employment. The Designated Compliance Officer to ensure compliance with Title IX of the Education Amendment of 1972 is Toi Y. Carter, Assistant Vice-President for Human Resources, Jenkins Hall, Room 220, 410-617-2699. The Coordinator to ensure compliance with Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112) as amended (P.L. 93-516) is Toi Y. Carter, Assistant Vice-President for Human Resources, Jenkins Hall, Room 220, 410-617-2699.

Loyola College is authorized under U.S. Federal Law to enroll non-immigrant, alien students.

### **ACCREDITED BY:**

AACSB International – The Association to Advance Collegiate Schools of Business  
Accreditation Board for Engineering and Technology (B.S.E.S. program only)  
American Chemical Society  
Commission on Higher Education of the Middle States Association of Colleges and Schools,  
3624 Market Street, Philadelphia, PA 19104;  
215-662-5606  
Computer Science Accreditation Commission  
Educational Standards Board of the American Speech-Language-Hearing Association  
Maryland State Department of Education  
(Elementary Education)

National Council for Accreditation of Teacher Education

### **APPROVED BY:**

State Department of Education of Maryland  
Regents of the University of the State of New York  
Approved for Veteran's Education

### **MEMBER OF:**

AACSB International – The Association to Advance Collegiate Schools of Business  
Adult Education Association of U.S.A.  
American Association for Higher Education  
Association of American Colleges and Universities  
Association of Jesuit Colleges and Universities  
Council for Advancement and Support of Education  
Independent College Fund of Maryland  
Maryland Association for Higher Education  
Maryland Independent College and University Association  
Middle States Association of Colleges and Schools  
National Academic Advising Association  
National Association of Universities and Independent Colleges  
National Catholic Education Association  
National Collegiate Athletic Association

Documents granting accreditation or approval to Loyola College are available for review during regular business hours in the Records Office.

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## ENROLLMENT

The undergraduate full-time enrollment for Fall 2003 was:

Resident Men:	1,116
Resident Women:	1,586
Commuter Men:	331
Commuter Women:	380
Total Enrollment:	3,350

## FOR FURTHER INFORMATION WRITE TO:

Dean of Admissions  
 Loyola College in Maryland  
 4501 N. Charles Street  
 Baltimore, Maryland 21210-2699

Or phone: 410-617-5012 or 800-221-9107

**Note:** Graduate programs are described in a separate catalogue. For further information contact the Director of Graduate Admissions at the above address.





# THE COLLEGE

## HISTORY

Since its founding, Loyola College has challenged itself to remain grounded in a centuries-old tradition of Jesuit, liberal arts education, while continually seeking to adapt to changing circumstances. In this balance between values and the desire to serve the greater community, the College has managed to create itself anew, time and again.

Loyola College in Maryland rose from humble beginnings in 1852. The first college in the United States to bear the name of Saint Ignatius Loyola, the College was founded by Father John Early and eight other Jesuits to enable the young Catholics—and non-Catholics as well—of Baltimore to obtain a liberal education without the commitment of joining the priesthood. Less than a year after its founding, Loyola was granted a charter from the Maryland Legislature, thus allowing the College to grant university-level degrees.

The original site of Loyola College—in a house on Holliday Street in downtown Baltimore—is marked by a commemorative plaque in what is now Baltimore's War Memorial Plaza. Within a few years, the growing student body sought more ample space, and construction of a new facility at Calvert and Madison Streets was completed in 1855. That building now houses Center Stage, Baltimore's intimate theater for professional drama groups, and St. Ignatius Loyola Academy, a Catholic high school.

The early curriculum at the College was similar to that offered at most other colleges in America at the time. Courses included Latin, Greek and English, Humanities and Rhetoric, Mathematics, the natural sciences, Philosophy and Religion. By the 1920s, Loyola's alumni were immersed in the civic and professional life of Baltimore. The most common career paths for young graduates were law and medicine.

In time, the Loyola student body once again outgrew its facilities, and the College moved to its present campus in north Baltimore in 1921. The Great Depression and World War II brought a temporary halt to physical expansion, but during that time course offerings were increased and the

faculty was organized into departments. The offering of evening classes began in 1942, and seven years later—to fill the expressed needs of teachers in the Baltimore metropolitan area—a graduate division in education was established. That graduate program signaled the start of tremendous change for the College, and in the ensuing years, graduate programs in business administration, computer science, finance, modern studies, pastoral counseling, psychology, and speech-language pathology/audiology were established.

Loyola College has always found energy in its adherence to Jesuit tenets and in its desire to remain relevant to a changing world. At no time has that been more apparent than in recent decades, when three significant changes at the institution ushered in an era of recognition and attainment. The first was the advent of coeducation in 1971, when nearby Mount Saint Agnes College joined Loyola. The second was the establishment of a separate school of business—The Joseph A. Sellinger, S.J., School of Business and Management—which helped Loyola establish partnerships with the regional business community. The third change involved the presence of laity on the Board of Trustees, which brought greater openness to the governance of the institution and eventually led to the decision to become a regional and residential College.

The 1994 approval for a chapter of Phi Beta Kappa—an honor for the Arts and Sciences faculty held by only 254 other institutions—complemented the 1988 accreditation of the Sellinger School of Business and Management by AACSB International – The Association to Advance Collegiate Schools of Business. A loyal alumni population, strong corporate and civic support, and the dedication and commitment of the laity who assist the Jesuit priests and the sisters of Mercy in their work have all helped make Loyola the institution it is today. A tremendous dedication to emerging technology—with the entire College community completely linked by computer—also helps assure that today's students will have all of the ancillary skills necessary for an ever-changing workplace.

With 275 full-time faculty, the College today has approximately 6,000 undergraduate and graduate students representing 41 states and 48 foreign countries. Approximately 75 percent of undergraduate students live on campus and nearly one-half study at least one semester abroad their junior year through one of Loyola's packaged or exchange programs, affiliations, or approved programs at other colleges and universities. Through various exchange programs, the College also welcomes international students to its Baltimore Campus, thereby enriching the cultural life of the College.

The liberal arts foundation upon which Loyola was founded remains the cornerstone of the College's curriculum. Programs of study emphasize the exercise of reason, intellectual curiosity and the power of communication. Inseparable from the College's academic tradition, however, is the call for Loyola and its community to live and serve in the world beyond Evergreen, to cultivate committed leaders and servants for the good of others. This melding of study and service gives life to the College, and offers a greater contribution to humankind.

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#### MISSION

Loyola College in Maryland is a Jesuit Catholic university committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. Accordingly, the College will inspire students to learn, lead, and serve in a diverse and changing world.

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#### VISION

The education of men and women of compassion and competence, imbued with the desire to seek in all things the greater glory of God, represents the enduring aspiration of Loyola College in Maryland. That ideal, first elucidated by Saint Ignatius of Loyola, founder of the Society of Jesus and namesake of this university, continues to guide Loyola as it strives to lead students, faculty, staff, alumni, and friends forward to the promise of an examined life of intellectual, social, and spiritual discernment.

In pursuing these goals, Loyola asserts a bold ambition: that the College will be among the top

Catholic universities in the United States. The standards by which we measure that achievement will be many: the enrollment of outstanding students; the creation of a diverse and supportive community; the cultivation of a rigorous intellectual climate; the scholarly achievements of the faculty; the recognition of peers; the intellectual and professional attainments and generosity of spirit of the alumni.

Loyola will do so by providing undergraduate students with a liberal education that transforms them, that ensures they place the highest value on the intellectual life, and that instills in them an understanding that leadership and service to the world are intimately connected. Likewise, Loyola will be a recognized leader in graduate education, offering programs which are responsive to the needs of the professional and academic communities it serves, inspiring its graduate students to leadership, and inculcating in them the knowledge that service to the larger world is a defining measure of their professional responsibilities fully understood.

In all of this, Loyola College will remain ever mindful of the Jesuit precept that the aim of all education ultimately is the ennoblement of the human spirit.

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#### VALUES

From the time of their founding four-and-a-half centuries ago, Jesuits—beginning with their founder, Saint Ignatius Loyola—have had a distinctive way of looking at life. Their characteristic Ignatian worldview has permeated their educational and spiritual apostolates, and has been shared with hundreds of thousands of women and men formed by Jesuit teaching and pastoral care. This Ignatian worldview includes the following characteristic notes or emphases:

- openness and enthusiasm toward the whole of God's richly diverse creation and for the human person as its crowning glory;
- hopefulness and pragmatism in seeking graced solutions to life's challenges through creative use of all available gifts and resources, tempered by realism and compassion about the reality of human weakness;

- sustained critical attention to motivations and choices based on the conviction that individuals, through the exercise of their freedom, exert a real influence on their world and one another for good or for evil; and
- commitment to a life of growing integrity and increasing service to God and others after the Gospel model of Jesus Christ.

As a Jesuit, Catholic university with a 150-year history, Loyola College adopts and adapts these characteristic emphases of the Ignatian heritage and reflects them in its life and work. Loyola's Jesuit tradition was complemented and enriched by the tradition of the Mercy Sisters when the College joined with Mount Saint Agnes College in 1971; and Loyola continues to remember and to recognize with gratitude the gifts which it received as a result of that joining, as will be seen in the text below. One of the particular ways in which Loyola preserves its religious heritage while recognizing and incorporating the necessary openness to pluralism which is characteristic of American higher education today is by encouraging all of its constituents to cultivate and to live by the following core values: academic excellence, focus on the whole person, integrity and honesty, diversity, community, justice, service, leadership, discernment, and the constant challenge to improve.

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#### **LEARNING AIMS**

##### **Master Knowledge and Skills**

- Master the skills, methods, and knowledge appropriate to the discipline
- Synthesize knowledge using interdisciplinary approaches
- Acquire the tools to continue professional development and lifelong learning

##### **Think Critically**

- Access, analyze, and evaluate information effectively
- Disseminate and communicate information effectively

##### **Manifest Leadership and Social Responsibility in the Workplace and Community**

- Understand and value individual differences and have the skills for working effectively in a diverse and changing world
- Comprehend the ethical principles appropriate to the discipline, have the ability to identify ethical dilemmas, and understand the frameworks for selecting and defending a right course of action
- Contribute professionally and personally to the broader community
- Consider issues of justice in making decisions

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#### **GRADUATION RATES**

In compliance with Title I of the Student Right to Know Act, Loyola College reports that the completion or graduation rate by August 2003 for students who entered the College on a full-time basis in 1997 was 82 percent. Seventy-five percent of the student athletes receiving athletic-related aid who entered in 1997 graduated by August 2003.

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#### **DIVERSITY STATEMENT**

Loyola College values the benefits in diversity and is committed to creating a community which recognizes the inherent value and dignity of each person. As a community, the College actively promotes an awareness of and sensitivity toward differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities among students, faculty, administrators, and staff.

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## ACADEMIC ORGANIZATION

The Office of Academic Affairs is responsible for the academic operations of Loyola College. The office includes two academic units—the College of Arts and Sciences and the Joseph A. Sellinger, S.J., School of Business and Management—both offering undergraduate and graduate degree programs. These academic units are under the direction of deans who are responsible for the program of majors offered, staffing of courses, academic advising, recruitment of faculty, and faculty development activities.

The College of Arts and Sciences comprises the Departments of Biology, Chemistry, Classics, Communication, Computer Science, Education, Engineering Science, English, Fine Arts, History, Honors Program, Mathematical Sciences, Military Science, Modern Languages and Literatures, Philosophy, Physics, Political Science, Psychology, Sociology, Speech-Language Pathology/Audiology, and Theology.

The Sellinger School of Business and Management comprises the Departments of Accounting, Economics, Finance, Information Systems and Operations Management, Management and International Business, and Marketing, Law and Social Responsibility.

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## CAMPUS AND BUILDINGS

Located in a residential section of northern Baltimore, the Baltimore Campus is noted for its mix of beautifully landscaped and generously wooded areas. Hospitable to students, faculty and staff, the Campus is a beautiful, welcome respite from the workaday world.

The **Alumni Memorial Chapel**, dedicated to Loyola alumni who served in World Wars I and II, was constructed in 1952 and renovated in 1993. The Chapel is the physical and spiritual center of the campus. Sixteen large stained-glass windows along the Chapel's nave depict major Jesuit saints, while Catholic history is illustrated in the stained-glass windows at the four terminals of the nave and the transept. Seven smaller windows depict historic shrines from around the world dedicated to Mary. Above the front facade of the Chapel is the statue of Our Lady of Evergreen, donated in

1952 by Fulton Oursler, Senior Editor of *Reader's Digest* and author of *The Greatest Story Ever Told*.

Located beneath the Chapel, **Cohn Hall** is characterized by stone, brick, and glass walls; bright colors; ceramic tile floors, and plenty of natural light. Cohn Hall houses Campus Ministry and the Center for Values and Service.

Until March 1992, the large Tudor-style mansion at the center of the quadrangle served as the home of Loyola's Jesuit community. Now called the **Francis Xavier Knott, S.J., Humanities Building**, the building underwent a major expansion and renovation in 1993 to fulfill the College's goal of centralizing academic and administrative offices. The Humanities Building houses offices for Admissions, Alumni Relations, the Counseling Center, Development, Financial Aid, Public Relations, and Publications; faculty offices for the Departments of Classics, Communication, English, History, Philosophy, and Theology; a high-technology Honors seminar room; lecture-style classrooms; conference rooms; and a dining area.

The mansion was initially built by the prominent Garrett family in 1895 as a wedding gift to their son, who died while on an extended trip to Europe before the building was completed. Later, the building served as a rehabilitation center for blind veterans of World War I before Loyola acquired it in 1921.

**Beatty Hall**, originally named the Jenkins Science Building, was completed in 1922 and renovated in 1974, 1980, and 1995. The structure, built with locally quarried stone, houses the Departments of Education, Political Science, Psychology, and Sociology. After its 1974 renovation, the building was renamed in honor of Rev. Vincent F. Beatty, S.J., who served as College president from 1955–1964.

**Jenkins Hall** opened just before Thanksgiving in 1929, and its highlight was the library on its top floor. Until its closure for renovation in January 2000, it served as the center for The Joseph A. Sellinger, S.J., School of Business and Management. The refurbished facility now houses administrative offices, the Loyola Writing Center, and The Study—a spacious student study area on the third floor. The Study offers academic support services for all students and features tutoring spaces, computer stations, and informal seating areas for quiet study.

**Xavier Hall** is located between Beatty and Jenkins Halls. Originally a small chapel in Mount Washington, the structure was donated by the pastor of the Shrine of the Sacred Heart. In Fall 1924, the chapel was systematically disassembled, trucked to the Baltimore Campus, and reconstructed during the remainder of the year. It formally opened as St. Francis Xavier Chapel on February 2, 1925. After the Alumni Memorial Chapel opened in 1952, Xavier Hall was converted into a student lounge until the 1970s when it was renovated into offices to accommodate the expanding needs of the business school. Now that the Sellinger School has a new home, Xavier Hall has been renovated to house classrooms and the office of Institutional Research.

In 1965, Loyola expanded its classroom facilities with the addition of the five-story building, **Maryland Hall**. Named to acknowledge a 1962 grant from the state government, the structure initially served as an engineering and science building. Maryland Hall now houses the Center for Academic Services and Support, Dean of First-Year Students and Academic Services, International Programs, Department of Modern Languages and Literatures, Language Learning Center, Instructional Technology, Records Office, Student Administrative Services, classrooms, a distance learning classroom, and administrative offices. A major renovation, completed in 2002, increased academic space; added high-technology classrooms; created a new, state-of-the-art language resource center; and made the building fully compliant with the Americans with Disabilities Act.

The **Joseph A. Sellinger, S.J., School of Business and Management**, a 50,000 square-foot classroom and office building which opened in January 2000, is adjacent to Maryland Hall and anchors the College's academic quadrangle. The facility, which features a five-story atrium, houses ten classrooms, five seminar rooms, four conference rooms, the dean's and faculty offices, an information center, and a student lounge.

**Donnelly Science Center** was completed in 1978, and its contemporary architecture—two five-story wings joined by a glass-enclosed, diagonal centerpiece—serves as one formal entrance to the College. Its construction enabled the College to expand and upgrade its science facilities to include 25 laboratories, three workshops, and a

number of faculty offices. The building also houses the Departments of Biology, Chemistry, Computer Science, Engineering Science, and their associated teaching/research labs. An expansion has added new state-of-the-art laboratories, classrooms, and faculty offices to the facility, reflecting the College's commitment to science instruction and research.

**Knott Hall**, completed in 1989, adjoins the Donnelly Science Center. It houses the Departments of Physics and Mathematical Sciences; Technology Services; lecture-style classrooms; two high-technology lecture halls; terminal rooms; the computer center; five high-technology classrooms; and three computer labs. The USF&G Pedestrian Bridge links the east (academic) side of the campus with the west (residential) section and provides an upper-level entrance to the building.

The **DeChiaro College Center** is a long, rectangular five-story building that opened in 1985. It houses the Julio Fine Arts Wing, containing faculty offices for the Department of Fine Arts; a rehearsal room; music practice rooms; an art gallery; a high-technology classroom, as well as studio classrooms for drama, art, and music; and a fully-equipped photography center. In addition, the wing contains the McManus Theater which has a seating capacity of 300.

The Center also houses the Career Development and Placement Center and Reitz Arena. The Arena contains a gymnasium with three basketball courts and a seating capacity of 3,000. The facilities also include a weight room, training rooms, locker rooms, a VIP lounge, and some Athletics offices.

The **Andrew White Student Center** is named for the Rev. Andrew White, S.J., who was part of a small group of English Catholics who helped found the state of Maryland when the first expedition landed in 1634. The Center—a popular hub on the Baltimore Campus—was renovated in 2000 and features an expanded food court, dining, and lounge areas, as well as an expanded bookstore, lobby, office and program space, a reading room, post office, and student mailboxes. The Center houses both the Athletics Department and Student Activities.

**Ignatius House** is home to the College's Jesuit community. Formerly Millbrook House, the three-

story stone mansion was built in the 1920s and acquired by the College in 1957. Expanded, renovated, and renamed in 1991, it now contains a small chapel and Jesuit living quarters.

The **Loyola/Notre Dame Library**, located midway between Loyola and the College of Notre Dame of Maryland, opened in 1973. The library, a joint venture of the two institutions, is unique in being governed by a special corporation established by both but distinct from either college. The striking, four-story building is situated at a point where both campuses meet, on the banks of a small stream which was dammed to form a reflecting pool.

The library has a shelf capacity of 450,000 volumes; it houses extensive collections in the humanities and social sciences, particularly in the areas of Catholic Studies, education, management, and psychology. The Media Services Department offers a particularly strong collection of approximately 10,000 VHS and DVD titles representing the best in educational productions, film classics, and contemporary works.

The library has become a leader in implementing digital technology among teaching institutions. It is the first academic library of its type in the nation to provide simultaneous searching capability of 16,000 full-text electronic journal titles across multiple databases. Working with the Maryland Interlibrary Consortium in 2002, the library installed the Voyager integrated on-line library system in concert with Hood College, Mount Saint Mary's College, and Columbia Union College. Through the consortium, the library shares book holdings of more than 525,000 titles and allows on-line, reciprocal borrowing by all faculty and students at each institution, with the material delivered within 24 hours to the home library. Access to these technologies and extensive collections is available through the library's website ([www.lndl.org](http://www.lndl.org)). The library also provides live, 24-hour on-line reference service to assist Loyola students and faculty with their information needs.

The **Service Building**, located on the east side of campus, houses the Physical Plant and Campus Police. The **John Early House**, situated opposite, houses the Military Science Department.

**Cardinal John Henry Newman Towers** houses faculty offices for the Department of Speech-Language Pathology/Audiology; administrative offices; and residence halls. Newman Towers also boasts Primo's, an innovative, market-style dining facility that provides students with an upscale food court, deli, bakery, and convenience store all in one location.

The **Fitness and Aquatic Center** opened on Loyola's North Campus in Fall 2000. The 115,000 square-foot facility features basketball, volleyball, and squash courts; a pool; running tracks; an indoor climbing wall; a 6,000 square-foot fitness center; and smaller activity rooms and offices.

The **Loyola Clinical Centers at Belvedere Square** serve as a training venue for Loyola students, as well as a multidisciplinary center for the Greater Baltimore Community by offering a holistic approach to assessment, treatment, and consultation for clients and their families. The unique collaboration of the Departments of Education, Pastoral Counseling, Psychology, and Speech-Language Pathology/Audiology affords a comprehensive evaluation to the Centers' clients, as well as a unique learning environment in the training and professional development of Loyola students.

The newly renovated facility encompasses over 10,000 square-feet including two family waiting areas, child waiting areas, 13 treatment rooms with observation, and state-of-the-art, audio-visual technology including real-time feed providing comprehensive supervisory and teaching practicum. A computer lab is accessible 24-hours a day via Evergreen Card (issued by Public Safety). A student/staff lounge and vending machines are also available. Conveniently located within two miles of the Baltimore Campus on the York Road corridor, this newest facility affords students a clinical setting in a professional environment within the Baltimore community.

In 1999, Loyola acquired a building at **5000 York Road** to house a variety of administrative offices. Today, human resources, accounts payable, administrative systems development, administration and process design, financial services, word processing, and the College's archives are all located here.



In Spring 1998, Loyola acquired a 3.79-acre parcel and building at **5104 York Road**, a half-mile from the College's Baltimore Campus. The property provides additional parking facilities and is home to a variety of administrative offices such as printing services, the post office sorting room, the motor pool, shuttle bus operations, and administrative offices for the Department of Public Safety.

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## RESIDENCE HALLS

Housing facilities for resident students are modern buildings, fully furnished and carpeted, equipped with heating and air conditioning units, laundry facilities, vending machines, and recreation areas.

**Hammerman House** and **Butler Hall** provide coed accommodations with gender-specific floors for first-year students. Hammerman House is also home to the Fava Chapel. Located on the east side of the campus, both residences have visitors' lounges and a lounge/study room on each floor.

**Ahern** and **McAuley Halls**, located on the northeast side of the campus, provide undergraduate student housing. These garden apartments and suites include kitchen facilities. A fitness center is located in McAuley 300A.

Located on Notre Dame Lane, **St. Thomas Aquinas House** was acquired in January 2002 and renovated later that year. Aquinas House is comprised of one- and two-bedroom apartments accommodating 60 students.

Other student residences are located on the west side of the campus. **Cardinal John Henry Newman Towers** is a nine-story high-rise featuring apartments and suites, as well as faculty and administrative offices. Newman Towers also features Primo's, an innovative, market-style dining facility that provides students with an upscale food court, deli, bakery, and convenience store all in one location.

Renovated in 1997, **Gerard Manley Hopkins Court** provides traditional dormitory accommodations for first-year students as well as a special interest house for upperclass students. **Mary Elizabeth Lange Court** offers a combination of new townhouse-style residences and recently renovated suites and apartments for upperclass students. At **St. Elizabeth Ann Seton Court** and **St. Robert**

**Southwell Hall**, students of all years reside in apartments and suites.

**Avlia Hall**, **Bellarmino Hall**, **Claver Hall**, and **Dorothy Day Hall** are comprised of 46, three-bedroom units with kitchen facilities. Purchased in 1995, the mid-rise **Campion Tower** houses undergraduate students.



# ADMISSIONS

Loyola College seeks to enroll students who subscribe to the ideals and objectives of the institution and who show preparation qualifying them to benefit from the liberal arts education it offers. In addition, Loyola seeks students who will become participating members in the college community of faculty and students; contribute to the intellectual growth of this community while achieving their own personal intellectual growth and development; develop a social awareness through participating in the co-curricular activities of the College; develop their understanding and appreciation of spiritual values; and benefit from participation in the College's recreational and athletic programs. The College welcomes applications from men and women of character, intelligence, and motivation.

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## FIRST-YEAR APPLICANTS

Applicants for admission are evaluated according to their academic qualifications. The most important academic criteria include the secondary school record and performance on the SAT-I Reasoning Test or the ACT Assessment Test, which are the required college entrance examinations. Candidates are required to take the SAT-I/ACT in their junior or senior year of secondary school and to have the results forwarded to Loyola College. Arrangements to take the SAT-I/ACT may be made either through the secondary school counselor or by writing directly to either of the following addresses:

College Entrance Examination Board  
P.O. Box 6200  
Princeton, New Jersey 08541-6200

ACT  
500 ACT Drive  
P.O. Box 168  
Iowa City, IA 52243-0168

All applicants are admitted on the condition that they satisfactorily complete their secondary school program.

## APPLICATION FORM

An application fee of \$30 must accompany the admission application. This fee is not applied to tuition and is not refundable.

**The application deadline is January 15**, but students should apply as early in the senior year of high school as possible. An application for admission will be reviewed as soon as the required test scores and records are received by the Admissions Office. Some well-qualified applicants are accepted early. In most cases, additional information will be requested. Applicants who apply on time will receive an admission decision by **April 1**. First-year students are admitted primarily for the fall semester; a limited number of first-year students are admitted for the spring semester.

Interested students seeking to enroll at Loyola College may obtain the application form by writing to the following address:

Undergraduate Admissions  
Loyola College in Maryland  
4501 North Charles Street  
Baltimore, Maryland 21210-2699

or phone: 410-617-5012 or 800-221-9107

## EARLY ADMISSION

Ordinarily, students will be admitted upon completion of four years of study and graduation from an approved secondary school. However, students recommended by their principals for outstanding achievement may be considered for admission upon the completion of their third year of secondary school.

Selection for early admission is based on the following criteria:

- the outstanding quality of the applicant's secondary school record;
- outstanding performance on Scholastic Assessment Test-I or ACT Assessment Test;

- evidence of emotional stability and early social maturity;
- a personal interview; and
- presentation of a satisfactory written plan for completing the requirements for a secondary school diploma.

The procedure for making application for early admission is the same as for regular admission. Applicants must submit in writing their reasons for wishing to enter college before graduation from secondary school.

#### **SECONDARY SCHOOL COURSE REQUIREMENTS**

Preparation in secondary school for admission to Loyola College should normally total 16 units including the following:

Classical or Modern Foreign Language	3–4 units
English	4 units
History	2–3 units
Mathematics	3–4 units
Science	3–4 units

Academic subjects are preferred to commercial, industrial or technical subjects.

#### **TUITION AND HOUSING DEPOSIT**

##### **Commuter Enrollment Deposit**

Students who are accepted as commuters must submit a \$100 deposit to reserve their space in the freshman class. This non-refundable deposit is applied to tuition and fees. The deposit deadline is **May 1**.

##### **Resident Enrollment Deposit**

Accepted first-year resident students must submit a \$500 deposit to reserve their space in the freshman class and housing. The deposit deadline is **May 1**.

##### **Transfer Enrollment Deposit**

Students who are accepted as transfers must submit a \$100 non-refundable deposit to reserve their class space.

#### **HOUSING**

Campus housing is awarded to transfer students on a space-available basis. Off-campus housing is often available for these students and readmitted and non-degree students. Additional information about on- and off-campus housing may be obtained by visiting the Office of Student Life webpage, <http://www.loyola.edu/campuslife/housingandcampusconduct/>.

#### **FIRST-YEAR STUDENT ADVISING**

Registration for first-year students occurs during Summer Orientation. At this time, students have the opportunity to meet with an academic adviser to discuss their educational objectives and to plan a program of courses for the fall semester. During the Fall Orientation, first-year students meet with their assigned academic core advisers who will guide and advise them for at least two semesters. The relationship between the core adviser and the student is meant to be a professional, yet comfortable, relationship that will allow new students to achieve the maximum benefit from Loyola's liberal arts curriculum. It is also meant to ease students' transition from high school to college and to help students in the assessment of their potential, the evaluation of academic progress, and the clarification of future goals by putting them in immediate contact with understanding and knowledgeable members of the faculty.

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#### **PART-TIME STUDENTS**

Students may take courses at Loyola on a part-time basis. Eleven or fewer credits per semester is considered part-time. Part-time applicants follow the same admission procedures and must meet the same admission standards as full-time students. Ordinarily, students must complete all degree requirements within a ten-year period.

Part-time students will be charged a tuition fee of \$463 per credit for the 2004–2005 fall and spring semesters. They also will be charged any special fees that may apply to individual students such as lab fees, testing fees, and graduation fees, etc. All College regulations are applicable to part-time students.

**NON-DEGREE STUDENTS****SPECIAL STUDENTS**

Students who have earned four-year college degrees and who wish to take courses without pursuing an additional degree at Loyola are special students. Special students must submit an application accompanied by the official college transcript that verifies receipt of a bachelor's degree. Students with a Loyola bachelor's degree are not required to submit an application fee. Campus housing is usually not available for non-degree students.

**VISITING STUDENTS**

Students who take courses at Loyola that count toward a degree at another institution (either a high school or another college) are classified as visiting students. Visiting students must submit an application accompanied by an authorization letter from an official at the degree-granting institution. This letter should specify the course(s) to be taken at Loyola and should verify that the student is in good academic standing. Official transcripts for college work previously completed are required of visiting students in college who wish to take courses above the introductory level; visiting students still in high school must submit an official transcript and SAT-I/ACT scores. Visiting students are ineligible for a degree or financial aid from Loyola College.

**INTERNATIONAL STUDENTS**

In addition to possessing the regular academic qualifications for admission, international students from non-English speaking countries must demonstrate a reasonable proficiency in the English language. Such students are required to submit the results from the TOEFL (Test of English as a Foreign Language). These tests are available in virtually every country and should be taken to allow sufficient time for processing and review. A score of 213 or higher is required if the TOEFL is administered through Computer Adaptive Testing. Students taking the paper-based version of the TOEFL must score a 550 or higher. TOEFL information can be obtained from the College Entrance Examination Board, Box 6151, Princeton, New Jersey 08541-6151.

International students requiring the I-20 form for the student visa must complete the following requirements:

1. Demonstrate evidence of English proficiency (as described above).
2. Submit SAT-I Reasoning Test/ACT Assessment Test scores.
3. Submit their official transcripts to the World Education Services ([www.wes.org](http://www.wes.org)) for translation of grades and credits. An additional fee may be required.
4. Provide written documentation showing that they have financial support and sufficient financial resources to cover educational, living, and miscellaneous expenses. Financial aid is not available to international students.
5. Prepay one semester's tuition and fees upon formal acceptance to the College.
6. Purchase the Loyola College Student Health Insurance Plan if they have a current F-1 or F-2 visa. The Plan is mandatory and non-waivable, therefore, the premium will be automatically charged on the tuition bill.
7. Show proof of insurance at the time of application if enrolled in a semester or one-year program. The level of insurance must meet the standards set by NAFSA: Association of International Educators and must be transferable to the United States.
8. Submit proof of immunity to communicable diseases. A tuberculin skin test is required within six months of admission. Health History and Immunization forms will be sent with the acceptance package. Students may also contact the Loyola College Health Service, 410-617-5055; fax: 410-617-2173
9. Submit the completed International Student Supplement Form (found in international student application packet) to the Loyola College Undergraduate Admissions Office. Timely receipt of this form by Loyola will help expedite the Bureau of Immigration and Customs

Enforcement's issuance of the I-20, which is necessary to obtain the F-1 student visa.

10. Pay a \$100 SEVIS processing fee directly to the Department of Homeland Security. Students must present a receipt of payment at the time they make application for the student visa at the U.S. Consulate Office.

Once a student is accepted to the College and has completed all of these requirements, the I-20 form will be mailed to the student.

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### TRANSFER STUDENTS

Admission by transfer from other accredited institutions is welcomed. Due to a two-year undergraduate residency requirement, students may not apply for transfer beyond the beginning of junior year. Residency requires a student to take and complete at least 20, three- or four-credit courses at Loyola College. Credit awarded on the basis of placement tests does not count toward fulfillment of residency requirements. At least half of the courses in the major field of study must also be taken at Loyola College. Any course taken at another college requires prior written permission of both the chair of the department offering the major and the director of the Center for Academic Services and Support.

All transfer applicants must submit their secondary school records, official transcripts of all work completed at other colleges, and their SAT-I/ACT scores. Transfer applicants must apply with an intended major. A cumulative quality point average of 2.700 in previous college work and a satisfactory performance on the SAT/ACTs are required for a transfer student's application to be considered. Other factors considered include types of college courses taken and the secondary school record. A preliminary review of potential transfer credits may be requested at the time of the admissions interview.

Transfer students must satisfy the degree requirements in effect for their programs at the time of their matriculation. During the entrance interview, an evaluation of transfer credits is made by the Center for Academic Services and Support, and the student is required to declare a major. Remedial, personal development, physical education,

health, and preparatory courses that are not equivalent to or discipline-compatible with Loyola's courses are unacceptable for transfer. Only courses equivalent to three or four credits in which a grade of C or higher has been earned can be accepted for transfer credit. A course with a grade of C- or below will not be accepted in transfer, regardless of the point value assigned by the transferring institution (see Grades under Curriculum and Policies).

Grades for transferred courses will not be factored into the Loyola grade point average. Credits will be transferred only for those courses that are similar to the requirements for degree programs at Loyola College. The Loyola cumulative QPA is used for determining honors at graduation or any other academic honors. Although the grades for all courses taken at all colleges attended are included, no higher honors are awarded than those earned with grades that appear on the Loyola transcript for courses completed at Loyola or through Loyola sponsored programs (see Courses at Other Colleges under Curriculum and Policies). Courses ten years or older cannot be transferred to fulfill major requirements for graduation.

Transfer students must submit the required medical examination form and immunization record furnished by the College upon admission. Campus housing is awarded to transfer students on a space-available basis; in addition, off-campus housing is often available.

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### HEALTH INSURANCE

All students must provide proof of medical insurance. Students have the option of retaining their own existing insurance policy or selecting the policy provided through the College. Each year, all students are required to complete, sign, and return an insurance selection card.

The Loyola College Student Health Insurance Plan is available to all matriculating students enrolled in a "degree seeking" program. For information, contact the Loyola insurance manager, 410-617-5055.

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### IMMUNIZATIONS

Once the deposit is made, students are required to present documentation indicating immunity

to communicable diseases. A tuberculin skin test is also required. Health History and Immunization forms will be sent after admission notification.

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#### READMISSION OF FORMER STUDENTS

Students who miss three semesters (including summer) without filing a request for a leave of absence are automatically withdrawn from the College and must reapply. This policy also applies to students who study abroad and do not take an official leave of absence from the College.

Students who desire to return following withdrawal from the College must apply to the Admissions Office. They will be asked to send a detailed statement of their activities since withdrawal. Students who have been dismissed for academic reasons may reapply for admission after one calendar year. Readmission to the College is not automatic.

Readmitted students must satisfy the degree requirements in effect for their programs at the time of readmission, and they must be able to complete the degree within 10 years of original date of enrollment. Campus housing is awarded to readmitted students on a space-available basis.

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#### ADVANCED PLACEMENT

Advanced Placement Examinations are given in May by the College Entrance Examination Board. These tests are scored and sent to the College during the summer. Complete details on the Advanced Placement Examinations are available on request from the College Entrance Examination Board, P.O. Box 6671, Princeton, New Jersey 08541-6671.

Students who have taken an advanced placement course in secondary school may obtain college credit at Loyola if their performance on the examination is satisfactory. Credit, but no grade, is normally awarded and recorded on the student's transcript for a score of four or five, depending upon departmental policy.

A member of the Center for Academic Services and Support will work with students receiving advanced placement credits to make any changes necessary in their programs of study. The maximum amount of credit awarded on the basis of all

placement tests is equivalent to one academic year of credit. Credit awarded on the basis of placement tests does not count toward fulfillment of residency requirements.

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#### COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) TESTS

This is a national testing program administered by the College Entrance Examination Board. The purpose of the program is to provide an opportunity for students who have acquired college-level knowledge in a particular subject area to validate their knowledge and receive college credit. This knowledge may have been acquired by taking advanced secondary school courses, through independent study, or through employment experience. A maximum of one year of credit may be earned through examinations. Such credit is not applicable toward fulfillment of residency requirements.

Test scores required for the awarding of credit vary with each test. Credit, but no grade, is awarded and recorded on the transcripts of matriculated students of Loyola College. Entering first-year students may take the tests at one of the national testing centers. Loyola College should be listed as an institution to receive the scores. There is a fee for each test taken.

Complete details on the CLEP Testing Program are available on request from the College Level Examination Program, P.O. Box 6600, Princeton, New Jersey 08541.

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#### INTERNATIONAL BACCALAUREATE PROGRAM

Some high schools offer the International Baccalaureate (IB) Program, an internationally recognized, comprehensive two-year curriculum for high school students culminating in an IB Diploma. The program offers study in language and literature, history and the social sciences, mathematics and the natural sciences, and fine arts and the classics.

Each subject examined is graded on a scale of one (minimum) to seven (maximum). In consultation with the academic departments, the College offers college credit but no grade for these subjects, normally for scores of six or seven. Upon receipt of official notification of these scores, the Dean of First-Year Students and Academic Services will

work with each student to determine if credit should be awarded. Credit is awarded only for higher level IB courses. A maximum of one year of credit may be earned through examination. Such credit does not count toward fulfillment of the residency requirement.

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#### **ADVANCED CREDIT**

College-level work done prior to high school graduation may be awarded transfer credits upon receipt of the following: (1) an official letter from the high school principal or guidance counselor stating that the courses were taught on the college campus by a member of the college faculty, open to enrollment by and graded in competition with regularly matriculated undergraduates at the college, and a regular part of the normal curriculum published in the college catalogue; and (2) an official, seal-bearing transcript from the college/university. Each supporting document is to be sent to the Dean of First-Year Students and Academic Services. Credit awarded for these courses does not count toward fulfillment of the residency requirement.

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#### **DEPARTMENTAL EXAMINATIONS**

A departmental examination may be taken for some courses offered by the College. Some departments charge a fee for such examinations. The appropriate department chair needs to be consulted to determine if a specific course can be taken by examination. Credit, but no grade, is normally awarded and recorded on the student's transcript. Credit awarded on the basis of these examinations does not count toward fulfillment of residency requirements.

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#### **FOREIGN LANGUAGE TEST**

Students are assigned to their initial foreign language course by the Center for Academic Services and Support on the basis of a placement test which is usually taken during summer orientation. Students placing into the second intermediate level or higher of language are eligible for advanced placement credit upon successful completion of coursework at Loyola. Credit awarded on the basis of placement tests does not count toward fulfillment of residency requirements.

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#### **MATHEMATICS TEST**

First-year and transfer students who have not completed their mathematics/science requirement must take a two-part placement test in mathematics administered by the Center for Academic Services and Support, unless they earned a math SAT-I/ACT score of at least 560 and have completed a high school calculus course. Students who earned a math SAT-I/ACT score of at least 560 but have not had high school calculus are required to take Part II of the exam only. Students whose performance is unsatisfactory on Part I will be required to refresh their math skills and re-take the placement test if Precalculus (MA 109) is required for their major. Students whose performance is unsatisfactory on Part II will be required to take Precalculus (MA 109) before starting Applied Calculus for Business and Social Sciences I (MA 151) or Calculus I (MA 251), if one of these is required for their major. Credit awarded on the basis of placement tests does not count toward fulfillment of residency requirements.

# FEES

## GENERAL FEES

Loyola College understands that the costs associated with high quality education are of concern to students and their families. Accordingly, the College has been diligent in managing its resources and flexible in its approach so that a Jesuit education in the Loyola tradition is available to all who pursue it. This section outlines the costs for resident and nonresident students, including tuition, room, board, and fees; the subsequent section includes discussion about financial aid at Loyola College.

Payment for tuition and applicable fees must be made by the date listed on the billing statement. An additional charge of 1.5 percent a month on the unpaid balance is made for late payment of tuition or other fees. Tuition, room and board are subject to change.

### Tuition Fees (*per semester*)

**New Full-Time Student** \$13,785.00  
(4 course, 12 credit minimum; 6 course, 20 credit maximum)

**Continuing Full-Time Student** \$13,525.00  
(Start Date: 2003–04; 4 course, 12 credit minimum; 6 course, 20 credit maximum)

**Continuing Full-Time Student** \$13,275.00  
(Start Date: 2002–03; 4 course, 12 credit minimum; 6 course, 20 credit maximum)

**Continuing Full-Time Student** \$13,020.00  
(Start Date: 2001–02 or prior; 4 course, 12 credit minimum; 6 course, 20 credit maximum)

**Additional Course Charge (*per credit*)** \$463.00

**Part-Time Student (*per credit*)** \$463.00

### Tuition Deposit

**New/Transfer Student** \$100.00  
(Applied toward tuition; non-refundable; first-year student deposit due **May 1**)

**Continuing Student** \$300.00

Returning commuter and resident students must submit the tuition deposit to hold their place in classes. The deposit is paid in February and allows students to register for the fall semester. The deposit is applied toward the fall tuition charges. It is 50 percent refundable if the student notifies the College in writing by **July 1** of the official withdrawal from the College for the upcoming fall semester. This letter should be directed to the Dean of First-Year Students and Academic Services. **No refund** will be granted if the student notifies the College of the intent to withdraw after the **July 1** deadline.

**Late Tuition Deposit Fee** \$100.00

**Housing Deposit** (applied toward room charges)

**New Student** \$400.00

All new students reserving space in the residence halls must submit the non-refundable housing deposit with their application.

**Continuing Resident Student** \$300.00

All continuing students reserving space in the residence halls must submit the housing deposit along with their tuition deposit. The deposit is paid in mid-February and allows students to participate in the room selection process for the upcoming fall semester. This deposit will be credited against the student's next bill for housing. It is 50 percent refundable if the student notifies the College in writing by **July 1** of the official withdrawal from the College for the upcoming fall semester. This letter should be directed to the Dean of First-Year Students and Academic Services. **No refund** will be granted if the student notifies the College of the intent to withdraw after the **July 1** deadline.

**Registration Fee (*part-time only*)** \$25.00

**Application Fee** \$30.00

**Graduation Fee** \$125.00

Covers the costs involved in issuing a diploma and the ordinary graduation expenses. *Cost of cap and gown not included.*



**Comprehensive Fee** (*per semester*) \$300.00  
Activities and services fee defrays part of the costs of the co-curricular programs sponsored by the student government and provides for other helpful non-academic services. Required of all full-time students.

**Orientation Fee** (*first term only*)  
*First-Time, First-Year Students* \$140.00  
*International Students* \$150.00  
*New Transfer Students* \$45.00

**Health Insurance Fee** \$1,099.00  
Mandatory for full-time, degree-seeking students without an insurance waiver. (*Subject to change from insurance carrier.*)

#### SPECIAL FEES

**Late Payment Penalty** (*required*) 1.5 percent per month on the unpaid balance.

**Applied Music Fee** (*per semester*)  
*Half-Hour Lesson* \$250.00  
*One-Hour Lesson* \$500.00  
Fees are payable directly to the instructor at the beginning of the course. If fee is not paid in full, a hold is placed on grade reports, transcripts, etc.

**Books** (*approx., per semester*) \$350.00  
Students purchase books directly from the College Store on a cash/credit card basis. The total book cost varies with the program of courses the student is taking, and the amount quoted is only intended to give a general estimate of the cost.

**Declined Credit Card Fee** \$25.00

**ID Cards** (*replacement*) \$15.00

**Laboratory Fee** (*part-time only*) \$50.00

**Late Registration Fee** \$25.00

**Locker Rental** (*per semester*) \$1.00

**Readmission Fee** \$25.00

**Returned Check Fee** \$25.00

**Special Testing Fee** \$15.00

**Study Abroad Processing Fee** \$750.00  
(*non-Loyola programs*)

#### RESIDENT STUDENT FEES

**Resident Services Fee** (*per semester*) \$150.00

**Room** (*per student, per nine month year*)

**Freshman Housing** \$6,250.00  
(Butler, Hammerman, Hopkins Court, Lange Court, Newman Towers, Seton Court, Southwell Hall)

**Freshman Housing** \$6,600.00  
(Campion Tower Suites)

**Upperclass Housing, Level I** \$6,600.00  
(Converted Campion Tower)

**Upperclass Housing, Level II** \$7,000.00  
(Ahern, Aquinas House, McAuley, Newman Towers Efficiencies)

**Upperclass Housing, Level III** \$7,640.00  
(Avila Hall, Bellarmine Hall, Campion Tower, Claver Hall, Dorothy Day Hall, Hopkins Court, Lange Court, Newman Towers, Seton Court, Southwell Hall)

All residence halls are closed when classes are not in session (Thanksgiving, Christmas, Spring Break, and Easter).

#### Board

##### **Option 1: Non-Restricted Meal Service**

Students access monies deposited in their Evergreen Accounts by using their One Card (ID Card). Funds may be applied to various purchases (including meals) made at all Loyola facilities. Funds may be added to the account in any increment at any time through Student Administrative Services. All Evergreen monies remain in the account until students graduate or withdraw from the College.

##### **Option 2: Restricted Meal Service**

The second option operates on the same principle as the Evergreen Account, however, its use is restricted to food purchases and is exempt from sales tax. Students sign a contract and make an initial deposit of \$1,000 which is accessed with the

One Card (ID Card). This contract may be billed through the student's tuition account if signed during the previous spring, and additional monies may be deposited in any increment at any time through Student Administrative Services. All remaining restricted meal service monies are credited to the student's tuition account at the conclusion of each academic year.

#### HOUSING DAMAGE DEPOSIT

A \$45 deposit is charged when the student enters campus housing. The student is financially responsible for damage to the furniture and facilities other than normal depreciation caused through proper use. Should any damages occur while the student is in residence, a charge will be made to cover the damage. Such bills are due when rendered. Damage to common areas is assessed on a prorated basis if individual responsibility is unknown. Upon leaving the residence hall for graduation or withdrawal, the deposit will be refunded less any charges incurred.

#### INTERNATIONAL PROGRAMS

##### ALCALÁ

Tuition Fee*	Varies
Deposit**	\$350.00
Comprehensive Fee	\$125.00
Housing Fee	\$3,500.00
Program Fee ( <i>one time only</i> )	\$500.00

##### AUKLAND

Tuition Fee*	Varies
Deposit**	\$350.00
Comprehensive Fee	\$125.00
Housing Fee	\$3,500.00
Program Fee ( <i>one time only</i> )	\$500.00

##### BANGKOK

Tuition Fee*	Varies
Deposit**	\$350.00
Comprehensive Fee	\$125.00
Housing Fee	\$3,500.00
Program Fee ( <i>one time only</i> )	\$450.00

##### BEIJING

Tuition Fee*	Varies
Deposit**	\$500.00
Comprehensive Fee	\$125.00
Housing Fee	\$3,500.00

##### CORK (PER SEMESTER)

Tuition Fee*	Varies
Deposit**	\$350.00
Comprehensive Fee	\$125.00
Housing Fee	\$3,500.00
Program Fee ( <i>one time only</i> )	\$850

##### LEUVEN (PER SEMESTER)

Tuition Fee*	Varies
Deposit**	\$350.00
Comprehensive Fee	\$125.00
Housing Fee	\$3,500.00
Program Fee ( <i>one time only</i> )	\$850.00

##### MELBOURNE

Tuition Fee*	Varies
Deposit**	\$350.00
Comprehensive Fee	\$125.00
Housing Fee	\$3,500.00
Program Fee ( <i>one time only</i> )	\$500.00

##### NEWCASTLE (PER SEMESTER)

Tuition Fee*	Varies
Deposit**	\$350.00
Comprehensive Fee	\$125.00
Housing Fee	\$3,500.00
Program Fee ( <i>one time only</i> )	\$850.00

##### ROME

Tuition Fee*	Varies
Deposit**	\$350.00
Comprehensive Fee	\$125.00
Consortium Fee	\$5,300.00
(includes housing, airfare, some meals, program fee, visits, excursions, bus pass, and some books)	

\* See Tuition Fees.

\*\* Applies to program charges.

## WITHDRAWAL/REFUND POLICIES

### REFUND FOR FULL-TIME REGISTRATIONS

When students officially withdraw or leave the College for any reason and have no indebtedness to the College, a portion of their tuition fee is refunded. The percentage varies with the date of formal withdrawal (that date on which all withdrawal forms have been properly completed and returned to the Records Office). There are no refunds of other fees whether required or optional after the first day of class.

Refund dates for the fall and spring semesters are as follows:

prior to the first day of the semester	100%
before two completed weeks	80%
before three completed weeks	60%
before four completed weeks	40%
before five completed weeks	20%

After five weeks of a semester there will be no refund of tuition. A student dismissed or suspended by the College for disciplinary reasons will not be entitled to any refunds.

### REFUND FOR PART-TIME REGISTRATIONS

Part-time students who formally withdraw from a course will receive a refund of tuition according to this schedule:

prior to the first class meeting	100%
during the first week of class	80%
during the second week of class	60%
during the third week of class	40%
during the fourth week of class	20%

After the fourth week of class there will be no refund of tuition. The registration and lab fees are non-refundable.

### FEDERAL FINANCIAL AID REFUND POLICY

When a student withdraws from the College, is due a refund under the refund policy, and has received financial assistance from federal student aid programs (other than Federal Work-Study), a portion of the refund will be returned to the programs from which the student was funded. The federal

student aid portion of the refund will be determined according to procedures specified by the U.S. Department of Education. Students employed under the Federal Work-Study program are entitled to all wages earned up to the date of withdrawal.

### FEDERAL LEAVE OF ABSENCE POLICY

A student who takes an approved leave of absence is not considered to have withdrawn from the school. A leave of absence is approved if:

- the student has made a written request for the leave of absence;
- the leave of absence does not exceed 180 days;
- the school has granted only one leave of absence to the student in any 12-month period; and
- the school does not charge the student for the leave of absence.

If a student's leave of absence is **not** approved, the student is considered to have withdrawn from the school, and the federal refund requirements apply.

These leave of absence requirements also affect a student's in-school status for the purposes of deferring federal student loans. A student on an approved leave of absence is considered to be enrolled at the school and would be eligible for an in-school deferment for his/her federal student loan. A student who takes an unapproved leave of absence or fails to return to school at the end of an approved leave of absence is no longer enrolled at the school and is **not** eligible for an in-school deferment of his/her loans.

# FINANCIAL AID

## GENERAL POLICIES

Loyola College believes that the cost of a high-quality education should not be a deterrent to prospective applicants. In recognition of the concern students and families have with finding adequate resources to meet these costs, our financial aid program is designed to make Loyola affordable to those students we admit. Approximately 65 percent of all undergraduates receive some form of aid from federal, state, institutional, and private sources.

Loyola College is willing to share the financial responsibilities of attending college with students and their parents, but we expect the primary or maximum effort to pay for college to come from students and their families. The system used to determine the family's capacity to pay contains the following assumptions:

- To the extent they are capable, parents have the primary responsibility to pay for their children's education. Students, as well as their parents, have a responsibility to help pay for their education.
- A family's capacity to pay, not willingness to pay, is measured by the need analysis system. Both income and assets contribute to the family's financial strength, and both should be considered when measuring capacity to pay.
- The family's current circumstances (family size, income, and assets) form the basis for determining family capacity to pay.
- In determining a student's financial need, colleges should recognize the student's educational expenses incurred during the academic year. Reasonable expense budgets should be established which allow for modest expense levels adequate for the student to participate fully in the academic life of the college.

Financial need is defined as the difference between the cost of attending Loyola College and the amount the family is expected to contribute from income and assets. A student's cost of education is determined based on enrollment status, grade level, and housing status. Using federal and institutional

formulae, the expected family contribution is determined annually.

If the full cost of attending Loyola College is beyond reach, students are first expected to seek assistance from sources outside the College. Money from outside sources in the form of scholarships, grants, loans, and work programs is available through federal and state governments, as well as through private organizations. When these outside resources, combined with the student and parental contributions are still inadequate to meet the cost of attending Loyola, the College will assume the role as partner in meeting college costs.

It is assumed that families will make individual decisions about how to finance their share of educational costs using a combination of assets, current income, and borrowing against future income.

## APPLICATION PROCEDURES

Entering first-year and transfer students must complete the College Scholarship Service PROFILE Application and the Free Application for Federal Student Aid (FAFSA). **The CSS PROFILE Application and the FAFSA must be submitted by February 15, the financial aid deadline.** Both applications can be filed on-line. The College Board's Web address is [www.collegeboard.com](http://www.collegeboard.com), and the FAFSA Web address is [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

Currently enrolled students and new applicants for financial aid must complete the FAFSA and the CSS PROFILE Application by **March 15**. Financial aid application procedures are posted on the Financial Aid Office website, <http://www.loyola.edu/campusresources/financialaid/>.

## LOYOLA COLLEGE FINANCIAL AID

### PRESIDENTIAL SCHOLARSHIPS

These scholarships provide financial assistance to students of superior academic ability and achievement. Scholarships are limited to entering first-year students who, in the judgment of the Scholarship Committee, are most deserving of assistance because of academic merit. Criteria used in determining eligibility are: the secondary school grade

point average, SAT-I or ACT results, and rank in class. Financial need is not considered in awarding Presidential Scholarships. **To be considered for a Presidential Scholarship a student must apply for admission to Loyola College by January 15.**

During the 2004–05 academic year, awards will range from \$5,000 to full tuition. All Presidential Scholarships are awarded for four years, provided the student maintains the scholarship retention requirements specified in the original scholarship award letter.

#### CLAVER SCHOLARSHIPS

These scholarships provide financial assistance to African-American, Hispanic, Asian, and Native American students. Scholarships are limited to entering first-year students who, in the judgment of the Scholarship Committee, are most deserving of assistance because of academic merit. Criteria used in determining eligibility are the secondary school grade point average, SAT-I or ACT results, and rank in class. Financial need is not considered in awarding Claver Scholarships. **To be considered for a Claver Scholarship, a student must apply for admission to Loyola College by January 15.**

During the 2004–05 academic year the awards will range from \$5,000 to full tuition. All Claver Scholarships are awarded for four years, provided the student maintains the scholarship retention requirements specified in the original scholarship award letter.

#### MARION BURK KNOTT SCHOLARSHIPS

Named in honor of his wife, the Marion Burk Knott Scholarships are made possible by a generous gift to the Archdiocese of Baltimore from Henry J. Knott, Baltimore businessman and philanthropist. These scholarships are four-year, full-tuition awards available on a competitive basis to Catholic students residing in the Archdiocese of Baltimore. Scholarships are limited to incoming first-year students who, in the judgment of the Scholarship Committee, are most deserving of assistance because of academic merit. Additional consideration is given to students demonstrating financial need. **To be considered for a Marion**

**Burk Knott Scholarship a student must apply for admission to Loyola College by January 15.**

#### SELLINGER SCHOLARSHIPS

Sellinger Scholarships are made possible by a generous gift to Loyola College from MBNA America. These awards assist Loyola in its effort to increase diversity in the student body and to maintain support for students from the Greater Baltimore Metropolitan area. The scholarships are limited to entering first-year students and are based on an evaluation of high school academic performance and demonstrated financial need.

#### LOYOLA GRANTS

Loyola Grants are awarded to students with exceptional financial need. These awards carry values of \$200 to \$21,000 depending on demonstrated financial need and availability of funds.

#### CLAVER GRANTS

Claver Grants are awarded to African-American, Hispanic, Asian, and Native American students with exceptional financial need. These awards carry values of \$200 to \$21,000, depending on demonstrated financial need and availability of funds.

#### ATHLETIC GRANTS

Athletic Grants are awarded to students by the director of financial aid upon the recommendation of the director of athletics. Full and partial scholarships are available. Men may qualify for basketball, cross country, golf, lacrosse, soccer, or swimming grants. Women may qualify for basketball, cross country, lacrosse, soccer, swimming, tennis, or volleyball grants. Financial need is not considered in awarding Athletic Grants.

#### LOYOLA EVERGREEN STUDENT LOAN PROGRAM

This institutional loan program is available to students through a joint agreement between Loyola College and SallieMae. It allows students who demonstrate institutional financial need and who are enrolled for at least 12 credits per term to borrow up to \$2,875 for the first year of undergraduate study and \$2,000 for the second year. Loans are not available for the third or fourth years of under-

graduate study. The minimum amount that may be borrowed through the program is \$500.

The interest rate on Evergreen Student Loans is variable at the rate of Prime minus 0.50 percent during in-school and the grace period, and Prime minus 1.25 percent during repayment. Interest does not accrue to the borrower, nor does repayment begin on subsidized Evergreen Student Loans until six months after termination of college enrollment. Interest accrued during in-school and the grace period is paid by Loyola College. SallieMae offers a number of repayment period options ranging from 10 to 25 years. Subsidized Evergreen Student Loans carry a 3.00 percent origination fee which will be added to the loan amount. Students must complete an Evergreen Student Loan promissory note (which may require a cosigner) to borrow funds through this program.

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#### LOYOLA COLLEGE ENDOWED SCHOLARSHIP FUNDS

The following scholarship funds have been established and named in honor of friends and families of the Loyola College community. Awards from these funds are made to students selected by the Office of Financial Aid according to criteria specified by the scholarship donor. Loyola College expresses its sincere appreciation to these individuals, families, and groups for their generous assistance to many deserving students.

AEGON USA Scholarship Fund  
 American Council on Italian Matters of  
 Maryland Fund  
 Armiger Family Memorial Scholarship Fund  
 Claudia N. Bailey Fund  
 Ralph E. Bailey Family Fund  
 George and Jane Baker Fund  
 William G. Baker, Jr. Memorial Fund  
 Johnny Bass Fund  
 Mary H. Biddison Fund  
 Ellen T. Bogue Fund  
 Howard H. Burke Fund  
 Gerard F. Case, Jr. Memorial Fund  
 Daniel E. Cavanaugh, S.J. Fund  
 Charles J. Cirelli & Sons Fund  
 Walter L. Clark Fund  
 W. Hayes Clarke Preministerial Fund  
 Class of 1993 Fund  
 Class of 1999 Fund

Class of 2000 Fund  
 Class of 2002 Fund  
 Donald E. Cohill Fund  
 George and Eugene Conner Fund  
 Lawrence and Carolyn Conway Fund  
 Patrick J. and Winifred L. Coughlin Fund  
 Frank W. and Florence B. Cuccia Fund  
 Ralph A. DeChiaro Fund  
 Didusch Memorial Fund  
 H.A.B. Dunning Foundation Fund  
 Christine Everitt Fund  
 Francis P. and Eleanor R. Fairbank Fund  
 Ferguson Family Fund  
 Rosalie Garrett Fund  
 Isaac S. and Mary Josephine George Fund  
 Francis X. Giblin Fund  
 Aurora Granofsky Fund  
 Joan Daniels Green Memorial Fund  
 Mannes Greenberg Memorial Fund  
 Fred Grimmel Scholarship Fund  
 Adelaide M. Gunther Fund  
 Mary A. Dudas Harris Fund  
 Edward S. Hauber, S.J. Fund  
 William Randolph Hearst Fund  
 William J. Holman Fund  
 James J. Irvin and Nina Irvin Fund  
 Jesuit Community Scholarship Fund  
 Daniel Joseph Fund  
 Jeanett Joseph and Bertha Coblentz Joseph Fund  
 Jackson L. Kaphan Memorial Fund  
 James and Nora Sheridan Keelty Memorial Fund  
 Milford F. Lackey Fund  
 Otto and Alice M. Lage Memorial Fund  
 Thomas J. Lawler Memorial Fund  
 D. & M. Liston Memorial Fund  
 Mary and Daniel Loughran Fund  
 Helen Pise Malko Memorial Fund  
 J. Goddard and Elizabeth S. Mattingly Fund  
 Daniel J. McGuire, S.J. Fund  
 Anne M. Merrick Fund  
 Joseph Meyerhoff Fund  
 George W. Mitchell Memorial Fund  
 John R. Mohler Fund  
 Thomas Murphy Fund  
 Josephine and Louis A. Natale, Sr. Fund  
 Donald F. Obrecht Fund  
 Mary O'Meara Memorial Fund  
 Frank and Betty Otenasek Fund  
 Paul J. Peroutka Fund  
 Pat Roche Fund  
 William C. Rogers Fund  
 Bernard A. Saltysiak Fund

Joseph G. Schaffner, Sr. Fund  
 Joseph A. Sellinger, S.J., Community Service Fund  
 Joseph A. Sellinger, S.J., Commuter Student Fund  
 Senker Family Fund  
 Michael D. Sullivan Fund  
 Helen and Charles Toennies Fund  
 Robert Jay Turner Fund  
 John E. Wise, S.J., Fund

#### MAJOR SCHOLARSHIP CONTRIBUTORS

The following organizations, corporations, and foundations have made major contributions to sponsored scholarship and other academic scholarship programs at Loyola College. We are most grateful to these groups for their generous support.

A. S. Abell Company  
 AEGON USA, Inc.  
 Alex. Brown & Sons, Inc.  
 Associated Italian American Charities of Maryland, Inc.  
 AIAC Virginia M. & Joseph M. Corasaniti Memorial  
 AIAC Anna Iacoboni Memorial  
 AIAC Camillo Iacoboni Memorial  
 AIAC Thomas and Shirley Iacoboni Memorial  
 AIAC Theodore Julio Memorial  
 AIAC Lancelotta Family Memorial  
 AIAC John & Concetta Matricciani Memorial  
 AIAC Pio & Rosa Morocco Memorial  
 AIAC Rev. Oreste Pandola Memorial  
 AIAC Angelo & Maria C. Russo Memorial  
 Baltimore Security Traders Society  
 Beta Gamma Sigma Honor Society  
 Black & Decker Manufacturing Company  
 Coopers and Lybrand, Inc.  
 ICFM Baltimore Sun, Inc.  
 ICFM Becton Dickinson, Inc.  
 ICFM Bell Atlantic of Maryland  
 ICFM CBS, Inc.  
 ICFM Chevy Chase Bank, Inc.  
 ICFM Commercial Credit Corporation  
 ICFM Crown Central Petroleum, Inc.  
 ICFM Legg Mason, Inc.  
 ICFM Mercantile Safe Deposit and Trust, Inc.  
 ICFM Provident Bank of Maryland, Inc.  
 ICFM Rosemore, Inc.  
 ICFM United Parcel Service, Inc.  
 Marion Burk Knott Scholarship Fund  
 Marion I. and Henry J. Knott Scholarship Fund  
 John J. Leidy Foundation

Lockheed Martin Corporation  
 Loyola College Alumni Association  
 Loyola College Center for Values and Service  
 Loyola College Greyhound Club  
 MBNA America Bank, N.A.  
 McCormick & Company, Inc.  
 William G. McGowan Charitable Fund, Inc.  
 Joseph Meyerhoff Fund  
 Mount Saint Agnes Alumnae Association  
 Sheridan Foundation

#### PRIVATE SCHOLARSHIP DONORS

During the 2003–04 academic year, 360 Loyola College undergraduates received a total of 400 scholarship awards from foundations, associations, high schools, colleges and universities, corporations, businesses, memorial funds, and various religious, civic, ethnic and fraternal organizations. The College sincerely appreciates the generous support provided by these groups to its students.

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#### FEDERAL FINANCIAL AID

##### FEDERAL PELL GRANT PROGRAM

The largest federal need-based student aid program providing grant assistance ranging from \$400 to \$4,050 to undergraduate students who are enrolled in a degree or certificate program and have not received their first bachelor's degree. Eligibility is based on demonstrated financial need, cost of education, and enrollment status. The amount of the student's award is determined using the Federal Institutional Student Information Record (ISIR) Expected Family Contribution (EFC) number and the Payment Schedule provided by the U.S. Department of Education.

##### FEDERAL CAMPUS-BASED PROGRAMS

The Federal Supplemental Educational Opportunity Grant (SEOG), Federal Work-Study (FWS), and Federal Perkins Loan Programs are referred to as "campus-based" programs. Under these programs, institutions apply annually to the Department of Education for funds and receive these funds directly. The financial aid administrator at each school determines which applicants are eligible and how much aid each applicant will receive.



While the Department of Education does set broad guidelines regarding the distribution of these funds, the individual schools set specific requirements, deadlines, and eligibility criteria.

### **Federal Supplemental Educational Opportunity Grant (SEOG)**

Provides grant assistance to students with exceptional financial need. In awarding Supplemental Grants, priority is given to Pell Grant recipients with the highest demonstrated financial need. Loyola College limits awards through this program to a maximum of \$2,500 per year.

### **Federal Perkins Loan Program**

Provides low interest loan assistance to students with demonstrated financial need. Perkins Loans carry the lowest interest rate of any educational loans (5.0 percent) and repayment is deferred until a student graduates or ceases enrollment on at least a half-time basis (6 credits). Repayment begins nine months after the borrower leaves school and must be completed within ten years thereafter. Interest charges do not accrue until the signing of the repayment schedule. Interest after that date is paid at the rate of 5.0 percent per annum. Loyola College limits awards through this program to a maximum of \$1,000 per year.

### **Federal Work-Study Program (FWS)**

Provides an opportunity for on-campus employment to students with demonstrated financial need. Various academic and administrative departments employ College work-study students in clerical, operational and other office support functions. Working hours are generally limited to 10–15 hours per week. Students will be paid at hourly rates ranging from \$5.15 to \$8.50. Federal funds cover 75 percent of a student's total wage, with the additional 25 percent being provided by Loyola College.

## **WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAMS**

### **Federal Direct Stafford Loan Program (Subsidized)**

Allows students who demonstrate federal financial aid eligibility and who are enrolled for at least six credits each term to borrow up to \$2,625 for the first year of undergraduate study, \$3,500 for the second year, and \$5,500 per year for the third, fourth, and fifth years of undergraduate study. The interest rate is variable, adjusted annually not to exceed 8.25 percent. Interest does not accrue nor does repayment begin on subsidized Direct Loans until six months after termination of college enrollment on at least a half-time basis. Interest accrued during in-school and the grace period is paid by the federal government. The standard repayment period is up to ten years. Subsidized Direct Stafford Loans carry a 3.00 percent federal origination fee and an up-front interest rebate equal to 1.50 percent of the loan amount. Net proceeds will equal approximately 98.5 percent of the loan amount. New borrowers must complete a Direct Stafford electronic master promissory note to borrow funds through this program.

### **Federal Direct Stafford Loan Program (Unsubsidized)**

Allows all students regardless of federal financial aid eligibility and who are enrolled for at least six credits per term to borrow up to \$2,625 for the first year of undergraduate study; \$3,500 for the second year; and \$5,500 per year for the third, fourth, or fifth years of undergraduate study less the amount of any subsidized Direct Stafford Loan received by the student. The interest rate and the origination fee are the same as specified above under the description of the subsidized Direct Stafford Loan Program, however, interest accrual begins immediately during in-school and deferment periods. Interest accruing during those periods may be paid or capitalized.

Independent students may borrow up to an additional \$4,000 per year for the first and second years of undergraduate study and up to an additional \$5,000 per year for subsequent undergraduate study through the unsubsidized Direct Loan Program. Dependent students may borrow

up to the same additional amounts through this program but only if the student's parent is denied eligibility to borrow funds through the Federal Parent PLUS Loan Program.

#### **FEDERAL PLUS LOAN PROGRAM**

Allows parents of undergraduate students who do not have an adverse credit history to borrow up to the full cost of education minus other financial aid. The interest rate is variable, adjusted annually not to exceed 9.0 percent. Interest accrual begins on the date of the first loan disbursement. The first payment is due within 60 days after the final loan disbursement. Direct PLUS Loans carry a 3.0 percent federal origination fee. Parents must complete a combined Federal PLUS Loan Application and promissory note to borrow through this program. At Loyola College, PLUS Loans are processed and serviced through SallieMae. Parents may complete the PLUS Loan application process on-line at the SallieMae website ([www.laureate.salliemae.com](http://www.laureate.salliemae.com)).

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#### **STATE GRANT/SCHOLARSHIP PROGRAMS**

The state of Maryland's General Assembly has enacted legislation creating several programs of grants and scholarships for students who need financial help to obtain a college education. More specific information on financial assistance available from the state of Maryland may be obtained by contacting:

Maryland Higher Education Commission  
Office of Student Financial Assistance  
16 Francis Street  
Annapolis, MD 21401-1781  
[www.mhec.state.md.us](http://www.mhec.state.md.us)  
410-260-4565 or 800-974-1024

#### **EDUCATIONAL ASSISTANCE GRANTS**

Any Maryland high school senior or undergraduate student is eligible to apply for an Educational Assistance Grant. Awards are made by the State Scholarship Administration based upon the student's demonstrated financial need. Grant values range from \$200 to \$3,000 per year. The award may be applied to the costs of tuition, mandatory fees, room, and board.

Grant recipients must: be legal residents of Maryland; demonstrate financial need; and be accepted for admission as a full-time student (minimum 12 credits per semester) in one of the eligible, degree-granting institutions in the state of Maryland.

**To be considered for an Educational Assistance Grant, students must submit the Free Application for Federal Student Aid (FAFSA) by March 1.**

#### **GUARANTEED ACCESS GRANTS**

Any Maryland high school senior whose annual total family income is below 130 percent of the Federal poverty level is eligible to apply for a Guaranteed Access Grant. Awards are made by the State Scholarship Administration based upon the student's annual total family income and high school grade point average. The grant value for attendance at Maryland independent colleges and universities is equivalent to the cost of tuition, fees, room, and board at the University of Maryland, College Park.

Grant recipients must: be legal residents of Maryland; begin college within one year of completing high school; have successfully completed a college preparatory program and achieved an unweighted grade point average of at least 2.5 on a 4.0 scale; be under the age of 22 at the time of the first award; and be accepted for admission as a full-time student (minimum of 12 credits per semester) in one of the eligible degree-granting institutions in the state of Maryland.

**To be considered for a Guaranteed Access Grant, students must submit a Guaranteed Access Grant application to the Maryland State Scholarship Administration and file the Free Application for Federal Student Aid (FAFSA) by March 1.**

#### **SENATORIAL SCHOLARSHIPS**

State Senators are allocated an annual scholarship budget which may be awarded to residents of their senatorial district. The amount of the award is determined by the Senator, who considers the results of the student's SAT-I and financial need. The maximum award is \$2,000 per year per student. Scholarship candidates who have already completed at least one academic year of college in good standing do not have to take the SAT-I.

Application is made in the same manner as for Educational Assistance Grants. **Students should apply by March 1 of the year the award is to begin.** Each senator has the option of requiring a personal interview.

#### HOUSE OF DELEGATES SCHOLARSHIPS

Members of the House of Delegates are allocated an annual scholarship budget which may be awarded to residents of their legislative district. The amount of the award is determined by the delegate who may select students on any basis. The maximum award may not exceed the value of tuition and fees charged by the University of Maryland, College Park. Application is made directly to the student's state delegate.

#### MARYLAND DISTINGUISHED SCHOLAR PROGRAM

Any Maryland high school junior who has maintained a 3.700 average on a 4.000 scale during the freshman, sophomore, and junior years of high school is eligible to compete for the Distinguished Scholar Award.

The value of the award is \$3,000 per year, renewable annually provided the student maintains a *B* (3.000) average and full-time enrollment at any Maryland post-secondary educational institution. The grants may be used for tuition and fees, books and supplies, room and board, etc. The awards are not based on financial need, and students are eligible for any other State grant program they qualify for on the basis of need. Students should contact their high school guidance office for specific application procedures.

#### MARYLAND HOPE SCHOLARSHIP PROGRAMS

The Maryland HOPE Scholarship Programs consist of three different scholarships that provide assistance to students pursuing a two- or four-year degree in certain specialized career fields. The programs are the Science and Technology Scholarship, HOPE Scholarship, and Maryland Teacher Scholarship.

#### HOPE Scholarship Program

Any Maryland high school senior who has maintained a 3.000 grade point average in core curriculum subjects, has a combined family income of \$80,000 or less, and who plans to major in a program which will lead to jobs in Maryland in areas of shortage (as determined by the Maryland Higher Education Commission) is eligible to compete for a HOPE Scholarship. After completion of undergraduate study, recipients must agree to work full-time in Maryland, one year for each academic year of the award.

The value of the award is \$3,000 per year, renewable annually provided the student maintains full-time enrollment in an approved major. Applicants must submit the HOPE Scholarship Application by **March 1**.

#### Maryland Teacher Scholarship

Any Maryland high school senior, undergraduate student, or graduate student who has maintained a 3.000 grade point average and who plans to become a teacher in a Maryland public school is eligible to compete for a Maryland Teacher Scholarship. After completion of undergraduate or graduate study, recipients must agree to work full-time in Maryland, one year for each academic year of the award, as a full-time teacher in the Maryland Public School System.

The value of the award is \$3,000 per year, renewable annually provided the student maintains full-time enrollment in an eligible teacher education program. The awards are not based on financial need. Applicants must submit the Maryland Teacher Scholarship Application by **March 1**.

#### Science and Technology Scholarship

Any Maryland high school senior who has maintained a 3.000 grade point average in core curriculum subjects (math, science, social studies, and English) and who plans to major in computer science, engineering, or other specific science or technology-related major is eligible to compete for a Science and Technology Scholarship. After completion of undergraduate study, recipients must agree to work full-time in Maryland, one

year for each academic year of the award, in the career field related to their major.

The value of the award is \$3,000 per year, renewable annually provided the student maintains full-time enrollment in an approved major. The awards are not based on financial need. Applicants must submit the Science and Technology Scholarship Application by **March 1**.

#### OTHER STATE SCHOLARSHIPS/GRANTS

Depending on state regulations, students may be considered for scholarships and grants from their home state to be used at colleges or universities in the state of Maryland. Students should contact their appropriate state agency for information concerning application procedures.

#### NATIONAL FELLOWSHIPS AND SCHOLARSHIPS

Members of the Loyola National Fellowships Committee, together with the Adviser for National Fellowships, seek to identify, encourage, and assist qualified students for the pursuit of nationally competitive awards such as Jack Kent Cooke, Fulbright, Marshall, Mellon, National Science Foundation, Rhodes, and Rotary International Scholarships and Fellowships, for post-baccalaureate study abroad as well as in the United States and Canada. Students are also urged to aspire to Goldwater, Rotary International, Truman, Udall, and other awards that are applicable for specific programs of study during undergraduate years. Students whose majors and/or career aspirations make them eligible to compete for Goldwater, Truman, or Udall Scholarships are encouraged to participate in the campus competitions for determining Loyola's allotted number of nominees to the national competitions.

Successful Loyola participants in the campus application process have won 60 awards in national competitions since 1983. **Because compiling the strongest possible set of credentials for presentation to selections committees is quite a lengthy process, students are encouraged to get involved in their first year of study.** Incoming first-year students are invited and urged to attend a Committee presentation after they settle into the academic year. This session is the first step in the National

Fellowships process to enable students to have competitive applications to present when various opportunities arise for which they may become eligible to compete, one even as **early as the second semester of the first year.**

#### AIR FORCE ROTC SCHOLARSHIP

The Air Force Reserve Officer Training Corps (AFROTC) is available to Loyola students through an agreement with the University of Maryland at College Park. AFROTC courses are scheduled so that Loyola students may complete most AFROTC requirements during one morning per week at the College Park campus.

In addition, students are eligible to compete for all AFROTC scholarships and flying programs. Four-, three-, and two-year scholarships pay tuition, books, fees, and a monthly stipend. There are also scholarships available to deserving students seeking technical degrees in computer science and electrical engineering.

After graduation from Loyola and successful completion of the AFROTC requirements at the University of Maryland, students are commissioned second lieutenants in the Air Force. Students interested in AFROTC may contact:

AFROTC Det. 330  
University of Maryland  
Cole Field House, Room 2126  
College Park, MD 20742-1021  
301-314-3242

#### ARMY ROTC SCHOLARSHIP

The U.S. Army is interested in selecting the best candidates for scholarships and ultimately commissioning as the future officer leadership of the U.S. Army. Scholarships are worth \$17,500 annually, providing for college tuition and fees in addition to \$600 each year for books and classroom supplies. Winners also receive the following monthly, tax-free subsistence allowance for ten months of each year that the scholarship is in effect: \$250/freshman year, \$300/sophomore year, \$350/junior year, and \$400/senior year. All four- and three-year Advanced Designee scholarship winners awarded from the national competition that attend Loyola are automatically awarded

additional grant assistance funded by Loyola College. This additional grant remains in effect each year provided that the cadet retains eligibility for the ROTC scholarship.

In addition to the ROTC national scholarship competition (applied for during high school), campus-based scholarships are offered on a merit/performance basis. First-year students may apply for a three- or four-year scholarship. Sophomores may apply for a two- or three-year scholarship, and juniors may apply for a two-year scholarship. Students must be enrolled in a military science class in order to compete for a campus-based scholarship. Campus-based scholarships pay the same amount each year as the national scholarships (with the exception of the grants from Loyola College).

The Army ROTC Program provides an academically integrated curriculum intended to train college students as officers for the United States Army. Through Military Science, a student gains pertinent leadership and management skills while earning a college degree. ROTC cadets may pursue any course of study except theology.

For additional information please call or write to the address below:

Department of Military Science  
Loyola College in Maryland  
4501 North Charles Street  
Baltimore, MD 21210-2699  
410-617-2276/2387

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#### MONTHLY PAYMENT PLANS

The convenience of paying educational expenses on a monthly basis is an attractive alternative to many families. Loyola College has no provision for offering special tuition payment plans which allow monthly payments; however, there is a commercial plan available through the following organization:

Tuition Management Systems, Inc.  
127 John Clarke Road  
Newport, RI 02842-5636  
www.afford.com  
800-722-4867  
Fax: 1-401-849-1532

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#### SCHOLARSHIP/FINANCIAL AID RETENTION

Students awarded Presidential, Claver, and Knott Scholarships must maintain the scholarship retention requirements specified in the original scholarship award letter.

Federal regulations require that students receiving federal financial aid make satisfactory academic progress in accordance with standards set by the College. Students are normally expected to complete their undergraduate degree within eight terms. Loyola College is not obligated to continue aid to students who require more than eight terms to complete degree requirements. However, students are considered to be making satisfactory progress toward the completion of degree requirements if they earn credits and achieve cumulative grade point averages according to the following schedule:

##### Academic Years Completed:

1	2	3	4	5
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##### Minimum Number of Credits Earned:

21	45	69	93	100
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##### Minimum Cumulative Grade Point Average:

1.800	2.000	2.000	2.000	2.000
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#### STUDENT STATUS CHANGES

Recipients of any type of federal, state, institutional, or private sources of financial aid must notify the Financial Aid Office of any changes in their enrollment status including: failure to maintain full-time enrollment; withdrawal; transfer to another college or university; or change in anticipated graduation/completion date.

Federal law also requires Federal Direct Stafford Loan (subsidized or unsubsidized) recipients to notify their lenders (or any subsequent holder of their loans) in writing if any of the following events occur before a loan is repaid:

- change of address;
- change of name (eg., maiden to married);

- failure to enroll at least halftime for the loan period certified or at the school that certified the loan application;
- withdrawal from school or attendance on less than a halftime basis;
- transfer to another college or university;
- change of employer or address of an employer;
- any other changes in status that would affect the status of a loan.

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#### **NATIONAL STUDENT CLEARINGHOUSE (NSC)**

Loyola College uses the services of the NSC to process enrollment verification requests received from lenders, guaranty agencies, servicers, and the U.S. Department of Education. The U.S. Department of Education has ruled that a school's release of personally identifiable information from student education records to the Clearinghouse is in compliance with the Family Educational Rights and Privacy Act (FERPA).

The NSC also provides a service to students which allows them to keep track of their loan providers. The "LoanLocator" section of the Clearinghouse website ([www.studentclearinghouse.org](http://www.studentclearinghouse.org)) allows students to easily compile lists of their loan providers by entering their social security number, date of birth, and zip code. The information includes the loan providers' names, customer service telephone numbers, and Web hyperlinks. Students are then able to access their loan providers' websites to obtain more detailed information about their accounts.

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#### **NATIONAL STUDENT LOAN DATA SYSTEM (NSLDS)**

The U.S. Department of Education provides a website ([www.nsls.ed.gov](http://www.nsls.ed.gov)) which gives students Internet access to information about any Federal Title IV financial aid they have received. The website is part of the NSLDS. The NSLDS maintains records on Federal Family Education Loan Programs, Federal Direct Loans, Perkins Loans, Pell Grants, and loan or grant overpayments. Using this website, students can obtain complete information on the federal loans and grants they have received.





# ACADEMIC PROGRAMS AND CAREER OPPORTUNITIES

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## ACADEMIC ADVISING

In order for Loyola students to succeed in their academic programs, it is necessary for them to make the often difficult transition from high school to college life and studies with ease and confidence. To aid in this endeavor, incoming first-year students are assigned an academic core adviser who is a member of the faculty. The core adviser guides the student in the adjustment to college life, ensures the student's understanding of Loyola's liberal arts core, and assists in major and course selection. The student will be advised by this core adviser for at least the first two semesters. The student has the option to formally declare a major as early as the end of the second semester but may remain undeclared until the end of the third semester. Upon the declaration of a major, the student will be assigned a faculty member from the department of the major to act as mentor for the remaining years.

Every full-time student at Loyola is assigned either a core or major adviser. Part-time students may be advised by a member of the Center for Academic Services and Support.

## DEGREE AUDIT

The degree audit is a critical tool in the advising process, providing students and their advisers with a "program map" of the curriculum requirements specific to each major. Each semester prior to registration, updated degree audits are mailed to students and their advisers. These audits also can be viewed using WebAdvisor (<http://www.loyola.edu/webadvisor/>). Although academic advisers assist students in planning their course of study, students themselves are responsible for making informed academic decisions and for tracking their progress toward their degrees through the degree audit system. All students are responsible for reviewing their audits and reporting any errors or discrepancies to the Center of Academic Services and Support.

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## CENTER FOR THE HUMANITIES

Loyola's Center for the Humanities is funded by an endowment of ten million dollars, built on two Challenge grants from the National Endowment

for the Humanities. The Center exists to provide strength and vision to the humanities at Loyola and in order to do this, the Center sponsors more than fifty programs a year for faculty development, improvements and experiments in teaching, and extending and enriching students' undergraduate experience.

Each year the Center's Humanities Symposium organizes a semester-long series of lectures and cultural events centered on a specific theme and text. The "Modern Masters" series brings eight to ten nationally renowned poets and writers to campus each year while individual departments in the humanities host lectures and seminars by important scholars in their disciplines. Other programs support innovative team-taught courses, individual course innovations, and seminars on teaching. Several programs are devoted to music concerts and exhibitions and activities in the fine arts. Faculty development is supported by programs for junior faculty sabbaticals, student assistants, sabbatical research funds, summer research grants, and publication costs. The Student Summer Fellowship Program allows several students each year to pursue intensive research and writing during the summer, while a Summer Study program allows students to learn in venues abroad. The Center also offers stipends to students for otherwise unpaid internships.

In addition to supporting the College's Honors Program, the Center administers an annual Jerome S. Cardin Memorial lecture dedicated to exploring Jewish-Christian relations, and a rotating Cardin Chair devoted to the Judeo-Christian tradition in a broad sense.

Through all of these programs, the Center has enriched the humanities disciplines individually, and it has fostered dialogue and exchange among separate disciplines within the humanities as well as among the humanities and other disciplines.

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## CAREER ORIENTATION

Through its liberal arts core curriculum, Loyola offers programs of study which provide students with a broad fund of knowledge that is an excellent background for many careers. It expects stu-



dents to acquire initial career preparation through their majors.

Numerous graduates of the College have succeeded with the kind of preparation given in its programs in the accounting profession, the medical professions and health sciences; in law and government, teaching, business, industry, engineering; in biological, chemical, mathematical, or physical research positions; in social work, journalism, government services; and in the armed forces. Information about each department indicates some of the various career opportunities that are available to students who are successful in earning a degree at Loyola College.

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## COLLEGE OF ARTS AND SCIENCES

### BIOLOGY

The biology curriculum is a flexible and innovative program based on a philosophy of using multiple teaching strategies to help students develop an understanding of the concepts of modern biology as well as their own critical thinking skills. Biology courses required for a biology major are at least three credits, and most integrate classroom with laboratory or seminar components. The application and importance of biological phenomena to areas of human concern are components of every course. Students assist in the development of an individualized course of study and may design their curriculum to meet the diverse interests of potential biologists. The curriculum provides the depth, scope, and skills necessary for admission to graduate and professional schools.

Within the general biology major, students may supplement their program with concentrations in cellular and molecular biology (focusing on cellular and molecular-level biology or biotechnology) or ecology and evolutionary biology (focusing on population-level biology). In addition, focused interdisciplinary majors combining biology with either chemistry, psychology, or mathematical sciences are available. Students in each of these interdisciplinary majors may select multiple tracks depending on their career goals. Students may also choose a general interdisciplinary major involving biology and another discipline or may choose to minor in biology or natural science. For more information visit, <http://www.loyola.edu/biology/>.

### CHEMISTRY

The Chemistry Department offers a variety of programs covering all aspects of scientific interest. The major is certified for quality and content by the American Chemical Society. A background in chemistry has wide application in many careers, including biotechnology, materials science, drug design and pharmaceuticals, and chemical synthesis. Graduates have found employment in industrial, government, and medical laboratories or have chosen to pursue the M.S. or Ph.D. in Chemistry or related sciences.

For those students interested in the medical, dental, or veterinary professions, the chemistry program is well-suited for the pre-health major, with ample schedule allowances for the fulfillment of both chemistry and biology course requirements. A biochemistry concentration within the Interdisciplinary Major in Chemistry/Biology is available for those planning careers in biochemistry, medicine or other health-related professions, and the biotechnology industry. This concentration provides a strong foundation for graduate studies in biochemistry and molecular or cell biology. A minor is also available for students interested in combining chemistry with other interests. For more information visit, <http://www.loyola.edu/chemistry/>.

### CLASSICS

Our cultural origins are profoundly rooted in classical civilization. Familiarity with the principal, ancient authors—with their thought and their literary forms—is one key to understanding modern literature, thought, and art. Furthermore, Christianity itself was born in and powerfully influenced by the classical world.

At Loyola, one may major in classics or classical civilization. The Major in Classics entails work in both Latin and Greek. It is essential for those who are considering continuing such studies at the graduate level with a final goal of college teaching and research. The Major in Classical Civilization places greater emphasis on courses on Greek and Roman civilization (in translation). Majors take a variety of courses cross-listed in other departments. A Minor in Classical Civilization is also available.

Both programs offer important skills and content for students interested in further studies in related fields such as history, philosophy, political theory, theology, art history, and branches of medieval studies. Since the study of the Classics entails the close reading and analysis of texts and imparts a sensitivity to language, literature, and history, it is appropriate training for a great many careers. For more information visit, <http://www.loyola.edu/classics/>.

#### COMMUNICATION

The Department of Communication offers a Major in Communication with specializations in advertising/public relations, digital media (broadcasting, graphics, and the Internet), journalism, or writing. With its roots in the liberal arts, its emphasis on close reading and writing, and its attention to creative and critical thinking, the curriculum prepares students for careers in such diverse areas as journalism, public relations, advertising, publishing, editing, and web design; for graduate study in communications, American Studies, professional writing, and creative writing; and, generally, for professions which require skillful writing. The communication minor allows students to combine study in writing with a full major in another subject. Finally, for those interested in a “split” major, the department offers the Interdisciplinary Major in Writing, which allows students to concentrate both on writing and a complementary area of study in another department. For more information visit, <http://www.loyola.edu/communication/>.

#### COMPUTER SCIENCE

The twenty-first century will see the continued development of amazing new computer-based technologies. There is and will continue to be a growing need for educated professionals who understand the capabilities of computing and can create original computer-based solutions to problems that effect the quality of human life. Computer scientists specialize in the design and development of computer systems and creative software for those systems.

A Major in Computer Science prepares students to understand the breadth of computer science as well as the computing needs of both the scientific and business communities. Technical skill

coupled with a strong liberal arts education makes Loyola computer science graduates especially desirable to employers. Typically, graduates assume professional responsibilities in positions such as systems analyst, software engineer, or programmer. Graduates are also prepared to continue their studies in computer science or allied fields in graduate school.

Computing facilities at Loyola are excellent. Besides access to the campus-wide, local area network, numerous PC labs, full Internet connectivity and access to a state-of-the-art video imaging lab, computer science students have accounts on a Linux subnetwork, which is maintained by the department for student projects and faculty research.

The Computer Science Department offers programs leading to a Bachelor of Science (B.S.) or a Bachelor of Arts (B.A.) in Computer Science. The B.S. program has been accredited by the Computing Accreditation Commission of ABET (Accreditation Board for Engineering and Technology), while the B.A. program allows more nondepartmental electives and is compatible with a variety of minors. Both programs offer speciality tracks.

Faculty advisers help students coordinate their elective courses with their career plans. Elective courses from Loyola’s graduate program in computer science may be selected, and students can complete the requirements for a bachelor’s degree and a Master of Science (M.S.) within a five-year span. A Minor in Computer Science, certificate in programming, and interdisciplinary majors involving computer science are also available. For more information visit, <http://www.cs.loyola.edu/>.

#### ECONOMICS

Economics is about people and the choices they make. The “economic way of thinking” stresses the application of logic and reason to contemporary issues. Economics is both a practical and analytical discipline. Loyola’s economics students have been successful in a wide variety of career paths and intellectual pursuits.

Students may earn either a Bachelor of Arts (B.A.) in Economics in the College of Arts and Sciences, or a Bachelor of Business Administration (B.B.A.) with a concentration in business economics in

the Sellinger School. A Minor in Economics is available in the College of Arts and Sciences. Internships in economics are available so that students can integrate their classroom education with exposure to real-world problems and practices in a variety of fields. Students develop an analytic capability that is excellent preparation for business and government policy-making; develop computer and quantitative skills which have applications in economic research and consulting; and take part in intensive discussion and analysis of contemporary affairs. For more information visit, <http://sellinger.loyola.edu/>.

#### **EDUCATION**

Designed to prepare those who plan to teach on the elementary level, the education major blends theory and practice in a course of study that integrates the college-wide liberal arts core with a program emphasizing mastery of subject area content as well as pedagogy.

The Education Department also offers an opportunity to individuals who major in other disciplines to prepare for state certification in secondary teaching. Students who choose this option generally combine the required coursework in their major discipline with a minor in secondary education. Both the major and minor programs foster the development of reflection, critical judgement and professional dispositions that prepare graduates to promote excellence in the education of children of all backgrounds and abilities.

Students completing either a Major in Elementary Education or a Minor in Secondary Education complete their internship in a professional development school. Professional development schools are collaborative efforts between local schools and the Education Department of Loyola College. These placements provide a yearlong intensive internship experience that integrates theory and practice.

The elementary teacher education program also provides an option to include additional coursework that leads to a Minor in Special Education. The minor is open to all majors and consists of five specialized courses.

The Education Department is fully accredited by the National Council for Accreditation of Teacher Education (NCATE), and the elementary and secondary teacher education programs are approved by the Maryland State Department of Education. Graduates of the elementary and secondary programs are eligible for Maryland certification after passing required PRAXIS examinations. Maryland has reciprocity agreements with most other states. Students planning to teach outside of Maryland after graduation should contact the State Department of Education in the state where they plan to seek employment for specific eligibility requirements. For more information visit, <http://www.loyola.edu/education/>.

#### **ENGINEERING SCIENCE**

The present day engineer has many unique advantages when broadly educated in the humanities as well as the social and applied sciences. The engineering program at Loyola College has been carefully developed to meet the need for engineers fully trained in liberal studies and basic sciences, in addition to providing formal concentrations in a choice of four areas of engineering: computer engineering, electrical engineering, materials engineering, and mechanical engineering.

The Bachelor of Science in Engineering Science (B.S.E.S.) program is accredited by the Accreditation Board for Engineering and Technology (ABET). Fundamentals of engineering and the related areas of mathematics, chemistry, and physics are emphasized, together with advanced courses in the four concentrations. A required, two-semester senior design project related to the selected engineering concentration is the program's capstone course.

With a B.S.E.S. background, students are prepared for careers in business and the industrial sector or to pursue graduate studies in many fields of specialization. Graduates of this program have completed graduate studies in engineering at both the master's and doctorate level at Massachusetts Institute of Technology, Rensselaer Polytechnic Institute, Princeton University, Johns Hopkins University, Cornell University, Purdue University, Pennsylvania State University, and other universities.

Loyola College recommends the engineering program to students of high scholastic ability who have an interest in the engineering sciences. A Minor in Engineering Science is also available. For more information visit, <http://www.loyola.edu/academics/alldepartments/engineeringscience/>.

#### ENGLISH

The Major in English educates students for many different kinds of postgraduate careers. The emphasis is on accurate and sensitive interpretation of literary works, clear and effective written and oral communication, and precise and imaginative thinking. All courses in English have as their objective graduates who are capable of analyzing material and synthesizing data. Among the careers for which majoring in English prepares students are newspaper and magazine writing and editing; high school teaching; library work; public relations; business, management, and sales. Moreover, recent English majors have pursued graduate studies in literature, law, medicine, library science, business administration, museum administration, and creative writing. A Minor in English is also available. For more information visit, <http://www.loyola.edu/english/>.

#### FINE ARTS

A fine arts major or minor at Loyola elects to concentrate in any of five different areas: art history, music, photography, studio arts, or theatre. Although the individual areas within the department are quite diverse, the faculty emphasize the development of interpretive skills and creative, critical thinking. Students in all areas except art history are involved with making art. All students study the history and theory of their respective disciplines. For more information visit, <http://www.loyola.edu/finearts/>.

#### HISTORY

Managing large amounts of data requires the widest possible range of analytical categories. History students are therefore encouraged to make the most of the variety provided by Loyola's core curriculum; they are also allowed to take a large number of elective courses. This allows them to acquire a background in various specialized modes of analysis by combining work in econom-

ics, computer science, foreign language, or sociology with their studies in history. These combinations have an important career dimension as well. After completing a basic European history course, upper-class history majors may choose advanced historical studies in such areas as business history, medieval military history, African history, history of crime and punishment, American social history, architectural history, Chinese history, and many others. The growing interest in local history in Baltimore provides opportunities for internships in archives, museums, historic preservation groups, and government agencies.

Selected students may apply in the junior year for a departmental honors thesis to be written in the senior year. Qualified students are also eligible for admission to Phi Alpha Theta, the international history honor society. After graduation, many history graduates pursue more specialized study in law, business administration, and international relations. Others prepare for teaching careers by doing graduate work in history or education. Others move directly to jobs in government, the media, and private industry, where their skills in analysis, evaluation, research, and communication are highly valued. A Minor in History is also available. For more information visit, <http://www.loyola.edu/academics/alldepartments/history/>.

#### HONORS PROGRAM

The Honors Program is one of many opportunities for outstanding students at Loyola College. The program seeks to create a special environment for academic inquiry and personal enrichment. Honors students are selected on the basis of academic achievement, motivation, leadership, and extracurricular involvement.

At the heart of the program is a unified, four-course sequence consisting of one course per semester during the first and second years of study. These special sections focus on classic works and readings in Western culture, bringing together the perspectives of philosophy, literature, theology, and history. Each course fulfills one core requirement. In addition, first year Honors students take a specially designed course in Effective Writing in their first semester and fulfill their core requirement in fine arts with an Honors seminar taken in second semester of their sophomore year. During

the junior year, a special Honors ethics course also fulfills a core requirement. In the senior year, participants enroll in the Honors Senior Seminar.

Honors students also participate in an extracurricular enrichment program, the Honors Experience, which includes opportunities to attend plays, lectures, concerts, and exhibits in the Baltimore area. Honors also sponsors an International Film Series, a series of colloquia—small group discussions of events, issues, or texts—and social events. For more information visit, <http://www.loyola.edu/honorsprogram/honors/>.

## INTERDISCIPLINARY STUDIES

### Asian Studies

Asian civilizations are a major part of the human experience. Moreover, they are today the home of dynamic modern and modernizing societies whose power is growing. The study of Asia, fascinating in itself, can lead to careers in business, government, teaching, journalism, and other fields.

The Loyola-Notre Dame Program in Asian Studies allows students in any major to declare a minor devoted to Asia. It is administered jointly by the two colleges through the Asian Studies coordinators. The Committee works to strengthen Asian course offerings and to present lectures, films, and other activities on Asian themes.

In an Asian Studies minor, students learn how different disciplines bring their methodologies to bear on the study of Asia. Students deal with the potential of Asian experience to contribute to universal knowledge and with the clash of Asian and Western values and ways of seeing the world. Such studies contribute to students' better understanding of the West itself.

### Catholic Studies

The academic or intellectual foundation for Catholic Studies is identical with the host of articulate reflections on life and thought from the Roman Catholic perspective. There are Roman Catholic influences evident in the expressions of virtually every academic discipline.

The Minor in Catholic Studies consists of courses which are devoted to the examination of topics, themes, or questions pertinent to Roman Catholic doctrine and faith in its various aspects. Illustrations of the principles and teachings of Roman Catholicism are found in literature, art, philosophy, the natural and social sciences, historical study, business disciplines, and theology. Because Roman Catholic doctrine, thought, culture, and life permeate the expanse of academic disciplines, the Catholic Studies minor seeks to integrate into a coherent curriculum a number of courses otherwise taught in isolation from one another.

In addition to serving students' academic needs, the minor will be a focal point for Roman Catholic intellectual life on campus and promote dialogue among students, faculty, administration, and staff. What is distinctive about the Minor in Catholic Studies is the conjunction of the magnitude of its scope with the unity of its purpose. The curriculum of the Catholic Studies minor is constructed from specific courses offered in a variety of disciplines throughout the College, and it aims to stimulate the development of other courses for the minor. For more information visit, <http://www.loyola.edu/academics/alldepartments/catholic/>.

### Film Studies

Film is the quintessential art form of the twentieth century. As such it has had a profound impact not only on the other arts, but also on the way that modern human beings think, perceive, and feel. The Minor in Film Studies provides students with the skills needed to understand cinema as both an art form and a reflection of modern history and consciousness by promoting a stronger critical awareness of the power of images in our culture. The skills learned in the minor also help prepare students for careers in public relations, teaching, journalism, government, the arts, and business.

The Film Studies program allows students to declare a Minor in Film Studies, in which they may integrate courses taken in a number of disciplines—communication, English, fine arts, history, modern languages, philosophy—into a cohesive program of study. The introductory course, Fundamentals of Film Studies, provides the historical foundation and technical knowledge needed for the elective courses. The capstone seminar

permits juniors and seniors to draw upon their previous film courses, focus on a particular topic, and experience the challenges and rewards of a seminar format. For more information visit, <http://www.loyola.edu/film/>.

### Gender Studies

The Gender Studies minor allows students to pursue a challenging interdisciplinary curriculum and to integrate their coursework around the common theme of gender as a category of analysis. Through the introductory and capstone courses, the minor provides a means for students majoring in various disciplines to explore, as a group, different perspectives on a common subject at the beginning and end of the minor. The electives range across a wide variety of disciplines—art, communication, English, history, philosophy, political science, psychology, sociology, theology—providing students with exposure to a wide range of faculty and perspectives. For more information visit, <http://www.loyola.edu/genderstudies/>.

### Medieval Studies

The Minor in Medieval Studies allows students to organize their coursework around one time period. The minor also offers the linguistic and cultural background to understand an important era of Western European civilization. Electives across the humanities disciplines (English, fine arts, history, languages, philosophy, theology) provide the tools and approaches necessary for either graduate study or personal enrichment. Students are introduced to research in their selected areas through a capstone interdepartmental project undertaken in conjunction with an advanced course approved for the minor. For more information visit, <http://www.evergreen.edu/~lmorgan/medieval/>.

### LAW

Schools of law make no rigidly specific or specialized course requirements of the college student who seeks admission. They prefer broad training and well-developed habits of clear thought and expression. Accordingly, there is no set prelaw major or minor at Loyola. Most major fields at the College will enable the student who is otherwise qualified to be admitted to a school of law. Students who think they may be interested in a career

in law should consult the prelaw adviser. Students applying to law school should coordinate with the prelaw adviser and should consult with the prelaw adviser no later than the junior year. All students contemplating law school should visit the prelaw webpage, <http://webdev.loyola.edu/prelaw/>.

### MATHEMATICAL SCIENCES

Quantitative and problem solving skills are in ever increasing demand in today's society. The range of applications of mathematics and statistics is continually being widened as more fields of endeavor find quantitative analysis central to their work. Cryptography, biostatistics, econometrics, high speed computing, operations management in business, actuarial risk analysis in insurance and satellite communications are but some examples of areas that use and require high level mathematical techniques. As such, a wide variety of career opportunities exists for majors in mathematical sciences.

The mathematical sciences program is designed to develop solid problem solving skills and a broad background in the various branches of pure and applied mathematics and statistics. A unique feature of the program is the students' ability to pick upper-level courses based on their area of specific interest. This is done by choosing, with the help of a faculty adviser, a concentration—pure mathematics, operations research, statistics, and applied mathematics are several examples.

In recent years, graduates of the program have gone on to careers in statistics, operations research, actuarial science, cryptography, systems analysis and teaching at the secondary and college level. Many graduates have also chosen to continue their studies in graduate school and have been the recipients of assistantships and fellowships at major universities. Minors are available in mathematical sciences and statistics. For more information visit, <http://www.loyola.edu/mathsci/>.

### MILITARY CAREER

Students may pursue a professional career as an Army officer following graduation by successfully completing the Reserve Officer's Training Corps (ROTC) program. Graduates serve with the active Army, the Army Reserve, or the Army National Guard. All graduates of the military science pro-



gram receive a commission as Second Lieutenant in the United States Army.

The military science program provides students with training in the techniques of leadership and affords them the opportunity to apply these techniques as cadet officers. Each student's development and progress toward commissioning as an officer is closely monitored by the military science faculty.

Military service as an officer offers worldwide opportunities in various branches and functional areas. The Army branches are Adjutant General's Corps, Air Defense Artillery, Armor, Aviation, Chemical, Engineer, Field Artillery, Finance, Infantry, Military Intelligence, Military Police, Ordnance, Quartermaster, Signal, and Transportation. Special branches are available in Chaplain, Judge Advocate General, Medical, and Dental Corps. Functional areas include atomic energy, automated data systems management, comptroller, foreign area officer, operations/force development, operations research/systems analysis, personnel programs management, procurement, public affairs, research and development, space operations, strategic operations, and training development. For more information visit, <http://www.loyolamdrotc.org/>.

#### **MODERN LANGUAGES AND LITERATURES**

A Major in French, German, or Spanish offers a well-rounded liberal arts education with the added advantage of proficiency in a modern language. The courses foster a combination of communicative and analytical skills which together with an awareness of linguistic and cultural differences and values prepares students for careers in such professions as teaching, publishing, business, government, banking, and public relations. The major also enables students to pursue graduate studies in such diverse fields as linguistics, literature, law, medicine, or international business.

For the student who wants to study a language but does not wish to become a full-fledged major, a minor and/or a certificate of proficiency is available. Minors can be taken in French, German, and Spanish. The equivalent of a minor in Russian can be attained by taking advanced-level language and literature courses at Goucher College. The

equivalent of a minor in Italian can be achieved through advanced-level coursework in a cooperative program at area colleges; however, it is not recorded on the Loyola College transcript that a minor equivalency was completed. In addition, Loyola offers courses in Chinese, Japanese, and Italian. Advanced-level Chinese and Japanese courses are available at Johns Hopkins University.

As part of its commitment to an international, global perspective, the department also features a Major and Minor in Comparative Cultural and Literary Studies (CCLS). Unlike the traditional literature or language major which prepares students to understand the literature and society of peoples who share the same language and culture, this program adopts a global perspective and seeks to establish broader connections and contrasts across nations, cultures, languages, and ethnic groups. It will appeal to those students who have a strong interest in other cultures or literatures but are not inclined to pursue an in-depth study of another language.

For more detailed program information, consult the Modern Languages and Literatures section of this catalogue or visit, <http://www.loyola.edu/academics/alldepartments/modernlanguages/>.

#### **PHILOSOPHY**

Perhaps more than any other discipline, philosophy grounds students in the history of ideas, enabling them to see how contemporary issues and debates are illuminated by the great thinkers of the past. Students in philosophy learn to think critically, to analyze arguments, and to recognize basic concepts. Philosophical training also contributes to the general enrichment of the person, allowing students both the thrill of exploring new and different ideas and the satisfaction of coming to a better understanding of their own ideas.

Majors in philosophy can be found not only in graduate schools of philosophy, but also in law, medical, and business schools. Many become teachers, journalists and writers, ministers, and priests. Many more pursue careers that may be only indirectly related to philosophy but are enriched by their apprenticeship in philosophy's workshop of thinking. Many students choose a double or interdisciplinary major, combining



philosophy with a wide range of other disciplines, such as history, writing, theology, English, biology, physics, political science, or psychology. A Minor in Philosophy is also available. For more information visit, <http://www.loyola.edu/academics/alldepartments/philosophy/>.

#### PHYSICS

The Major in Physics allows the student to investigate the behavior of the physical world, discover the general principles that underlie its microscopic and macroscopic structures and become acquainted with the theories developed to explain its makeup and behavior. Students who major in physics are well prepared to pursue graduate studies in physics or in an allied field, or to embark immediately on a career in the industrial sector or in teaching. Research projects are available and encouraged. A physics minor and a program leading to a Master of Science (M.S.) in Computer Science are also available. For more information visit, <http://www.loyola.edu/physics/>.

#### POLITICAL SCIENCE

In the context of a broad liberal arts program, political science majors focus on an area of human enterprise—government and politics—that permeates virtually every facet of their social and economic experience. This major provides a good background for numerous positions following graduation. Many of the Loyola students who are admitted to law school are political science majors. Other graduates in this major enter the paralegal and criminal justice professions. Still others work in federal, state, or local government or the foreign service.

A liberal arts background with a major in political science also opens doors in the worlds of business and industry, teaching, and journalism, among others. Broad exposure to a number of areas within the discipline and well-developed habits of clear thought and expression enhance the major's prospects for a challenging career and an interesting life. Such exposure and such habits are given every encouragement in the Department of Political Science. A Minor in Political Science is available. For more information visit, <http://www.loyola.edu/dept/politics/home.html>.

#### PRE-HEALTH CURRICULUM/PROGRAMS

The minimal requirements for doctoral level programs in the health fields (medicine, dentistry, veterinary medicine, optometry, podiatry, and physical therapy) are similar. All programs require the satisfactory completion of two semesters each of general chemistry, biology, and physics, all with lab; and most, including all medical schools, require two semesters of organic chemistry and recommend at least one semester of math (usually calculus or biostatistics). All of these courses are required for the biology major and most are required for the chemistry major.

Most pre-health students at Loyola enroll as biology majors, some as chemistry majors and a few in non-science majors. Students should consider majoring in the subject area for which they have the strongest aptitude and interest. Students may choose a major in the humanities, but they need to take the minimal number of science courses required by the specific professional schools in which they are interested. These requirements can be met by most majors by taking a minor in natural science. The pre-health adviser is available to help design the best possible course sequence for all pre-health students regardless of major. Entrance into health related professional schools is highly competitive and requires the maintenance of a fairly high quality point average (generally a minimum of 3.200); medical or veterinary schools generally require a minimum of 3.500.

#### Medicine

Loyola's premedical program has been very successful. In a typical year, 12–16 of 20 applicants have enrolled in medical schools with an additional two acceptances after one to four years of graduate study. Many graduates attend a school from their state of residence, but an increasing number are now attending a broader range of schools. Recent graduates are now attending the University of Maryland, Harvard University, Johns Hopkins University, Loyola University Chicago, Duke University, Emory University, New York Medical College, Jefferson Medical College, Pittsburgh State University, State University of New York (Syracuse), West Virginia, and the Medical College of Virginia. In addition, several gradu-

ates each year enroll in schools of osteopathic medicine throughout the United States.

### Dentistry

Most pre-dental graduates, averaging three per year, attend schools from their home states including University of Maryland, Tufts, University of Pennsylvania, and State University of New York (Stony Brook).

### Veterinary Medicine

One or two Loyola students per year apply to veterinary medical colleges, and these students have a high success rate in gaining acceptances. Graduates have been accepted in the Virginia-Maryland Regional College of Veterinary Medicine, University of Ohio Veterinary School, and Cornell University Veterinary College.

### Optometry/Podiatry

Approximately one applicant per year is accepted for study in optometry. Most of these students attend the Pennsylvania College of Optometry. A few graduates have enrolled in podiatry colleges.

## PSYCHOLOGY

Psychology is the scientific study of behavior and mental processes. In essence, the field of psychology attempts to understand why individuals think, feel, and act as they do, and what factors influence these processes. The courses offered in the psychology major expose students to many specialty areas of psychology, while providing a solid, broad-based appreciation of the discipline as a whole. In addition, the psychology curriculum is designed to foster critical thinking skills, as well as an understanding and appreciation of scholarly research and issues of diversity.

Required courses for a Major in Psychology provide excellent preparation for students who plan to pursue further work beyond the undergraduate level. The departmental advisory system, together with its innovative curriculum, has helped majors to be quite competitive in obtaining admission to a wide range of psychology and other graduate schools. It should be noted that the professional level of training necessary to become a licensed

psychologist is the doctorate. Graduation from a master's program enables a student to practice psychology under supervision.

For the student who is not preparing for admission to a graduate school in psychology, courses in the major program can be selected to provide marketable skills for entry level positions in work settings such as business and industry (e.g., employee selection, marketing, personnel) or in the human service fields (e.g., community mental health, criminal justice, social services, health psychology). For more information visit, <http://www.loyola.edu/psychology/>.

### SERVICE LEADERSHIP PROGRAM

The Service Leadership Program is designed for students interested in exploring issues of social justice through service and leadership. Built on Loyola's established tradition in service and service-learning, the program combines required and elective courses to create an integrated experience in service and leadership. Students from a wide range of disciplines are accepted into the program, and the program can accommodate students who choose to study abroad.

Requirements for the program include completion of three, one-credit practicums which count as one three-credit, non-departmental elective toward graduation, and a three-credit capstone seminar in service leadership. Students are also required to take three service-learning courses in at least two different departments. When possible, one of the three courses should be in the student's major. **(Note: Program is closed to new students.)**

### SOCIOLOGY

Sociology is the study of relationships between people as they participate in groups ranging in size and intimacy, from their families to societies. Because sociology has many areas of specialization, it can prepare majors for a variety of career options. Fields in which sociology graduates are working include law enforcement, management, personnel, public relations, sales, and social research. Others have gone on to law school. Sociology is also a major of choice for people who want advanced degrees in social work. Job prospects in the new millennium are projected to be

very good for people with master's and doctoral degrees in sociology.

With the Center for Social and Community Research, Loyola has been recognized by a national publication as being at the forefront of undergraduate education. The department is closely affiliated with the Center which is directed by a sociologist who teaches in the department. Through the Center, majors can obtain firsthand experience in research, and develop other job-related skills. Students have worked in marketing research, public opinion polling, and government program analysis. Students are encouraged to pursue internships in "real world" work settings. Faculty are experienced in arranging these opportunities.

Sociology is a flexible major ideally suited for students seeking a double major or an interdisciplinary major combining sociology with another area. The sociology minor is designed to give freedom of choice among departmental courses, allowing students either to complete the courses required of all majors, specialize in a topic area such as crime and law, or seek a broad overview of the field. Both the major and the minor can be tailored to the career objectives of the individual, and students from other majors will find a number of courses relevant to their career interests. For more information visit, <http://www.loyola.edu/sociology/>.

#### **SPEECH-LANGUAGE PATHOLOGY/AUDIOLOGY**

Students in speech-language pathology/audiology work professionally in the habilitation and rehabilitation of children and adults with a wide variety of speech, language, and hearing problems including: developmental delays in speech and language acquisition; language learning disabilities; articulation and phonological disorders; voice problems; fluency problems; speech and voice problems related to laryngectomy; communication disorders incurred as a result of stroke (aphasia), head injury, or neurological disorders; communication problems related to conditions such as cleft palate, cerebral palsy, Down syndrome, autism and pervasive development disability, and childhood neurological disorders; and disorders of hearing in children and adults. Speech-language pathologists may work with populations of diverse ages, from infants to senior citizens.

Although students may work in health care settings in various positions, most continue their education in a professional program in speech-language pathology or audiology. The master's program in speech-language pathology is accredited by the American Speech-Language-Hearing Association (ASHA) which grants accreditation to graduate programs. In addition to private practice and home health care environments, graduates work in schools, hospitals, and other rehabilitation settings. Many have distinguished themselves as leaders in local, national, and international professional settings.

#### **THEOLOGY**

The practice of theology in a Catholic context requires study of the origins and uses of Jewish and Christian Scriptures, the history of Christianity (Eastern and Western, Catholic and Protestant), contemporary theologies, and theological ethics. It also requires studying the multiple relationships between theology and contemporary philosophies, religions, and cultures. The two core courses in theology introduce students to these issues. Core courses in theological ethics are either case- or theme-oriented explorations of theological ethics. Our electives aim to introduce students (including majors and minors) to the way scholarly research is conducted in the various divisions of theology in such a way as to prepare them for graduate school, work in theological education, or pastoral ministry.

Theology can be combined with other majors for a double major; for example, theology/English, theology/mathematics, theology/philosophy, or theology/psychology. Students who wish to do this should work out the desired sequence and courses with an adviser. Students with such a double major are often well prepared to teach religion and a second subject in denominational high schools. The Theology Department assists theology majors in every possible way with finding employment or applying to graduate school. Theology is increasingly recognized as a good preparation for general fields such as publishing, journalism, counseling, social work, business, and law. In addition, there are new opportunities opening up in Roman Catholic and Protestant parishes for people with backgrounds in theology and increased need for teachers of religion in private

schools. A Minor in Theology is available. For more information visit, <http://www.loyola.edu/theology/>.

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**THE JOSEPH A. SELLINGER, S.J., SCHOOL  
OF BUSINESS AND MANAGEMENT**

**ACCOUNTING**

The objective of the undergraduate accounting program is to provide students with a broad education with basic conceptual accounting and business knowledge as a foundation for careers in the fields of public, industrial, nonprofit, and governmental accounting or to pursue graduate study. The undergraduate accounting program, in conjunction with Loyola's MBA concentration, meets the 150-credit hour education requirement for taking the Certified Public Accountancy (CPA) Exam in Maryland and in many other states.

**BUSINESS ECONOMICS**

This concentration enables students to develop economic analysis skills applicable to a broad range of business concerns such as pricing and production strategy, empirical supply and demand models, and macroeconomic forecasting. It is especially useful in preparing for a graduate business program.

Much individual attention is devoted to students by a faculty experienced in business and government applications of economics. Internships in economics allow students to integrate their classroom education with exposure to real-world problems and practices in a variety of fields. In the classroom, the economics student develops an analytic capability useful in business and government policy-making, uses computer and quantitative methods which have applications in economic and financial consulting, and takes part in intensive discussion and analysis of contemporary affairs.

Students intending a professional economic analysis career, or a career in law or public policy, are encouraged to major in economics in the College of Arts and Sciences.

**FINANCE**

This concentration provides students with the opportunity to gain proficiency with a set of finan-

cial tools typically possessed by entry-level financial managers and financial analysts in industry, government, and the financial community. Students can develop a broad background in all the major areas of finance or focus in a specific area such as corporate finance, investment analysis and portfolio management, financial institutions, or international finance.

**GENERAL BUSINESS**

This concentration allows students to design an interdisciplinary business major from courses in more than one area of business. It provides a broad perspective from which students may work in multiple areas of business without a specialization.

**INTERNATIONAL BUSINESS**

This concentration prepares the student for leadership in the global arena. There are specialized courses on the financial, managerial, marketing, and economic and legal aspects of international business and global diversity initiatives. Opportunities are offered for advanced language study, independent study, overseas experience, and area study focusing on a particular region of the world.

**MANAGEMENT**

The management concentration develops the skills necessary for getting work done through others, including managerial skills development, organizational design, strategic analysis and planning, entrepreneurship, performance appraisal, leadership, managing diversity, and total quality management. Students select a variety of courses as well as internships and practicums.

**MANAGEMENT INFORMATION SYSTEMS**

This concentration is designed for students who want to design, develop, and manage computer-based information and telecommunications systems. The course of study prepares students for systems analyst or management positions as information systems professionals, consultants, or user managers. The curriculum stresses analysis and design of management information systems, with sensitivity to individual and organizational needs and human-machine interactions.

**MARKETING**

The marketing function is responsible for integrating a customer focus into every aspect of an organization and for dealing with intermediaries and such external support organizations as distributors and advertising agencies. Students who are inquisitive, creative, and energetic should consider entering this vital and challenging field.

**SELLINGER SCHOLARS PROGRAM**

The Sellinger Scholars Program is an honors program in business administration designed to prepare outstanding students for roles of leadership and service in a diverse and changing world. Sellinger scholars are selected on the basis of academic achievement, leadership potential, and community involvement.

The program has two primary components: curricular coursework and the non-credit Sellinger Scholars Experience (BH 199). Required courses offer increased rigor in the form of outside reading, discussion, and class presentations. Program participants are preregistered for scholars course sections which are smaller in size and allow for greater interaction with faculty and classmates.

Coursework begins in the fall of the sophomore year and must be taken in sequence. The second component, the Sellinger Scholars Experience (BH 199), is designed to enhance the academic experience and broaden the learning environment. A thematic approach focuses on leadership in the sophomore year; ethics and social responsibility in the junior year; and life transitions in the senior year.

For more information about Sellinger School programs visit, <http://sellinger.loyola.edu/>.

**GRADUATE AND PROFESSIONAL OPPORTUNITIES**

There is an increasing need for graduate and professional studies. Students applying for admission to graduate or professional schools are usually evaluated on the basis of the following criteria: their college academic record as reflected on their transcripts; their scores in special graduate or professional qualification tests; the evaluation submitted by faculty members at the request of

the student; and sometimes a personal interview. Students are encouraged to consult frequently with their faculty adviser and the department chair about opportunities for graduate study and various fellowships and assistantships for their area of interest at universities known to be strong in those fields.

**CAREER DEVELOPMENT AND PLACEMENT CENTER**

The Career Development and Placement Center assists students in determining possible career options. This service also is available to alumni. Assistance is provided by helping individuals to identify career goals, make plans to reach them, gain work experience, decide what to do upon graduation, learn how to write a resume, develop interviewing skills, decide when/how to change jobs, determine the feasibility of pursuing advanced degrees, and establish a credentials file. The Alumni/ae Career Networking System provides knowledgeable career advice to students from a network of college alumni/ae who have volunteered assistance.

Interviews with employers are arranged on campus for students who are within two regular semesters of graduation via a web-based database system, eRecruiting. Assistance is also given in obtaining part-time and summer employment and internships. A comprehensive career library is maintained for reference, and a computerized career guidance system, DISCOVER, is available. Loyola is concerned with the individual student's career plans, and each student is urged to learn about the many career options available.

The following survey of the Class of 2003 was prepared by the Center:

**General:**

- Study conducted six to nine months after graduation to give a more accurate picture of the graduates' activities.
- 78.2 percent or 666/849 graduating seniors responded.
- 5 percent or 43/849 students are still seeking employment six to nine months after graduation.

- 68 percent of graduates used the Center's services while undergraduates.
- Liberal arts background allowed graduates to enter a variety of fields.

#### **Total Picture:**

- 73 percent of graduates are employed either full-time or part-time.
- 25 percent of graduates are attending graduate/professional schools either full-time or part-time.
- 5 percent of graduates are currently seeking employment.

Partial lists of companies and graduate/professional schools that employed or accepted 2003 Loyola graduates follow.

#### **Employers**

Accenture  
 American Stock Exchange  
 Baltimore County Public Schools  
 Bank of New York  
 Barclays Investment Capital  
 Black & Decker Corporation  
 Bolthouse Farms, Inc.  
 Canon USA  
 CareFirst Blue Cross Blue Shield  
 CareLift International  
 Cintas Corporation  
 Credit Suisse First Boston  
 Deloitte & Touche  
 Embassy of Japan-JET Program  
 Enterprise Rent-a-Car  
 Environmental Protection Agency  
 Ernst & Young  
 Fortunoff  
 General Services Administration  
 ING  
 Investors Bank & Trust Company  
 JPMorganChase  
 KPMG LLP  
 LaSalle Investment Management  
 Legg Mason  
 Lockheed Martin  
 MBNA America Bank  
 MindShare  
 Moore Wallace

Morgan Stanley  
 National Institutes of Health  
 National Security Agency  
 Nielsen Media Research  
 Northrop Grumman Corporation  
 Peace Corps  
 Pfizer Labs, Inc.  
 Primedia Magazines  
 Protiviti Consulting  
 Reynolds & Reynolds  
 SEI Investments  
 Sogeti USA LLC  
 T. Rowe Price  
 Time, Inc.  
 U.S. Army Research Laboratory  
 Verizon Communications  
 Wells Fargo  
 Young & Rubicam Inc.

#### **Graduate/Professional Schools**

Boston University  
 Columbia University  
 Drexel University  
 Fordham University  
 George Washington University  
 Georgetown University  
 Georgia Institute of Technology  
 Hofstra University  
 Indiana University of Pennsylvania  
 Johns Hopkins University  
 Long Island University  
 Loyola College in Maryland  
 New York University  
 Pace University  
 Seton Hall University  
 St. John's University  
 Syracuse University  
 Tufts University  
 University of Baltimore  
 University of Colorado  
 University of Maryland  
 University of Northern Texas  
 University of Notre Dame  
 University of Pennsylvania  
 University of Richmond  
 University of Southern California  
 Villanova University  
 Virginia Polytechnic Institute & State University  
 Wake Forest University  
 Washington University



# CURRICULUM AND POLICIES

## CURRICULUM

The curriculum at Loyola College requires a minimum of 40, three- or four-credit courses and at least 120 credits for an undergraduate degree. Some majors may require additional courses/credits. The residency requirement is the satisfactory completion of at least 20 of these courses at Loyola. Ordinarily a student takes five, three- or four-credit courses in the fall and spring terms for four years. One- and two-credit courses do not count as courses/credits completed toward the minimum 40-course degree requirements.

The curriculum is comprised of three areas: the core, the major, and the electives.

### THE CORE

A liberal arts education requires that students take courses in the humanities, natural and social sciences, and mathematics. These core courses, required of all students regardless of major, introduce students to these areas of study. The core requirements are as follows: (Also refer to each department's catalogue section for specific core requirements.)

**Composition:** Effective Writing (CM 100).

**Ethics:** One course from PL 300–319 or one course from TH 300–319.

**Fine Arts:** One Fine Arts course is chosen from designated possibilities in Art History (AH 111), Music (MU 201, MU 203), Photography (PT 275, PT 276), Studio Arts (SA 200, SA 224), or Theatre (DR 250, DR 251).

**History:** History of Modern Western Civilization (HS 101) and one other HS 300-level course.

**Language:** Two courses at the second-year level in the same classical or modern foreign language: Chinese, French, German, Italian, Japanese, Russian, or Spanish at the 103–104 level; Greek or Latin at the 123–124 level.

**Literature:** Understanding Literature (EN 101) and one other English course at the 200-level.

**Mathematical Sciences:** One MA course (excluding MA 103, MA 104, MA 109).

**Natural Sciences:** One course in a natural science (excluding BL 124, BL 125). One additional course in mathematics (excluding MA 103, MA 104, MA 109), natural science, or computer science.

**Philosophy:** Foundations of Philosophy (PL 201) and one 200-level Philosophical Perspectives course.

**Social Sciences:** Any combination of two survey courses from economics, political science, psychology, or sociology. These are typically at the 100-level (200-level for psychology).

**Theology:** Introduction to Theology (TH 201) and one course from TH 202–280.

### THE MAJOR

The “Major” part of the curriculum offers a program of courses that enables students to pursue their specialized areas of study in depth. The major normally consists of two introductory courses, eight to ten upper-division courses, and two to four other courses in allied disciplines.

The accounting and business administration majors within the Sellinger School include six introductory courses and seven upper-division business core courses. In addition, the accounting major requires seven upper-division courses in accounting and one course in oral communication. Within the business administration major, a student must select a concentration area and complete six upper-division courses in that discipline. Entering freshman students who are Bachelor of Business Administration (B.B.A.) candidates (Class of 2008 only) must complete an experiential learning requirement by participating either in an international or internship experience.

### THE ELECTIVES

Elective courses are those courses remaining in Loyola's minimum 40-course curriculum after core and major courses have been fulfilled.

Electives are of two types—non-departmental or free. Non-departmental electives are courses which are not required by the core or the major but which must be taken as part of the graduation requirement outside the department of the major. Students have three non-departmental electives in their programs. However, Honors students have only two non-departmental electives in their programs, because HN 400 is taken in place of the third elective.

Free electives are courses required for graduation that are not covered by the core, major, or non-departmental electives. Free electives may be taken in any department. The number of free electives each student must take is determined by the major.

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### **SERVICE-LEARNING**

Service-learning combines academic study and community service in ways that enhance students' learning. It offers students the exciting opportunity to learn about almost any subject in the arts, business, the humanities, and the social and natural sciences by engaging in service as part of their normal coursework. Service-learning challenges students to learn firsthand about community, democracy, diversity, justice, civil society, social responsibility, leadership, and critical thinking. It also offers students opportunities for personal growth, faith development, improved social and communication skills, job training, and exposure to an array of diverse perspectives that exist beyond the confines of campus life. Through service-learning, students learn about themselves and the world around them at the same time.

Engaging in service as part of a course can contribute to learning about course content just as reading texts, watching films, conducting experiments in the lab, or going on field trips do. In a service-learning course, service is one of the kinds of homework students undertake to learn about their subject matter. Learning occurs through an array of reflection activities and assignments that help students connect their service experiences in the course with the central ideas, hypotheses, theories, and methods they are studying. For example, students learning a second language improve their oral comprehension and speaking skills by serving as tutors or teachers in schools or

tutoring programs in the community. They also gain valuable insight into the relationship between language and culture. Other examples of service include students in chemistry courses who help communities identify lead contamination in housing and soils; accounting students who assist low-income families with their income taxes; or students in education and communication who gain personal knowledge of illiteracy among adults by serving in one of the many literacy programs in the community.

Service-learning courses are not simply traditional courses with a service component attached to them. Effective service-learning occurs when the service is directly linked to specific learning outcomes of a course and both the service and learning are fully integrated into the course and syllabus. It is also essential that the service in service-learning courses meets authentic community needs identified by community partners and constituencies, because service-learning assumes that community partners become co-educators with faculty. As a result, these partners play a significant role in the learning Loyola students achieve through service as part of their coursework.

Service-learning courses are offered each semester in a variety of disciplines. A list of courses is available on-line at <http://www.loyola.edu/about/jesuitidentity/centerforvaluesandservice/sl/>. Students interested in service-learning courses in their majors are also encouraged to contact their professors and department chairs or the associate director of service-learning, 410-617-2092. Faculty interested in integrating service-learning into their courses may contact the associate director or director of service-learning, 410-617-2112.

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### **FIRST-YEAR PROGRAMS**

#### **ALPHA PROGRAM**

The Alpha Program offers interested first-year students an opportunity to weave together the heritage of the liberal arts and the Jesuit tradition in seminars that cultivate four critical habits: careful reading, academic writing, scholastic conversation, and living the examined life. Small in size, these seminars are taught by members of the Alpha faculty in a format designed to expand the intellectual horizons of students through lively

discussion, academic reading and writing, extra class meetings, off-campus and interdisciplinary activities, and participation in a campus program of Alpha lectures. The faculty teaching Alpha seminars also serve as core advisers.

Alpha sections, taught in the fall semester, are offered in the humanities, social sciences, natural sciences, mathematics, and business. Students will be recruited upon their acceptance to the College and registered in Alpha sections prior to summer orientation in the order in which their requests are received by the Dean of First-Year Students and Academic Services. Alpha students may apply to live in Alpha House, a living/learning community specially designed for first-year students, on a space-available basis.

#### COLLEGIUM

Collegium enrolls 72 first-year students who are housed together on the eighth floor of Champion Tower. These students are divided into three groups with the members of each group enrolled in two of their five regular first-year courses together. Members of Collegium are also enrolled in FE100, with the class meetings distributed over the fall and spring semesters. As part of this program, students become well-acquainted with a good group of people and still have the opportunity to meet others outside of the program. An important goal of Collegium is to create an environment that is conducive to learning, encourages academic discussions, helps students feel a sense of “belonging” at Loyola, and facilitates an enjoyable social and co-curricular life.

#### FIRST YEAR EXPERIENCE (FE100)

The First Year Experience seminar is designed to help students get the most out of their college experience and make a smooth and successful transition to college. Informal and lively class discussions, group interactions, field trips, and presentations by instructors and guests help to introduce first-year students to the expectations of college instructors and the values inherent in the mission and core of the College; inform the students of the services available to support their academic and co-curricular experiences; and provide opportunities for critical thinking, community service, and community building in an enjoy-

able setting. Many of the class meetings take place outside of the classroom and include excursions into Baltimore.

Each course section is team-taught by a faculty member (usually the student’s core adviser), a member of the Student Development administration, and a student leader—all of whom are committed to helping first-year students get the most out of their Loyola experience. Registration materials for this one-credit seminar are mailed to incoming students in May. More information on the First Year Experience course can be found on the College’s student development website. Students receive grades of *S* (Satisfactory) or *U* (Unsatisfactory). Credits for this course do not count as credits toward the completion of degree requirements.

#### SPECIAL COURSE OPTIONS

##### INDEPENDENT STUDY

Independent study courses are special courses that permit a student to study a subject or topic in considerable depth beyond the scope of a regular course. The student works closely and directly with the instructor as a scholarly team. The format of the course may vary: laboratory research, prose or poetry writings, specialized study of a particular topic, etc. A student must expect to devote considerably more time to these courses than to a regular course. The student must use initiative, be highly motivated, and have a strong interest in the subject. Since the work is largely original on the part of the student, the faculty director is only able to give a general direction and guidance to the work.

**Registration for independent study courses requires submission of the Specialized Study Form no later than the end of the scheduled add/drop period.**

To gain approval for an independent study course, a student must:

1. Work out a course plan with the professor who will direct the independent study and obtain the professor’s signature on the completed Specialized Study Form.
2. Obtain the signature of the department chair for approval of the course. The number of independent study courses a student may apply

toward degree requirements is determined by the department chair.

3. Obtain the signature of the director of the Center for Academic Services and Support.

#### INTERNSHIPS

Internship courses provide opportunities for practical experience in a particular discipline. All internships are arranged within a department, and involve a student working (usually on an unpaid basis) in a regular business or professional environment under the guidance of an on-site supervisor and a faculty member. In many departments, internship courses include class time each week with other interns as well as the time on-site.

Internships are ordinarily credit-bearing courses, and the grades are determined by the faculty as in regular courses. Internships require the approval of the faculty sponsor, the department chair, and the director of the Center for Academic Services and Support (CASS). Student interns must have either junior or senior status. Internships may not be used to satisfy core requirements, and only one internship (3 credits) may count toward graduation requirements.

**Registration for an internship requires submission of the Specialized Study Form no later than the end of the scheduled add/drop period.** Policies and procedures governing internships are available from CASS.

#### PRIVATE STUDY

Private study courses are regular courses which the student has not been able to schedule in the regular sequence. The scope, assignments, and requirements for a private study course are the same as for the regular course and the student is required to meet with the instructor on a regular basis. Private study courses must be taken for a regular grade. Further details are available from the Center for Academic Services and Support. **Registration for private study courses requires submission of the Specialized Study Form no later than the end of the scheduled add/drop period.**

#### FOURTH CREDIT OPTION FOR COMMUNITY-BASED SERVICE

Professors teaching undergraduate courses have the option of adding an extra credit to their course for those students who wish to enhance their classroom learning through a community-based service project. The Fourth Credit Option is a valuable opportunity for students to integrate service experience with elective, core, and major/minor courses. The service component allows students to apply the theory learned in the course to practical, real-life situations. Students also have an academic context in which they can reflect on broader issues and perspectives generated by their service experiences.

Students desiring to pursue this option should consult with the course instructor to determine if this option is available for the course. The minimum service requirement is 20 hours per semester, approximately two hours per week. **Registration requires completion of a Fourth Credit Option Form and a Change of Registration Form, no later than the beginning of the third week of the term.** Further information is available from the Center for Values and Service or the Center for Academic Services and Support.

#### STUDY ABROAD

Information on opportunities available to Loyola students for a junior semester or year abroad can be found in the chapter on International Programs. A number of programs are offered through Loyola and through other institutions. For details visit the International Programs office or website, <http://www.loyola.edu/international/>.

**DEGREES, MAJORS, AND MINORS****DEGREES/MAJORS**

Loyola College offers programs of instruction in the following disciplines:

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

Classics  
 Classical Civilization  
 Communication  
 Comparative Culture and Literary Studies  
 Computer Science  
 Economics  
 Elementary Education  
 English  
 Fine Arts  
 French  
 German  
 History  
 Philosophy  
 Political Science  
 Psychology  
 Sociology  
 Spanish  
 Speech Pathology  
 Theology  
 Writing (combination major)

**Bachelor of Science (B.S.)**

Biology  
 Chemistry  
 Computer Science  
 Mathematical Sciences  
 Physics

**Bachelor of Science in****Engineering Science (B.S.E.S.)****Bachelor of Business Administration (B.B.A.)**

Accounting  
 Business Administration

*The business administration major requires a concentration in one of the following areas:*

Business Economics  
 Finance  
 General Business  
 Information Systems  
 International Business

Management  
 Marketing

**DOUBLE MAJORS**

Students may earn majors in more than one department, but they must complete all of the requirements for each major. Students majoring in related disciplines (e.g., mathematical sciences and computer science) must receive permission from each department chair for specific courses to be applied toward requirements in both majors. The student's official record indicates the major as, for example, Mathematical Sciences–Computer Science.

A double major/concentration in two business disciplines must be approved by the Assistant Dean of the Sellinger School. A maximum of 69 credits may be completed within the Sellinger School of Business and Management.

**INTERDISCIPLINARY MAJORS**

Interdisciplinary majors may be arranged between some of the majors listed above. Introductory level courses in each major and one-half of the upper-division program in each major (as specified by the departments) must be completed. The student's official record indicates the major as, for example, Biology–Chemistry. This option is not available to communications, accounting, or business majors.

**MINORS**

While minors are not a required part of the curriculum at Loyola College, they are available in most academic departments. The number of courses needed varies across departments. See the listings for each department to determine the requirements. The student's official record indicates the minor field of study.

Asian Studies (Interdisciplinary)

Biology  
 Business  
 Business Economics  
 Catholic Studies (Interdisciplinary)  
 Chemistry  
 Classical Civilization  
 Communication  
 Comparative Culture and Literary Studies  
 Computer Science

Economics  
 Engineering Science  
 English  
 Entrepreneurship  
 Film Studies (Interdisciplinary)  
 Fine Arts  
 French  
 Gender Studies (Interdisciplinary)  
 German  
 History  
 Information Systems  
 International Business  
 Marketing  
 Mathematical Sciences  
 Medieval Studies (Interdisciplinary)  
 Natural Science  
 Philosophy  
 Physics  
 Political Science  
 Secondary Education  
 Service Leadership Program\* (Interdisciplinary)  
 Sociology  
 Spanish  
 Special Education  
 Statistics  
 Theology  
 Writing

\* Program closed to new students.

## DEPARTMENTAL MAJOR/MINOR

### DECLARATION OF MAJOR

Upon admission to the College, most students express an interest in a specific major. During the entire first year and the first semester of the sophomore year, the student, working with a core adviser, selects or confirms a major in an area of interest and demonstrated ability. The student has the option to formally declare a major as early as the end of the second semester but may remain undeclared until the end of the third semester. Upon the declaration of a major, the Center for Academic Services and Support will assign the student to a faculty member from the department of the major who will serve as academic adviser in place of the core adviser.

## CHANGE OF MAJOR

The adviser and relevant department chair may permit a student to transfer from one major to another provided that:

- the student meets the requirements of the school and department where admission is being sought;
- the proposed change will better suit the student's aptitudes, interests, and abilities;
- the student understands that all course requirements for the new major must be completed;
- the faculty adviser, the chair of the department to which the student wishes to change, and the chair of the department the student intends to leave have been consulted by the student;
- the student has properly completed and returned the Request for Change of Major/Minor Form to the Center for Academic Services and Support.

Loyola College gives no assurance that students who change majors will be able to fulfill degree requirements within four years. Students are responsible for making certain that all degree requirements have been completed.

## DECLARATION/CHANGE OF MINOR

In order to declare or change a minor, students must complete and submit a Change of Major/Minor Form, signed by their adviser, to the Records Office.

## GRADES

A student's performance in a course will be reported by the instructor in accordance with this grading system:

- A *Excellent*. Denotes outstanding achievement and an unusual degree of intellectual initiative. It is the highest grade awarded.
- B *Good*. Denotes work which surpasses the objectives for the course. It is a mark of distinction.



- C** *Satisfactory*. Denotes work which achieves the objectives for the course. It is the lowest grade given for an acceptable performance.
- D** *Unsatisfactory*. Denotes work of inferior quality compared to the objectives for the course. It is the lowest passing grade and a mark of inadequate performance.
- F** *Failure*. Denotes inadequate work below minimal standards of competence required to pass the course. A course with this grade does not satisfy prerequisite or degree requirements.
- I** *Incomplete*. See Incompletes Policy.
- P** *Pass/Fail*. Denotes work equivalent to a *C* (2.000) or better for a course taken on a pass/fail basis. Course credits for the *P* grade are added to the student's credit total, but the grade is not included in calculating the quality point average. The *F* grade is counted as a zero in calculating the student's quality point average. Ordinarily, a course taken on a pass/fail basis cannot count toward the requirements for a degree.
- S** *Satisfactory*. Denotes satisfactory work, equivalent to a *C* (2.000) or better for a course taken on a satisfactory/unsatisfactory basis. This grade means that course credits will be added to the student's credit total, but this grade has no effect on the student's quality point average.
- U** *Unsatisfactory*. Denotes unsatisfactory work, equivalent to a *C-* (1.670) or below, in a course taken on a satisfactory/unsatisfactory basis. This grade means that course credits have no effect on the student's credit total or quality point average.
- W** *Withdrawal*. Denotes withdrawal from the course on or before the deadline for this change of status. This grade means that the course has no effect on the student's credit total or quality point average.
- NG** *No Grade*. Denotes a grade to be submitted at a later date.
- NR** *Not Received*. Denotes that the grade has not been submitted by the instructor.
- GL** *Grade Later*. Denotes the first semester grade for a two semester course when the final grade is given at the end of the second term.
- L** *Audit*. Denotes that the student is auditing the course. To receive this grade on the transcript, the student must satisfy the attendance and other course requirements set by the instructor for an official audit (see Audit Policy).
- AW** *Audit Withdrawal*. Denotes lack of attendance and completion of other course requirements for a student registered as an auditor (see Audit Policy).

“Plus” and “minus” suffixes are used to more sharply define the academic achievement of a student within these performance categories.

In calculating a student's quality point average (QPA) on a per credit basis, the following values are used: *A* = 4.000; *A-* = 3.670; *B+* = 3.330; *B* = 3.000; *B-* = 2.670; *C+* = 2.330; *C* = 2.000; *C-* = 1.670; *D+* = 1.330; *D* = 1.000; and *F* = 0.000. Note that a *C-* (1.670) is an unsatisfactory grade since a 2.000 average is required for graduation. A course with a grade below *C* will not be accepted in transfer from another institution. Grades brought in from the packaged, exchange, or cooperative programs are calculated using Loyola's quality point system.

Shortly after the middle of the semester instructors submit midterm grades. All freshman students receive a grade for each course; other students receive grades only for courses in which unsatisfactory work is being performed at midterm; in effect, *C-*, *D+*, *D*, or *F*. A copy of the midterm report goes to the student and to the student's faculty adviser to encourage consultation about any problems with the work of the term.

At the end of the semester, each instructor submits a letter grade to the Records Office indicating each student's achievement in the course. This grade is based on the written explanation of the grading system for the course distributed as part of the syllabus in the first week of the semester. In this explanation, the instructor lists the items to be included in the determination of the final grade and the relative importance of each item.

## APPEAL OF A GRADE

Any student who has reason to question the accuracy of a grade should request a consultation with the instructor. If a satisfactory solution is not reached, the student should request, in writing, a formal review of the grade with the instructor. This request must be made no later than four months after the grade was issued. The instructor then reports to the student, in writing, the result of the grade review. If the student is still not satisfied, the student should make a request, in writing, within thirty days of receipt of the instructor's resolution for a conference with the department chair. After conferring with the student and the instructor, the chair then sends a written recommendation to the instructor and the student.

If the instructor does not accept the recommendation of the department chair, then the chair will appeal to a two-member panel to resolve the issue. The panel will consult all parties concerned with the case and then vote either for or against the recommendation of the department chair. The decision of the panel is final. If the vote of the panel is split, the original grade stands.

If a dismissal involves a grade appeal, then both the dismissal and the grade appeal must be filed within 30 days of the close of the semester. Students who have been academically dismissed and who are in the process of an appeal may not register for future terms until the appeal is resolved.

## AUDIT POLICY

Listener status denotes that the student is auditing the course. To receive a grade of *L* on the transcript, the student must satisfy the attendance and other course requirements set by the instructor for an official audit. Students who do not meet these requirements will receive a final grade of *AW*.

Students may audit a course with the prior written approval of the instructor. Permission must be granted prior to the beginning of the semester in question and enrollment for audit will always be on a space-available basis; the normal tuition policy applies. After the end of the first week of the term, students registered for audit may not change their registration and take the course for credit;

nor may students who registered for credit change their registration to audit.

## INCOMPLETES

At the discretion of the course instructor, a temporary grade of *I* may be given to a student who is passing a course but for reasons beyond the student's control (illness, injury, or other non-academic circumstance), is unable to complete the required coursework during the semester. A grade of *I* should not be issued to allow the student additional time to complete academic requirements of the course (except as noted above), repeat the course, complete extra work, or because of excessive absenteeism or the student's unexcused absence from the final exam. A grade of *I* may be assigned to graduating seniors only with the written approval of the academic dean of the student's college, and only if the Incomplete Form is submitted no later than the final day grades are due in the Records Office. In all other cases, the Records Office will assign a grade of *NR*.

Arrangements for the grade of *I* must be made prior to the final examination, or if the course has no final examination, prior to the last class meeting. The responsibility for completing all coursework within the agreed upon time rests with the student. The completion dates for courses for which a grade of *I* is issued are:

Fall Semester	February 1
Spring Semester	July 1
Summer Sessions	October 1

If an extension to the above deadlines is necessary, the signature of the Dean of the College of Arts and Sciences or the Dean of the Sellinger School of Business and Management is required. The grade of *I* may remain on the record no longer than the time period agreed to by the instructor and the student and may not exceed one semester. If the *I* is not resolved satisfactorily within the agreed upon time period, a grade of *F* (0.00) will be recorded by the Records Office as the final grade. Students may not graduate with a grade of *I* in any course on their record.

**ACADEMIC STANDING****QUALITY POINT AVERAGE (QPA)**

The QPA is an average of the student's grades that gives proportionate weight to individual courses on the basis of the credit value assigned to them. While most courses have a three-credit value, a few courses have a four-, two-, or one-credit value. The QPA is computed in the following manner:

$A = 4.000$  grade points;  $A^- = 3.670$ ;  $B^+ = 3.330$ ;  $B = 3.000$ ;  $B^- = 2.670$ ;  $C^+ = 2.330$ ;  $C = 2.000$ ;  $C^- = 1.670$ ;  $D^+ = 1.330$ ;  $D = 1.000$ ; and  $F = 0.000$ .

The grade points are multiplied by the credit value for the course to give the number of quality points. The sum of quality points for the courses taken is divided by the sum of the credit values of the courses taken to arrive at the QPA. Grades brought in from the packaged, exchange, or cooperative programs are calculated using Loyola's quality point system.

**DEAN'S LIST HONORS**

At the end of each semester, recognition on the Dean's List of students for distinguished academic achievement is awarded to students who achieve a minimum QPA of at least 3.500 for the term, provided that, in the term they have successfully completed courses totaling a minimum of 15 credits applicable to a degree (excluding pass/fail courses and courses assigned a grade of W). If the recommended course load for a particular term falls below the required 15 credits, an elective should be added for students to meet the credit requirement for consideration for Dean's List. These same requirements apply to students participating in the Loyola study abroad programs, affiliations, and exchange programs in which the grades are transferred to Loyola College.

Loyola students in Beijing, Cork, Leuven, and Newcastle must achieve a minimum cumulative QPA of 3.500 for the year, provided that, in the year they have successfully completed courses totaling a minimum of 30 credits applicable to a degree (excluding pass/fail courses and courses assigned a grade of W).

Loyola students at yearlong programs, exchanges, or affiliations abroad must obtain a minimum cumulative QPA of 3.500 for the year and must complete at least 30 credits applicable to a degree. Students at semester-long programs, exchanges, or affiliations abroad must earn at least a 3.500 cumulative QPA and complete 15 or more credits applicable to a degree.

**GOOD ACADEMIC STANDING**

In order to be in good academic standing at Loyola College, first-year students are required to have a cumulative QPA of at least 1.800 at the end of their first and second semesters of study. By the end of the first semester of sophomore year and each semester thereafter, students must maintain a cumulative QPA of at least 2.000.

**ACADEMIC PROBATION**

Students whose QPA is at least 1.400 but below 1.800 at the end of the first semester of first year will be placed on academic probation. These students will be required to review their performance with a probation board composed of faculty members from the Academic Standards Committee, meet throughout the semester with a staff member in the Center for Academic Services and Support, and meet other requirements of probation during their second semester.

Students with a QPA of at least 1.800 but below 2.000 after the first semester of the sophomore year will be placed on academic probation. Students already on probation whose QPA does not reach the level required for good academic standing but whose semester average is such that continued work at this level would assure graduation will receive an automatic extension of their probation.

**ACADEMIC DISMISSAL**

- Students will be dismissed at the end of their first semester if their cumulative QPA is below 1.400.
- Students whose QPA is below 1.800 at the end of the first year will be dismissed from the College.
- Students with a cumulative QPA of less than 2.000 after the fourth semester or any semester thereafter will be dismissed from the College.

## ACADEMIC APPEAL PROCESS

Students dismissed from Loyola College due to academic deficiency may appeal their dismissal by submitting formal written appeal to the Academic Standards Committee using the form provided with their letter of dismissal. This document is the student's opportunity to explain any mitigating circumstances or reasons why his or her dismissal should be reconsidered. A list of procedures under which appeals are conducted will be provided with this form.

Students who file the written appeal normally will be required to attend an interview with a hearing board of the Academic Standards Committee. Interviews take place early in January for dismissals at the end of the fall semester and in early June for dismissals at the end of the spring semester. After considering the letter of appeal and any additional information presented by the student during the interview, the Academic Standards Committee will make a recommendation to the Dean of First-Year Students and Academic Services. Each student is sent a letter regarding the final decision of the Dean. This decision is not subject to further appeal except in cases where students believe their right to a fair hearing (sometimes referred to as due process) has been violated.

If the dismissal is overturned following an appeal, the student is placed on probation. The requirements and expectations that form the terms of the probation will be specified in writing. In some cases, the probation may require a mandatory leave of absence from the College. The student is responsible for abiding by all requirements of the probation and for taking any other steps necessary to achieve the QPA required for good standing by the end of the next semester on campus. Failure to meet the terms of probation and to achieve satisfactory academic standing will result in dismissal from the College at the end of the probationary semester. An appeal by a student on probation generally will be unsuccessful if the student's semester QPA remains below the standard for good standing.

Students who have been granted an *I* (Incomplete) for a course and are placed on probation or suspended from the College for any reason after the close of the semester in which the *I* was given

must complete the coursework under the terms set forth on the Incomplete Report. If those terms are not met, the grade will change to *F*.

## GRADUATION

### APPLICATION

All students are required to file an Application for Graduation with the Records Office. The application, along with any necessary fees, must be submitted to the Records Office by the date seniors register for their final semester. Students who do not file their graduation applications by the due date will not receive information for ordering caps/gowns, graduation announcements, etc. Please check the academic calendar in the catalogue, course schedules, and on the Records Office website for due dates. Students who file an application for a specific semester and do not complete the graduation requirements **must submit** a new graduation application, however, no additional fee is required. This application process must be completed by the first day of classes for each term in which the student intends to graduate.

Formal commencement ceremonies are held each year in May. Only students who have completed all degree requirements are invited to participate. Students who complete degree requirements in September and January may obtain their diplomas at that time from the Records Office. These students may also participate in the formal commencement ceremony the following May. A minimum cumulative average of 2.000 in all Loyola courses (plus completion of the experiential learning requirement in the School of Business and Management) is required for graduation and participation in Commencement.

### HONORS

To receive honors at graduation, students must have a cumulative grade point average as follows: *summa cum laude*, 3.800; *magna cum laude*, 3.700; *cum laude*, 3.500.

The cumulative QPA is used for determining honors at graduation or any other academic honors. Although the grades for all courses taken at all colleges attended are included, no higher honors are awarded than those earned with grades

that appear on the Loyola transcript for courses completed at Loyola or through Loyola sponsored programs (see Courses at Other Colleges).

## POLICIES

Students and faculty are accountable to all formal College policies and procedures.

## ATTENDANCE

The college educational experience comprises more than just private reading and the passing of examinations and tests. Mature and motivated students recognize that active and informed participation in class discussions is essential to the development of their intellectual abilities and their scholarly growth. Accordingly, the College expects its students to accept their responsibility to attend class regularly. The attendance requirements and the grading system for each course are explained by the instructor of the course at the start of each term.

If, for reasons of health or other emergency, a student knows that he/she will be absent from class for several days, the student should inform the Center for Academic Services and Support (CASS) by telephone 410-617-5050. CASS will, in turn, notify the student's instructors. Only instructors can excuse student absences from their classes.

Students are expected to be on time for all classes and must take semester examinations at the regularly scheduled time. Students who are absent from a semester examination for a serious reason may be permitted to take a deferred examination if they validate their absence to the satisfaction of the instructor. Students who are absent from a deferred examination automatically receive a grade of zero for the examination.

## BALTIMORE STUDENT EXCHANGE PROGRAM

Loyola participates in the Baltimore Student Exchange Program (BSEP) with the College of Notre Dame of Maryland, Goucher College, Johns Hopkins University, The Maryland Institute College of Art, Morgan State University, Peabody Conservatory of Music, and Towson University. The program allows full-time sophomore, junior, and senior students to take one course in the fall and

spring terms at one of the other colleges, at no additional charge, if the course is not available at the home college.

For courses taken through the BSEP, students must have at least a 2.000 average, receive the permission of their adviser and the director of the Center for Academic Services and Support (CASS), and the course requested must still be open. Only undergraduate courses applicable toward a degree and offered during the fall and spring are considered for acceptance. Independent study, private study, special tutorials, etc., are excluded from the program. Courses taken as private lessons require payment of a fee directly to the instructor at the first lesson. Courses taken at BSEP participating colleges as part of the BSEP count toward residency at Loyola. Grades for these courses appear on the Loyola transcript and are included in calculating the student's quality point average using the Loyola College quality point system.

BSEP participants are 10–20 minutes driving time from Loyola; students must provide their own transportation. All students taking a course at a BSEP college agree to abide by the rules and regulations, academic and otherwise, of that college. Loyola students are subject to the disciplinary procedures established by the cooperative institutions for any violations of these policies. Registration for BSEP courses requires submission of the BSEP Form no later than the end of the scheduled add/drop period at Loyola College.

Students participating in the program must complete the Baltimore Student Exchange Program Form that may be obtained at the Records Office. This form must be signed by the student's academic adviser and the director of CASS and returned with the other course registration materials at the usual registration periods. The catalogues of the BSEP participating colleges are available in the library, and both catalogues and class schedules are available at the Records Office.

## COURSES AT OTHER COLLEGES

**Core Courses:** Ordinarily, a student enrolled at Loyola College will not be allowed to take core courses at other institutions. Exceptions can only be granted with the written approval of the department chair in which the core course is offered

and the director of Center for Academic Services and Support (CASS).

**Major Courses:** Major courses may only be taken at other institutions with the prior written permission of both the chair of the department in which the major course is offered and the director of CASS.

**Elective Courses:** Elective courses taken elsewhere must be pre-approved by the chair of the department through which credit is awarded and the director of CASS. *Only courses at accredited four-year institutions will be approved.*

Except for courses taken as part of the BSEP or approved international programs, a letter grade of C or higher must be obtained for any course transferred to Loyola College, and then only the credits are transferred. Courses with a grade of C- or below are not transferrable (see Grades). The grade does not transfer and does not count in the regular Loyola QPA, except that in the determination of honors at graduation, the cumulative average is computed on the basis of all courses taken at all colleges. No higher honors will be awarded than those earned with grades that appear on the Loyola transcript for courses completed at Loyola or through Loyola sponsored programs.

Students who have been placed on disciplinary suspension by the College will not be granted transfer credit for courses taken at other institutions during the suspension period.

#### **TRANSFER CREDIT FROM HIGH SCHOOL**

College-level work done prior to high school graduation may be awarded transfer credits upon receipt of the following:

- an official letter from the high school principal or guidance counselor stating that the courses were taught on the college campus by a member of the college faculty, open to enrollment by and graded in competition with regularly matriculated undergraduates at the college, and a regular part of the normal curriculum published in the college catalogue; and
- an official, seal-bearing transcript from the college/university. Each supporting document is

to be sent to the Dean of First-Year Students and Academic Services.

#### **EXCEPTIONS**

Exceptions to college-wide academic policies must have the approval of the director of the Center for Academic Services and Support (CASS). A student may appeal the decision of the CASS director in writing to the Dean of First-Year Students and Academic Services. The appeal letter should be accompanied by a description of the facts of the case, as well as a statement of support (or non-support) from the instructor and/or the department chair, as appropriate. The Dean will provide a written decision after reviewing the case in consultation with other appropriate deans. Students must submit appeals on their own behalf; appeals from a third party will not be accepted.

#### **FINAL GRADES AND TRANSCRIPTS**

Final grades and transcripts are not released to a student who has not settled all financial obligations with the College, who has not returned equipment and supplies borrowed from the College, such as library books, ROTC equipment, and athletic equipment, etc., and has not filed the immunization record with Health Services. No grades are given in person or over the telephone; however, students can access their midterm and final grades via the Internet at <https://webadvisor.loyola.edu/>. On-line access requires a valid User Name and Password (obtained from Technology Services). Final grade reports are mailed to the home address.

Under no circumstances will official transcripts be given directly to students or former students. Official transcripts are mailed directly to third parties only at the written request of the student (must include student signature). Telephone, e-mail, and fax requests for transcripts are not accepted. Transcripts should be requested well in advance of the date desired to allow for processing time and possible mail delay. Loyola College will not assume responsibility for transcripts that cannot be processed in a timely manner due to a student's indebtedness to the College.

Transcripts given to the student do not receive the seal of the college or the signature of the director of Records. Transcripts officially transmitted



directly to another college or university or other official institution or agency receive the seal of the College and are signed by the director of Records.

Transcripts of work at other institutions or test scores submitted for admission or evaluation of credit cannot be copied or reissued by Loyola College. If that information is needed the student must go directly to the issuing institution or agency. Transcripts cannot be faxed.

#### LEAVE OF ABSENCE

Students may take a leave of absence for not more than two semesters. Students who take a leave of absence while on academic or disciplinary probation must complete the probation and satisfy its terms upon returning to Loyola. Students subject to dismissal for academic or disciplinary reasons are not eligible for a leave of absence.

A medical leave of absence will be granted when the attending physician provides the College with documentation recommending the leave. The documentation must be received within 30 days after the student or parent notifies Loyola of the need for a medical leave of absence. A review of the student's financial obligations to the College will take place once the medical leave is approved and the medical documentation is received. If the medical documentation is not received by the College within the 30-day period, the student or parent forfeits the right to a refund.

Students applying for leave must complete the Leave of Absence Form and consult the Financial Aid Office to determine what effect this leave may have on financial aid available upon their return. Ordinarily, students on a leave of absence from the College will not receive transfer credit for courses taken at another institution during the period of the leave. Prior written permission must be obtained from the Center for Academic Services and Support for any exceptions to this policy.

Upon completion of the leave, students may return to Loyola College under the academic requirements in effect at the time of departure without completing the regular admissions process.

Students on an approved leave of absence who do not return at the conclusion of that leave and who

do not request an extension of the leave in writing from the Center for Academic Services and Support will be withdrawn from the College at the conclusion of the first formal add/drop period, the first week of classes following the end of the leave.

#### Federal Leave of Absence Policy

A student who takes an approved leave of absence is not considered to have withdrawn from the school. A leave of absence is approved if:

- the student has made a written request for the leave of absence;
- the leave of absence does not exceed 180 days;
- the school has granted only one leave of absence to the student in any 12-month period; and
- the school does not charge the student for the leave of absence.

If a student's leave of absence is **not** approved, the student is considered to have withdrawn from the school, and the federal refund requirements apply.

These leave of absence requirements also affect a student's in-school status for the purposes of deferring federal student loans. A student on an approved leave of absence is considered to be enrolled at the school and would be eligible for an in-school deferment for his/her federal student loan. A student who takes an unapproved leave of absence or fails to return to school at the end of an approved leave of absence is no longer enrolled at the school and is **not** eligible for an in-school deferment of his/her loans.

#### REPEATING OR REPLACING A COURSE

A student may choose to repeat any course. All grades for a repeated course will be included with the original grade in the computation of the cumulative QPA. Students repeating courses specifically required in the core must repeat the same course. If a course is failed in a core area, it may be repeated by another course in that area (any social science course may be taken as a repeat for any other social science course). Students repeating courses specifically required in the major must repeat the same course. Any free or non-depart-

mental elective is a valid repeat for any other free or non-departmental elective. A major elective must be repeated by a course within the major elective group. In all circumstances, both the original and repeated grades count in the cumulative QPA. Students may repeat failed Loyola courses at another institution under the terms specified here. However, the original grade remains on the transcript, and the transfer grade is not computed in the Loyola cumulative QPA.

Students changing majors will find that major course requirements are significantly different from department to department. These students may be permitted to replace grades in major courses from the original major with grades in major courses from the new major. The grade for such a replacement course will replace the original grade in the computation of the cumulative QPA, however, both the old and the new grade will appear on the transcript. The replacement grade is computed in the cumulative QPA regardless of whether it is higher or lower than the original grade. The semester QPA is not affected if a grade for that semester is replaced by a later grade.

Students taking a course as a repeat or replacement must mark it on their Undergraduate Registration Form and complete a Repeat/Replacement Form (available on the Web or from the Records Office).

#### **RESIDENCY REQUIREMENT**

In order to fulfill the residency requirement, students must take and satisfactorily complete at least 20, three- or four-credit courses. Ordinarily, students are required to take their last two years (junior and senior level) of coursework at Loyola College. At least half of the courses in the major and minor field of study must also be taken at Loyola College. (See Courses at Other Colleges for guidelines governing transfer credit.)

Approved courses taken in Loyola's own study abroad programs, exchange programs, or affiliations satisfy the residency requirement and the major field of study requirement. Study abroad courses sponsored by non-Loyola programs do not count toward residency, but approved courses satisfy the major field of study requirement.

#### **SIXTH COURSE**

Students may register for only five courses (excluding Military Science and one- and two-credit courses), via Web Registration or paper submission, during the official registration period. To take a sixth course, a Sixth Course Form must be signed by the student's adviser and submitted after the initial registration period for the coming semester. First-year students are permitted to request a sixth course for their second semester if they earn a QPA of 3.000 or above for five, three- or four-credit courses during their first semester. Upperclassmen must be in good academic standing (having a QPA of 2.000 or above) to request a sixth course. Approval of the request is subject to successful completion of all prerequisites and course availability.

#### **TEST MATERIALS**

All examinations, tests, and quizzes assigned as a part of the course are the property of the College. Students may review their graded examinations, tests, or quizzes, but may not retain possession of them unless permitted to do so by the instructor.

#### **WITHDRAWAL FROM A COURSE**

During the first four days of the semester, a full-time student may withdraw from a course without receiving a grade of *W*. A student may withdraw from a course upon the advice and approval of the instructor of the course, the faculty adviser, and a member of the Center for Academic Services and Support and receive a grade of *W* no later than four full weeks (20 class days) before the end of the semester. Intercollegiate athletes must obtain the signature of the academic coordinator for varsity athletics. Failure to comply with the official withdrawal procedure will result in a permanent grade of *F* or *AW*.

#### **WITHDRAWAL FROM THE COLLEGE**

A student who withdraws voluntarily from the College is entitled to honorable departure under the following conditions:

- The student must not be liable to dismissal on account of academic deficiency or breach of discipline.

- All financial indebtedness to the College must be settled.
- The student must complete the Student Withdrawal Form.
- Depending on the time and reasons for withdrawing, the student will receive a grade of either *W*, *E*, or *AW* for any incomplete courses (see Withdrawal from a Course).

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#### COURSE KEYS

The following abbreviations are used to identify the disciplines in which a course is offered:

AC Accounting  
 AH Art History  
 BH Sellinger Scholars Program  
 BL Biology  
 CD Communication: Digital Media  
 CH Chemistry  
 CI Chinese  
 CJ Communication: Journalism  
 CL Classics  
 CM Communication  
 CP Communication: Advertising/Public Relations  
 CS Computer Science  
 CW Communication: Writing  
 DR Theatre  
 EC Economics  
 ED Education  
 EG Engineering Science  
 EN English  
 FE First-Year Experience  
 FI Finance  
 FR French  
 GK Greek  
 GL Geology  
 GR German  
 GY Geography  
 HN Honors Program  
 HS History  
 IB International Business  
 IS Management Information Systems  
 IT Italian  
 JP Japanese  
 LT Latin  
 LW Law and Social Responsibility  
 MA Mathematical Sciences  
 MG Management  
 MK Marketing

MS Military Science  
 ML Modern Language  
 MU Music  
 OM Production and Operations Management  
 PH Physics  
 PL Philosophy  
 PS Political Science  
 PT Photography  
 PY Psychology  
 RE Reading  
 SA Studio Art  
 SC Sociology  
 SE Special Education  
 SL Service Leadership Program  
 SN Spanish  
 SP Speech Pathology  
 TH Theology

#### COURSE NUMBERS

001–099 independent study projects  
 100–199 introductory courses  
 200–299 lower-division courses  
 300–499 upper-division courses  
 500–599 courses that may be taken for undergraduate or graduate credit

Students are not permitted to take a course if they have not successfully completed its prerequisites. Many of the courses listed are offered every year; others are offered on a two-year cycle.

## INTERNATIONAL PROGRAMS

In 2003–2004, Loyola sent over 45 percent of its juniors to 18 different countries. The College sends students abroad through packaged programs in Alcalá, Auckland, Bangkok, Beijing, Cork, Leuven, Melbourne, Newcastle, and Rome; exchange programs in Amsterdam, Buenos Aires, Jönköping, Koblenz, Kyoto, La Rochelle, Montpellier, Santiago, and Wernigerode; affiliations in Florence, Paris, and Rome; six summer programs; and a limited number of logistically-supported, non-Loyola programs.

In order to go abroad, a student should have a 3.000 cumulative QPA (students with a 2.500, however, will be considered) and be able to find 15 to 30 credits worth of needed academic work. In addition, students with a history of serious disciplinary problems or those on any form of disciplinary probation cannot go abroad. Finally, one cannot attend a university abroad or a university in a city abroad where Loyola has a program except as a part of that program. Students will not be allowed to study abroad if they have not received prior approval from the Office of International Programs. The College does not recommend that students study abroad in their senior year due to unforeseeable academic complications such as course cancellation, late receipt of transcripts, or course failure—all of which can jeopardize graduation. Students will not be allowed to attend two consecutive semester programs abroad unless they secure approval for both programs when they apply for the first one.

In Loyola packaged programs and exchanges, students may use all financial aid with the exception of the Federal Work-Study program. All grades from the Loyola programs, exchanges, and affiliations are transferred to Loyola and affect the student's cumulative average at the College. As a result, these students can earn Dean's List recognition (see Dean's List under Academic Standing.)

Each program has a limited number of spaces available for participation. Admissions into some of these opportunities are competitive. Students interested in any of the opportunities listed below should contact the Office of International Programs at 410-617-2910 or visit, <http://www.loyola.edu/academics/internationalprograms/>.

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### MISSION

The mission of Loyola College in Maryland is to inspire students to learn, lead, and serve in a diverse and changing world. The College, therefore, has a special commitment to promote international education both on campus and abroad. The Jesuit mission is fundamentally associated with a global and open-minded vision that highly values and respects the rich cultural and spiritual diversity that characterizes human experience as a whole.

The Office of International Programs strives to serve this mission through its broad offering of study abroad opportunities and its persistent support of international activities on campus. Its programs combine some of the best academic offerings overseas with a broad range of service opportunities, while immersing students in other cultures. On campus, the office aims to promote a more diverse and international climate to Loyola students who, for different reasons, are unable to travel or study in a foreign country. Its main goal is to help students better understand and serve their world. It plays a most valuable role in Loyola's mission to address the central need for diversity and internationalization in modern education.

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### PACKAGED PROGRAMS

The College presently has single-semester or one-year packaged programs in nine cities: Alcalá, Auckland, Bangkok, Beijing, Cork, Leuven, Melbourne, Newcastle Upon Tyne, and Rome. While participating in these programs, students remain formally enrolled at Loyola College and pay tuition, room, and fees to the College (see Fees for more information).

### LOYOLA IN ALCALÁ

The city of Alcalá de Henares is located 30km northeast of Madrid on the Castilian Plateau. It is best known as the birthplace of Miguel de Cervantes, author of the celebrated *Don Quixote*. The city was the seat of the Spanish Renaissance in the sixteenth century. It was also the university hometown of Saint Ignatius of Loyola.

Loyola College's program at the University of Alcalá is a fall semester program that runs from September to December. The program is best designed for Spanish majors and minors; Intermediate Spanish and SN 201 are prerequisites. It can also serve international business, English, and history majors.

The program includes one round trip airfare, tuition, housing, food, emergency travel assistance, Spanish medical insurance, a director, trips, and special dinners. Loyola students participate in classes and live with other international students. A Ph.D. candidate who provides cultural excursions and teaches a course in Spanish culture helps direct the program.

#### LOYOLA IN AUCKLAND

Metro Auckland in northern New Zealand is a picturesque area of 1.2 million people. The University of Auckland has 26,000 students, is considered the best university in New Zealand, and has been ranked nineteenth out of 114 universities throughout Asia. A true strength of the University is its business school with 6,000 students and 200 faculty members in seven departments with 14 concentrations.

This is a spring semester program catering to most majors at Loyola. Students live in the "railway campus building" which houses internationals, and they take the same full-time complement of courses as those taken by the Kiwi students. A course in either the Maori or Polynesian culture is required, as Asians and Polynesians comprise 25 percent of the country's population, while the Maori make up about 10 percent. Courses and cultural trips are included in the cost of the program.

#### LOYOLA IN BANGKOK

From late May until mid-October, Loyola students attend classes at Assumption University in Bangkok, Thailand. Assumption is the largest Catholic university in Thailand and one of the most prestigious schools in the region. Courses are taught in English, and students from approximately thirty other countries attend. Courses are available in the humanities, sciences, social sciences, and business.

During the semester, there are several field trips to expose students to cultural and historical sites. Students also have the opportunity to do community service. After the academic semester ends, students travel to Chaing Mai, a major city in Northern Thailand, where they spend several days visiting hill tribes to experience Asian village life. The group then spends several days on Koh Samui, an island resort where they reflect on their experiences. On the way home, the group visits Hong Kong, one of the great cities of the world.

#### LOYOLA IN BEIJING

Beijing, one of the world's oldest and greatest cities, is the capital of the Peoples' Republic of China. It is a city of contrasts. Here the ultra-modern and the historical strive to live side by side. Inhabited by cave dwellers in times long past, rebuilt by the great Genghis Khan in 1215 A.D., a capital for Mongol and Manchu, Beijing is destined to be one of the most important cities for the twenty-first century. As the *Lone Planet* puts it: "This is where they move the cogs and wheels of the Chinese universe."

A city roughly the size of Belgium, Beijing is home to more than 12 million people and a center for art, music, theatre, dance, politics, business, medicine, sports, and education. It serves as headquarters for many of China's largest firms, and nearly 500 American companies or joint ventures have offices in Beijing. Study in Beijing is an extraordinary opportunity for students.

The Beijing Center for Language and Culture (TBC) is a study abroad program of a consortium of Jesuit colleges and universities. It is housed at Beijing's University of International Business and Economics. The program offers a unique mix of study and firsthand experience: morning language classes, afternoon and evening culture seminars, contemporary business courses, and education-based, adventure-style travel to spots of historic and cultural significance. Courses are taught in English, and the Chinese language must be studied. One must have a 2.800 average to attend.

Students may attend this program for a full year or for a fall, spring, or summer semester. Those wishing to attend for the year are given acceptance preference. Students are housed in a resi-

dence for international students. Rooms are double occupancy, although students may request a single room for an additional fee.

#### **LOYOLA IN CORK**

This yearlong program at the University of Cork runs from September until early June, with a Christmas vacation back in the States. Students must have a 3.000 average to qualify for the program.

Cork is the second largest city in Ireland with over 200,000 people in the metropolitan area. It is a maritime city on the banks of the River Lee on the southern coast of the country. The university was established in 1845 and today is the home-campus for 13,000 students. Loyola students live and attend class with other international and Irish students.

Like the programs in Leuven, Newcastle, and Bangkok, a package of trips, vacations, airline tickets, and other items are included in the program's cost. A part-time director is available to assist students during their stay.

#### **LOYOLA IN LEUVEN**

Loyola has established a study abroad program at the Katholieke Universiteit Leuven (KUL) in Belgium. Leuven is a city of about 90,000 people situated 15 kilometers east of Brussels. Founded in 1427, the KUL is the oldest Catholic university in the world and one of the premier educational institutions of the Low Countries.

Loyola students participate in the normal academic life of a European university, and they must plan to enroll in the Leuven program for their entire junior year. Under the guidance of a resident faculty director Loyola, Belgian, and international students live in The International Nachbahr Huis, and take regular classes from the KUL faculty. Courses are taught in English, and students from many countries attend. Over one hundred courses are available in a variety of fields, and many are offered in other languages including Dutch, French, German, and Italian.

In addition to standard coursework, the program includes a number of trips to such cities as Amsterdam, Paris, and Rome. Under the guidance of the resident director, these travel experiences are

integrated into a mandatory European culture course for credit.

#### **LOYOLA IN MELBOURNE**

The city of Melbourne is the second largest city in Australia. It has been called the cultural hub, offering ballet, symphony, theatre, and Australian football, while hosting internationally diverse restaurants and cafes. The University of Monash is Australia's largest university, with students at six campuses. Monash is ranked among the top eight schools in Australia, often referred to as the "Elite Eight." Nearly all of Loyola's majors can be served at Monash. Students must have a 3.000 or higher cumulative QPA.

Loyola's program at Monash University is a single-semester opportunity that begins in July and runs through November or begins in February and runs through June. Loyola students study at the Clayton and Caulfield Campuses, located within twenty minutes of each other. Students live with other internationals and Australians on Clayton Campus in dormitories offering single bedrooms and shared bath and kitchen facilities. Students have the opportunity to participate in Monash's orientation, day trips, and cultural trips, and all students take at least one Australian studies course to enhance their cultural experience.

The program includes one round trip airfare, tuition, housing, airport pickup, orientation, visa, Australian medical insurance, and student fees.

#### **LOYOLA IN NEWCASTLE UPON TYNE**

The University of Newcastle upon Tyne is located in the city of the same name in the north of England. With a population of 280,000 people, the city of Newcastle is a cultural, commercial, educational, and recreational center for all of Northumberland. It is situated close to the North Sea to the east, Hadrian's Wall to the west, Scotland to the north and the cities of Durham and York to the south. Newcastle is on the fast BritRail mainline between London and Edinburgh and offers air and ferry connections to continental Europe.

With about 9,500 undergraduate students and 1,500 graduate students, the University specializes



in baccalaureate education. Loyola students attend for the full academic year from mid-September to mid-June and enroll in courses offered in about 30 academic disciplines under the guidance of the Office of Combined Studies. In addition, each student is assigned a faculty tutor from the department of the major field of interest to assist in course selection and to act as an academic adviser.

Loyola students live in “self-catering” residence halls with British and international students. The rooms are located within walking distance of the academic buildings, library, computer center, Student Union, and other service facilities. Since the campus is on the edge of the city’s downtown retail district, students have easy access to shopping, pubs, theatres, and the soccer stadium for Newcastle’s professional team.

Like the programs in Leuven and Bangkok, a package of trips, vacations, airline tickets, and other items are included in the program’s cost. A part-time director is available to assist students during their stay.

#### **LOYOLA IN ROME**

Loyola College in Rome is a study abroad program consortium with DePaul University and the Catholic University of America. The “Eternal City” offers unique opportunities for Loyola students to be fully immersed in Italian culture and language, European art, history, literature, and the history of the Catholic Church. The program is located in downtown Rome near the Spanish Steps. It is housed by Italiaidea, a successful and dynamic Italian institute. Students live either with Italian host families or in shared apartments in areas around the city.

The program runs in the fall (for 10 students) and in the spring (for 20 students). It includes one round trip airfare, tuition, housing, orientation weekend, some meals, books, public transportation, a full-time director and program excursions.

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#### **EXCHANGE PROGRAMS**

The College presently has single-semester or one-year exchange programs in nine cities: Amsterdam, Buenos Aires, Hirakata City, Jönköping, Koblenz, La Rochelle, Montpellier, Santiago, and Wernige-

rode. Students pay tuition to Loyola College while paying room, board, and fees to the host university. Unlike Loyola programs, exchanges do not offer full “packages.” They are particularly recommended for more independent students.

#### **BUENOS AIRES, ARGENTINA**

This is a single-semester or one-year program for most majors at the Universidad del Salvador (USAL). Students must have successfully completed intermediate Spanish and SN 201 since all courses are taught in Spanish. A one month language and culture course is offered before the start of USAL’s second term. Housing is off campus with other internationals. Students must have a 3.000 average to qualify for this program.

#### **SANTIAGO, CHILE**

Santiago is a modern metropolis at the foot of the Andes Mountains, just two hours away from the Pacific coast. Founded in 1541 by Pedro de Vildavia, the city has played a major role in the economic boom that characterizes the recent history of Chile. Skyscrapers and Spanish and Latin American architecture give a unique flavor to one of Latin America’s most attractive capital cities.

Students live with Chilean host families and attend The Universidad Alberto Hurtado. The university has a strong and spirited Jesuit tradition, and its mission fits perfectly with Loyola College’s own mission and goals. Its intellectual history and sense of service are inseparable from Hogar de Cristo, an internationally renowned network of service centers also founded by Alberto Hurtado.

This exchange program is designed for students who want to improve their Spanish beyond the core requirement and study in Latin America without having to minor or major in Spanish; however, it remains open to Spanish minors and majors.

#### **LA ROCHELLE, FRANCE**

This is a one-year or single-semester program at the École Supérieure de Commerce for students studying business and French. Since three or more courses are in French, students must have completed intermediate French at Loyola. Housing

is in homestays or off campus with internationals in either the marina or old city areas of the town.

#### **MONTPELLIER, FRANCE**

This is a spring semester or one-year program at the Université Paul Valéry. This exchange accommodates most majors at Loyola, but all students must have completed intermediate French at Loyola. Some courses are offered in English; the French language must be studied. Housing can be on campus, in town apartments, or with local families.

#### **KOBLENZ, GERMANY**

This is a spring semester or one-year program for nearly all majors at the Universität Koblenz. Intermediate German must be successfully completed before going. The program is divided into two parts: the first two months are spent studying the language and culture (6 credits); the next three months are spent in the university (9 credits). Students can choose to live in a dormitory with other internationals or in a homestay.

#### **WERNIGERODE, GERMANY**

Wernigerode is situated on the north side of the Harz Mountains. Hochschule Harz is a new school and therefore, has access to the most modern technical and laboratory equipment, communications technology, and teaching aids. This is a spring semester or one-year program for business majors who have completed at least the intermediate level of German language. Nearly all courses are taught in German.

#### **KYOTO, JAPAN**

This is a single-semester or one-year program for most Loyola majors at the Kansai Gaidai University. All courses are taught in English. Students live with a Japanese family or in dorms with other internationals. Japanese language background is not a prerequisite, however, the language must be taken while abroad.

#### **AMSTERDAM, THE NETHERLANDS**

This spring semester program at the HES Amsterdam School of Business is for business majors or minors. Courses are taught in English, and stu-

dents must take a Dutch language and culture course. Students are housed with other internationals in apartment buildings located some distance from the university.

#### **JÖNKÖPING, SWEDEN**

Loyola's exchange with Jönköping International Business School (JIBS) is a one-year or spring semester program for business or economics majors. Courses are taught in English, and students must take a Swedish language and culture course. Housing is with internationals and Swedish students. Students have a single room in a shared flat in or outside of town. Jönköping offers a wide variety of beaches, culture, concert halls, restaurants, and beautiful country surroundings.

#### **AFFILIATIONS**

For the Florence, Paris, and Rome affiliations, eligibility for financial aid is limited to Federal Direct Stafford Loans (Subsidized and Unsubsidized), Federal Direct Parent Loans (PLUS), Federal Pell Grants, and most forms of state grant/scholarship assistance. Institutionally-controlled forms of financial aid including academic scholarships, need-based grants, Federal Perkins Loans, Federal Supplemental Grants, and Federal Work Study may not be used to assist with educational expenses incurred for this type of study abroad program. Loyola scholarships and grants are forfeited for the semester that the student is abroad.

#### **LOYOLA IN FLORENCE**

Through an affiliation with Syracuse University, Loyola students can study in Florence, Italy. This is a fall only program in which all courses except Italian are taught in English. Students stay in Italian homestays with five dinners and seven breakfasts provided. Syracuse offers a \$2,000 discount for the fall and \$1,000 discount for the spring to Loyola students using this affiliation.

#### **LOYOLA IN PARIS**

Situated on the Left Bank next to the Eiffel Tower, in the heart to the City of Lights, the American University of Paris (AUP) offers a wide variety of undergraduate courses. The AUP is mostly an international university that takes pride in its

international orientation, international affairs programs, and global teaching. Its 850 students come from 106 countries. All classes are offered in English except for the French program. The AUP offers most core courses required at Loyola, as well as 13 majors and 22 minors. Some courses offer field trips for an additional fee, sometimes to other countries.

The AUP's campus is a composite of the buildings and the surrounding neighborhood. Most students live in independent rooms—"chambres de bonnes"—or in dorms or with a French family.

#### LOYOLA IN ROME

The Intercollegiate Center for Classical Studies in Rome is the premier study-abroad program for students of the Classics. Loyola College is a member institution of the Consortium of Colleges and Universities that supports the program. Duke University administers the program.

Students live together on the Janiculum hill, ten minutes by bus from downtown Rome, and take courses focusing on the art, archaeology, and history of ancient Rome. All students take the double-course "The Ancient City" which covers Roman archaeology, topography, history, and civilization. Students pick their remaining two courses from intermediate and advanced Latin and Greek, Renaissance and Baroque Art History, and Elementary Italian. The semester regularly involves field trips and site visits in Rome and the surrounding region, often including trips to Pompeii and Sicily.

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#### NON-LOYOLA PROGRAMS

The College logistically supports a certain number of non-Loyola study abroad opportunities. These programs have been selected based on favorable administrative and student evaluation of academic quality, support services, and housing standards as well as the College's familiarity with the sponsoring institutions. Students who have investigated all of the College's sponsored opportunities may consider one of the non-Loyola programs listed below:

**Prague, Czech Republic:** The American Institute for Foreign Study, University of Economics, and Charles University

**Copenhagen, Denmark:** International Study Program (DIS)

**London, England:** The American Institute for Foreign Study – Richmond, The American International University in London

**Dublin, Ireland:** Arcadia University, Trinity College

**Edinburgh, Scotland:** Arcadia University, University of Edinburgh

**Madrid, Spain:** St. Louis University in Madrid

**Swansea, Wales:** Arcadia University, University of Swansea

Students who consider **all** of the College's study abroad opportunities and judge for academic reasons that they would benefit from a program other than those sponsored or supported by the College must appeal to the Committee on Study Abroad for an exception to the policy which restricts study abroad to these programs. **Only academic reasons will be considered for this exception.** An appeal form is available in the Office of International Programs and requires the following information:

- name and location of the program;
- academic reasons why this study abroad program is necessary;
- course titles and American credits for each course;
- the chair's signature from the department within which each course falls and the equivalent Loyola courses selected by the chairs (course descriptions may be needed);
- department chair's signature from the student's declared major;
- academic adviser's signature; and
- verification that the study abroad sponsor enjoys at least regional accreditation in the United

States (contact the sponsoring school or copy its literature).

Students should submit the completed appeal form to the secretary of the Office of International Programs. Students will be notified in writing of the Committee's decision; **this decision is final**. Since Loyola College will not accept courses, credits, or grades from a non-approved program, students should not use a program that has been rejected by the Committee.

**The following policies govern non-Loyola programs and any programs approved by the Committee:**

1. All application material must be submitted to the Office of International Programs by **October 15** for spring semester opportunities and by **March 1** for fall semester or yearlong opportunities.
2. **A student must have a cumulative average of at least 2.500 to participate in one of these programs; it does not matter if the host program has a lower cumulative requirement.** Some programs may require a higher average than the 2.500, and this must be followed.
3. Courses must meet the requirements of the student's degree program and be approved by Loyola College prior to study. Students must receive a letter grade of *C* or higher in each approved course. Courses with a grade of *C-* or below will not be accepted (see Grades under Curriculum and Policies). Courses and credits transfer from the approved non-Loyola programs, but grades do not. (See Honors under Graduation in Curriculum and Policies for grade point qualifications for graduation with honors.)
4. A student cannot be on any form of disciplinary probation when applying for a non-Loyola program, nor can the student have a history of serious disciplinary problems at Loyola.
5. A nonrefundable study abroad fee is charged to partially defray the cost of processing (see Fees chapter for more information).
6. Students on a leave of absence to attend non-Loyola programs receive the lowest priority for on-campus housing of those abroad. This means that these students cannot participate in pull-in day or the room selections process. If students want on-campus housing upon their return, they should submit their names to the housing wait list in the Office of Student Life.
7. The list of approved non-Loyola programs will be reviewed at the end of each academic year. Based on this review, the list may be changed. Notice of change will be posted in the Office of International Programs.
8. Eligibility for financial aid is limited to Federal Direct Stafford Loans (Subsidized and Unsubsidized), Federal Direct Parent Loans (PLUS), Federal Pell Grants, and most forms of state grant/scholarship assistance. Institutionally-controlled forms of financial aid including academic scholarships; need-based grants; and Federal Perkins Loans, Supplemental Grants, and Work-Study may not be used to assist with educational expenses incurred for host programs. Loyola's academic scholarships and grants are forfeited for the semester and/or year that the student studies abroad.

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**SUMMER OPPORTUNITIES**

The College currently offers six summer opportunities for students who cannot go abroad during the fall or spring semesters: Beijing, China; Prague, Czech Republic; Montpellier, France; Bangalore, India; Cagli, Italy; and Tokyo, Japan. These opportunities are reviewed annually. Therefore, for the most up-to-date information, contact the Office of International Programs.

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**REFUNDS AND DEPOSITS**

Once a deposit is submitted the student is committed to the program. If the student chooses to withdraw an application from study abroad, the deposit is non-refundable and certain fees may be assessed to cover expenditures already incurred.

## STUDENT LIFE AND SERVICES

Loyola College, as a Jesuit institution, looks upon student services as a complement to the student's academic program, and the primary aim of the student services program is, therefore, necessarily educational. The College concerns itself with all aspects of student life, including the spiritual, disciplinary, social, and extracurricular. Members of the College who staff the areas of housing and welfare, health, counseling, athletics, career development and placement, and new student orientation are available for whatever assistance they can give in helping the students achieve the greatest possible personal development during their stay at Loyola College.

### BUCKLEY AMENDMENT

Loyola College has a commitment to protect the confidentiality of student records. The College makes every effort to release information only to those individuals who have established a legitimate educational need for the information. Documents submitted to the College by the student or other authorized person or agency for the purpose of admission to the College become the property of Loyola College and cannot be released (originals or copies) to another party by request.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate. Students may ask the

College to amend a record that they believe is inaccurate. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by State College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

FERPA requires that Loyola College, with certain exceptions, obtain the student's written consent prior to the disclosure of personally identifiable information from the student's education records. However, Loyola College may disclose appropriately designated "directory information" without written consent, unless the student has advised the College to the contrary in accordance with College procedures. The primary purpose of directory information is to allow the College to include this type of information from the student's education records in certain institutional publications. Examples include the annual yearbook, Dean's List or other recognition lists, graduation programs; and directory information. Directory information is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a student's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

Loyola College considers the following information to be directory information which can be released without the written consent of the student: name; photo; home, dorm, local, and e-mail address; home, dorm, local phone number; voice mailbox; class year; enrollment status; participation in officially recognized activities and sports; and weight and height of members of athletic teams. Every student has the right to file a written request with the College (Records Office) to restrict the listing of directory information in the printed and electronic address directory. If a student does not want Loyola College to disclose directory information from the student's education records without the student's prior written consent, the student must notify the College annually, in writing, within the first week of classes: Records Office, 4501 N. Charles Street, Baltimore, MD 21210-2699.

The parent(s) of a dependent student, as defined in Title 26 USC 152 Internal Revenue Code, also have the right to inspect records which are maintained by the College on behalf of the student. Proof of dependency must be on record with the College or provided to the office responsible for maintaining records prior to reviewing the records.

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## FREEDOM OF EXPRESSION

Loyola College is committed to standards promoting speech and expression that foster an open exchange of ideas and opinions.

All members of the Loyola College academic community, which includes students, faculty, staff, and administrators, enjoy the right to freedom of speech and expression. This freedom includes the right to express points of view on the widest range of public and private concerns, and to engage in the robust expression of ideas. The College encourages a balanced approach in all communications and the inclusion of contrary points of view.

As is true with the society at large, the right to free speech and expression is subject to reasonable restrictions of time, place, and manner and does not include unlawful activity. Obviously, and in all events, the use of the College forum shall not imply acceptance of or endorsement by the College of the views expressed.

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## STANDARDS OF CONDUCT

It is expected that students will conform to all regulations and policies of the College and classes in which they are registered, including those concerning procedure and conduct in the Loyola/Notre Dame Library. Students must also abide by all international, federal, state, and local laws. The Student Life Office is the proponent of approved policies and rules of the Student Code of Conduct.

Violations are reported by students, faculty, campus police, or any member of the College Community. These reports are directed to the Student Life Office. The director of Student Life or designee shall then hear the case or refer the case to a hearing officer or panel. The appeal process for such decisions is published in the **Community Standards**.

Warnings, restrictions on social and other activities, fines, suspensions, and dismissals are used in cases involving violations of College regulations. Students who are placed on disciplinary suspension by the College will not be granted transfer credit for courses taken at other institutions during the suspension period. Particulars concerning violations,



due process, and sanctions that may be imposed, can be found in the **Community Standards**.

#### ACADEMIC INTEGRITY

Loyola College is dedicated not only to learning and the advancement of knowledge but also to the development of ethically sensitive, socially responsible people. The College seeks to accomplish these goals through a sound educational program and its policies for encouraging maturity, independence, and appropriate conduct among its students and faculty within the College community. It is the responsibility of faculty and students alike to maintain the academic integrity of Loyola College in all respects.

The faculty is responsible for establishing the rules for all work in a course, for the conduct of examinations, and for the security of tests, papers, and laboratories associated with courses and programs of the College. Faculty will remind students at the first meeting of each class of the standards of behavior and conduct for the class. The instructor will also make every effort to discourage dishonesty in any form.

The College expects every student to behave with integrity in all matters relating to both the academic and social aspects of the College community. Refer to the **Community Standards** for additional information.

#### HONOR CODE

The Honor Code states that all students of the Loyola College community will conduct themselves honestly on all academic matters. The goal of the Code is to foster a suitable atmosphere for learning. In order to achieve this goal, every student must be committed to the pursuit of academic honor and its responsibilities. Students who are truthful on all academic matters and who submit academic work that is the product of their own minds demonstrate respect for themselves and the community in which they study, as well as a commitment to Jesuit education. Students are expected to familiarize themselves with the Code which is published in the **Community Standards**.

Students found in violation the Honor Code will be appropriately reprimanded in the belief that

they will, with the support of their peers, learn from the mistake. In most instances, a first violation of the Honor Code results in an academic sanction, such as failure of the course, and may also include an educational sanction determined by a hearing council of the student's peers. For exceptionally serious cases, however, the hearing council may recommend stronger sanctions. Subsequent violations of the Code usually result in suspension or dismissal from the College.

The Honor Council is an elected body of Loyola College students entrusted with the tasks of educating the campus community on the importance of honor and hearing cases that involve a violation of the Honor Code. Instructors and students who observe a violation of the Code are expected to report that violation to the Dean of First-Year Students and Academic Services. More information on the Honor Code can be found on the College's website.

#### INTELLECTUAL HONESTY

Students assume a duty to conduct themselves in a manner appropriate to the College's mission as an institution of higher learning. Their first obligation is to pursue conscientiously the academic objectives which they have set. This means that students will do their own work and avoid any possibility of misrepresenting anyone else's work as their own. "The act of appropriating the literary composition of another, or parts, or passages of his writing, of the ideas, or the language of the same, and passing them off as the product of one's own mind" (*Black's Law Dictionary*, Fifth Edition) constitutes "plagiarism." Avoiding plagiarism involves the careful use of quotation marks, notes, and citations, which students must provide on all written work.

The student's second obligation is not to engage in acts of cheating. "Cheating" is using unauthorized assistance or material or giving unauthorized assistance or material for the use of another in such a way that work or knowledge which is not the student's own is represented as being so. Avoiding cheating involves refusing to give or receive assistance from other students, books, notes (unless specifically permitted by the instructor) on course tests, papers, laboratory reports or computer programs. Particulars concerning the

kinds of violations, due process, and sanctions that may be imposed, may be found in the Honor Code section of the **Student Handbook**.

#### ALCOHOLIC BEVERAGES

All purchasing and consumption of any alcoholic beverage is regulated by the Maryland state law to persons of 21 years of age or older. Loyola College complies with this state law.

Individual students are prohibited from bringing any alcoholic beverages into any buildings on campus other than exceptions which are noted in the **Community Standards**. College organizations, approved by the Student Activities Office, may dispense beer or wine at scheduled events in certain designated areas.

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#### NEW STUDENT ORIENTATION

New Student Orientation assists first-year and transfer students to make a successful transition into the academic and social life of Loyola College. The orientation staff (known as Evergreens) sponsors a variety of programs and events throughout the summer and fall semester which assist new students in developing the following: a better understanding of the value of a Jesuit, liberal arts education; the knowledge, skills, and abilities necessary to succeed in the classroom; an appreciation for the learning which takes place from participation in co-curricular programs and activities; and meaningful relationships with other students and members of the faculty, staff, and administration.

All first-year students entering in the fall semester are required to participate in one of four orientation programs offered during the summer months. Parents of new students are also invited to attend these summer orientation programs to help them to better understand the Loyola College experience. Both first-year and transfer students attend fall orientation just prior to the first week of classes. In an effort to provide ongoing support to new students, a number of social and educational activities are offered throughout the fall semester.

Loyola also sponsors a transfer student orientation for those students who enter the College in January. Questions about orientation should be

directed to the Office of Leadership and New Student Programs at 410-617-2032.

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#### STUDENT GOVERNMENT ASSOCIATION (SGA)

The members of the SGA provide leadership within the student body, provide social and academic services for students, and represent the student body outside the College. The SGA is committed to enriching students' sense of community by encouraging interaction and individual development. The Executive Cabinet of the SGA consists of the president, vice-president, four elected class presidents, and twelve appointed members. These twelve appointed members are approved by at least two-thirds of the Assembly, the legislative branch of the SGA. The Assembly, consisting of elected students, is led by the SGA vice-president. SGA offices are located in the Office of Student Activities (Student Center East, Room 311).

#### GREEN BOOKS

A custom-made examination book called the **Green Book** was created and funded by the SGA in 1991 as a service to the College community. The use of these books bearing the College seal and its motto, *Strong Truths Well Lived*, emphasizes respect for honesty in academics. **Green Books** are individually numbered and are unavailable to students prior to their distribution at the exam. Questions regarding the **Green Books** should be referred to the SGA director of academic affairs.

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#### STUDENT ACTIVITIES

Loyola College encourages co-curricular activities which contribute to the academic, social, cultural, spiritual, and recreational growth and development of the student. These activities are an integral part of the life of the collegiate community. They should contribute to its objectives and goals but remain subordinate to them. All students are urged to participate in one or several activities, but are advised to participate only to the extent that their academic progress is not impeded.

Loyola College does not recognize or approve, as pertaining to the College, any organized activity of its students to which a faculty or administrator moderator has not been appointed. Loyola College

does not give official recognition to social fraternities. Students who may wish to join private associations take on the responsibility of insuring that Loyola College not be identified with such groups in any way. Such students are advised that they must take full responsibility, including financial and legal liability, should such liability be involved.

The Office of Student Activities offers several traditional activities for students, including the following: "Late Night," a program offering social, cultural, and athletic programs for students on Thursday, Friday, and Saturday nights; "Best of Baltimore," a program for first-year students meant to introduce them to the Baltimore area's finest cultural and sporting events; "Family Weekend," an annual tradition offering a weekend of special events for Loyola College undergraduate students and their family members. The Office of Student Activities (Student Center East, Room 311) is a valuable source of information concerning student events and organizations. For a current listing of clubs and organizations and more information about student activities, visit <http://www.loyola.edu/campuslife/studentactivitiesandorganizations/>.

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#### EVERGREEN PLAYERS PRODUCTIONS

Evergreen Players Productions are major theatrical productions designed and directed by the Fine Arts Department faculty and theatre professionals. Occasionally theatre faculty may select an outstanding student to direct. Three mainstage productions are presented in McManus Theatre each season. Past productions include *Cyrano de Bergerac*, *Antigone*, *Threepenny Opera*, *Anything Goes*, *Measure for Measure*, *Man of La Mancha*, *The Marriage of Bette and Boo*, and *Cabaret*. Auditions for all productions are open to the entire College community. For those who seek experience behind the scenes, the theatre program offers opportunities to participate in stage crew, set construction, lighting, sound, publicity, costumes, makeup, and ushering.

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#### INTERCOLLEGIATE SPORTS

Loyola College is a member of the National Collegiate Athletic Association (NCAA) and competes on the NCAA Division I level. The College fields teams in sixteen intercollegiate sports: men's and women's basketball, men's and women's cross country, men's and women's lacrosse, men's and

women's soccer, men's and women's swimming and diving, men's and women's tennis, men's and women's rowing, men's golf, and women's volleyball. Loyola is also a member of the Metro Atlantic Athletic Conference (MAAC), participating in the following MAAC championship sports: basketball, soccer, volleyball, swimming, golf, tennis, cross country, and crew. The men's and the women's lacrosse teams compete independently.

The intercollegiate athletics program at Loyola provides a climate where student-athletes are encouraged to achieve their full academic potential while developing excellent athletic skills in highly-competitive sports. Each year, the lacrosse programs are ranked among the top teams in the nation. The men's and women's soccer and women's tennis teams have each won MAAC championships in recent years, while the crew programs are also among the strongest in the MAAC. Through awards sponsored by the MAAC and other organizations, many Greyhound athletes receive athletic and academic honors each season.

Athletic facilities at Loyola include the 3,000-seat Reitz Arena, home to the Greyhound basketball and volleyball teams. The arena is housed within the DeChiaro College Center. Adjacent to the College Center is Curley Field, which features one of the world's largest artificial turf surfaces. Curley Field has a seating capacity of 5,000 and is home to the Greyhound lacrosse and soccer teams. The swimming and diving programs take advantage of an Olympic-size pool at the Fitness and Aquatic Center, while tennis courts and a grass practice field complete the comprehensive athletic facilities.

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#### RECREATIONAL SPORTS

The Department of Recreational Sports is an essential component of the Division of Student Development and the overall mission of the College. The primary emphasis is grounded in the ideal of sound body, mind, and spirit. The department seeks to support the development of the well-being of members of the Loyola College community and to provide appropriate educational, recreational, and social programs. Recreational Sports provides a variety of quality opportunities through six main programming areas: aquatics,

club sports, informal recreation, instructional programs, intramurals, and outdoor adventures.

In Fall 2000, the department opened the doors to its state-of-the-art, 115,000 square-foot recreational facility. The Fitness and Aquatic Center (FAC) is located just one block north of the Charles Street Bridge. All full-time, undergraduate students are FAC members and only need to present their valid Loyola ID card upon entrance to the facility. Graduate and part-time undergraduate students (registered for less than 12 credits) are also eligible for membership, however, a fee is required.

The facility features an aquatic center housing an eight-lane, 25-yard swim course, shallow lane, and diving well, as well as an on-deck sauna and whirlpool; a 6,000 square-foot fitness center; two-court gymnasium; multi-activity center; equipment room; outdoor adventure center; indoor rock climbing wall; four racquetball and two squash courts; elevated walking and jogging track; two aerobic studios; outdoor grass field; juice bar; locker rooms; classrooms, conference room, and the department's administrative offices.

In addition to providing ample facilities and equipment for members who prefer to "drop-in" and exercise on their own, the FAC offers the following programs:

#### **AQUATICS**

The state-of-the-art aquatic center offers programs for both veteran swimmers and beginners. There is ample opportunity for lap swimming, and members are invited to participate in a number of activities, including water exercise classes, self-directed aqua jogging, Learn to Swim programs for children and adults, and lifeguarding certification classes.

#### **CLUB SPORTS**

Club sports bridge the gap between intramurals and intercollegiate athletics, allowing members to enjoy extramural competition without the pressures of highly organized sports. A relaxed atmosphere allows participants to relieve the stress and tension of their daily routines. Since these clubs are student directed, members are required to assume responsibility for organizing activities, thus

encouraging development of leadership skills. Club sports include baseball; dance; field and ice hockey; marksmanship; men's lacrosse, soccer, and volleyball; roller hockey; rugby; sailing; softball; track; ultimate frisbee; water polo; and women's basketball, lacrosse, soccer, and volleyball.

#### **INTRAMURAL SPORTS**

The intramural sports program encourages participation in a competitive, yet fun, sports program. Thirty events are offered featuring dual, individual, and team competitions. Student participation in the intramural sports program makes it one of the largest activities on campus.

#### **INSTRUCTIONAL PROGRAMS**

These enriching, non-credit classes provide participants with an opportunity to learn a wide range of sport skills under the guidance of experienced instructors. Activities include tennis, racquetball, golf, swimming, martial arts, dance, certifications, and drop-in aerobics.

#### **OUTDOOR ADVENTURES**

Outdoor Adventures invites participants to take advantage of its vast resources and staff expertise to learn more about backpacking, camping, canoeing, caving, kayaking, and rock climbing. In addition to its many excursions into the great outdoors, Outdoor Adventures sponsors larger scale trips such as Exploration—a wilderness-based, pre-orientation activity for incoming first-year students. Outdoor Adventures staff can also provide instruction on the FAC's climbing wall or assist participants in planning their own outings using the resources in the Outdoor Center.

For more information on Recreational Sports or the FAC, please call 410-617-5453 or visit, <http://www.loyola.edu/recsports/>.

**SERVICES****ACADEMIC AFFAIRS**

The Office of Academic Affairs is responsible for the quality of all academic programs at Loyola College. Academic excellence is instilled in the programs through an excellent faculty and the program curricula developed by these faculty. The Office of Academic Affairs hires the faculty, facilitates program development, and encourages the delivery of a rigorous, diverse, and intellectual curriculum as prescribed by the Jesuit tradition.

**Diversity**

Loyola College in Maryland's academic diversity initiatives are coordinated by the Assistant Vice-President for Academic Affairs and Diversity. The office assists the Vice-President for Academic Affairs in faculty recruitment and development, student retention, and diversity activities, generally. Specifically, the office provides leadership by offering workshops; coordinating informative and challenging speakers series; and by working closely with deans, faculty, and staff "to challenge students to learn, lead, and serve in a diverse and changing world." The office oversees an award-winning, multicultural curriculum infusion workshop designed to support the infusion of scholarship produced by a racially and ethnically diverse body of academic experts into traditional curricula. Additionally, the office supports a Teaching Fellowship for doctoral candidates of color interested in teaching at the College.

Supportive of academic excellence, and understanding that excellence cannot be achieved without a focus on diversity of knowledge-creators and consumers, the office works cooperatively with all divisions of the college.

**ADMINISTRATIVE OFFICE HOURS**

Administrative offices are open Monday through Friday, from 8:30 a.m. to 5:00 p.m. Some offices have hours which begin earlier and/or close later. Check the department's schedule prior to coming on campus. If necessary, appointments may be arranged at other times.

**ALANA SERVICES**

The Department of ALANA Services and others on campus offer services to enhance the educational experience for African-, Asian-, Latin-, and Native-American students as well as helping women and international students to have a successful experience at Loyola. The Department works with Admissions, academic departments, and Human Resources to assist in the recruitment of students, faculty, administrators, and staff who are African-, Asian-, Hispanic-, and Native-American. In addition, the Department sponsors research to evaluate the progress made in increasing the diversity of the student body.

**ALCOHOL AND DRUG EDUCATION AND SUPPORT SERVICES (ADESS)**

ADESS works closely with, but is separate from, the College's Counseling Center. It is located on the west side of campus in Seton Court, CL02B, next to the Health Center; voice: 410-617-2928; fax: 410-617-5307; director's e-mail: [jwilliams@loyola.edu](mailto:jwilliams@loyola.edu). For on-line information regarding drug and alcohol dependence, adult children of alcoholics, alcohol poisoning, and other useful links, visit <http://www.loyola.edu/campuslife/healthservices/adess/>.

**Support Services:** ADESS offers individual and group supportive counseling services to students with problems relating to their own alcohol or other drug use, or such use by persons close to them. All services are free to registered Loyola College undergraduate and graduate students. All counseling services are confidential.

Counseling support groups are available to help students in recovery from alcohol or other drug dependence and students from families with alcoholism or other problems, sometimes called "Adult Children of Alcoholics" (ACOAs) or Adult Children from Dysfunctional Families (ACDFs).

An Outpatient Treatment Program is available to any student with alcohol or other drug dependence. This service is intended to give the student the opportunity for treatment without interruption of academic pursuits. The program is certified by the state of Maryland, and includes involvement in twelve-step support groups. Any student interested in talking about any of these services may

call ADESS at 410-617-2928 for information or to make an appointment.

**Prevention Education:** Alcohol and other drug abuse prevention and harm reduction education programs are presented throughout the school year. Peer educators, called CADETs (Choice Alcohol and Drug Education Team), are involved in development and presentation of educational programs. Any student interested in becoming a peer educator may call ADESS at 410-617-2928.

**Substance Free Housing:** Housing for students choosing to live in an alcohol and other drug free environment is available to students willing to make such a commitment. This housing option is not limited to students in recovery. Call the associate director of Student Life at 410-617-5081 for further information.

#### Telephone Information Lines (recordings)

Indicators of an Alcohol Problem: 410-617-5501  
Family of Origin Problems/ACOA:  
410-617-5502

Resources Available for Alcohol and Drug Problems: 410-617-5503

#### CAMPUS MINISTRY

Campus Ministry serves the spiritual needs of the Loyola Community. The office, located in Cohn Hall, is open Monday through Friday, 8:30 a.m. to 5:00 p.m. Members of the staff are available during these hours, as well as evenings and weekends when needed. Campus Ministry provides opportunities for spiritual growth through a coordinated program in which students play an integral part. This program includes:

**Liturgical Ministry:** Students and members of the College Community are encouraged to participate more fully in Catholic Worship as liturgical ministers. Lectors, greeters, pastoral musicians, and special ministers of communion are needed for Eucharistic celebrations. Training sessions are offered each semester for both those who have never served in ministry and for persons currently ministering in their home community. Contact the director of liturgy and music at 410-617-2449 or gmiller@loyola.edu.

**Pastoral Music:** All those willing to make a commitment to music ministry at the 6:00 or 9:00 p.m. Sunday Eucharists are encouraged to join the Loyola College Chapel Choir. Both vocal and instrumental musicians are always needed. Weekly rehearsal is Thursday, 6:30–8:00 p.m., in the Alumni Chapel. For more information, contact the director of liturgy and music at 410-617-2449 or gmiller@loyola.edu.

#### Worship Schedule:

*Daily Eucharist: Alumni Chapel*  
Monday–Friday 12:10 p.m.

*Sunday Eucharist*  
Alumni Chapel 11:00 a.m.; 6:00 p.m., 9:00 p.m.

*Evening Prayer Service: Alumni Chapel*  
Thursday 5:00 p.m.

Opportunities for the Sacrament of Reconciliation and for exposition and adoration of the Blessed Sacrament are also scheduled regularly.

**Christians Together on Campus (CTC):** CTC is a program for students with a religious background other than Catholic that provides opportunities for fellowship, praise, and worship. The group meets on Sunday evenings at 7:00 pm. For more information call, 410-617-2768 or e-mail, dcreel@loyola.edu.

**Ministry Internship Program:** Internships in ministry are available for qualified juniors and seniors. These internships provide students with hands-on ministerial experience in retreats, music, or spiritual development. In addition, interns meet regularly as a group with professional staff members for reflection on guided readings and experiences in ministry. A pre-ministry program is also available for interested first-year students. For more information, call 410-617-2768.

**Pre-Ministry:** Pre-ministry is a discussion group for first-year students who want to share common goals and values. Students discuss life, faith, and the first-year experience at Loyola. Participants are invited to look into deepening their involvement with Campus Ministry. For more information, contact the director of retreat programs at 410-617-2444 or mkreidler@loyola.edu.



**Retreat Program:** The Retreat Program provides a time away from campus with opportunities for individual and group prayer, faith sharing, community building, and meditation and discernment in the Ignatian tradition. More than twenty retreats offered throughout the year include class, service and spirituality, men's, women's, environmental spirituality, and Protestant retreats. Junior and senior students are invited to participate in the five-day Ignatian retreat. For more information, contact the director of retreat programs at 410-617-2444 or [mkreidler@loyola.edu](mailto:mkreidler@loyola.edu).

**Rite of Christian Initiation of Adults (RCIA):** The RCIA is the process by which people become full members in the Roman Catholic Church. This formation process culminates in the reception of one (or more) of the sacraments of initiation: Baptism, Confirmation, and Eucharist. During the RCIA process, participants are invited to explore more deeply their own faith journey while being introduced to the basic beliefs, liturgy, and service mission of the Catholic Church.

While the RCIA process is designed *primarily* for those seeking Baptism, the process is easily adapted for baptized Christians from other denominations who may be seeking full membership in the Catholic faith community. Baptized Catholics who are seeking full initiation into the Church through the reception of the sacrament of Confirmation are also welcome. For more information, contact the director of spiritual development at 410-617-2883 or [progers@loyola.edu](mailto:progers@loyola.edu).

**Spiritual Development:** The College offers students the chance to deepen their experience of the Spiritual Life by providing a wide variety of opportunities for shared prayer, community building, theological reflection, and service. With liturgical events and retreats and companion events, students are challenged, in an ongoing way, to seek God in all things. Throughout the year, students are invited to gather and reflect more deeply on their life experiences and how these experiences impact their relationships with self, others, and God. Some of the activities spiritual development sponsors are:

- Koinonia (Coin-O-Nea) is a Greek word which means fellowship. Participants engage in student facilitated group discussions once a week to share

their feelings and beliefs concerning a wide range of topics from school and work to the nature of healthy relating.

- Resident Outreach programs are student led activities and discussions that focus on helping participants recognize, more profoundly, their own values and how living life at Loyola College is fostering their growth towards those values. Spiritual development interns work closely with resident assistants in helping to promote these programs with their students in the residence halls.
- Through special events, Campus Ministry provides opportunities to share in the wisdom of some of the nation's most insightful and profound spiritual mentors and teachers. Anchoring these offerings are the three traditional "Lenten Evenings of Reflection."

For more information, contact the director of spiritual development at 410-617-2883 or [progers@loyola.edu](mailto:progers@loyola.edu).

**Meditation:** For students interested in developing a quiet meditation practice, an introduction to stillness meditation in the Christian Zen tradition is available. A small group of students sits regularly in the Campion Tower Studio. The meditation practice is suitable for students of any religion. For more information, contact the College chaplain at 410-617-2838 or [ghartley@loyola.edu](mailto:ghartley@loyola.edu).

**Cana Conferences:** The Cana Conferences provide Catholic Loyola graduates who wish to be married in the Alumni Chapel with an opportunity to fulfill the Archdiocesan marriage preparation requirement. The conferences are offered in a weekend format in November and April, and either conference fulfills the marriage preparation requirement. Participation is limited to twenty couples. For more information or to register, contact the College chaplain at 410-617-2838 or [ghartley@loyola.edu](mailto:ghartley@loyola.edu).

#### CAREER DEVELOPMENT AND PLACEMENT CENTER

The Career Center provides services to assist students and alumni in all aspects of the career development process: choice of major; career options; internships; part-time, summer, and full-time professional employment; and graduate/

professional school information. The staff maintains a career resource library; a computer-assisted career guidance and information system called DISCOVER; a schedule of career and job search related workshops; and a regular program of on-campus interviews with local, regional, national, and international employers. A web-based database system called eRecruiting is available to coordinate students' job search process via resume development, on-campus interviews, current job and internship postings, and a resume referral system. The Alumni Career Networking System provides knowledgeable career advice from a network of Loyola alumni/ae who have volunteered to assist the Career Center.

Students and alumni are welcome to meet by day or evening appointment with a career professional to explore the resources of the Career Center located in the DeChiaro College Center, Ground Floor, West Wing; 410-617-2232; e-mail: [cdpc@loyola.edu](mailto:cdpc@loyola.edu); website: <http://www.loyola.edu/dept/career-dev/>.

#### **CENTER FOR ACADEMIC SERVICES AND SUPPORT**

The Center for Academic Services and Support (CASS, Maryland Hall 043) is active in supporting the academic progress of undergraduate students in a variety of ways. CASS administrators are responsible for the initial registration of first-year and transfer students. They also support the core and major advisers who work with students throughout their undergraduate career. CASS supplements the information and assistance provided by the core or major adviser.

In matters relating to declaration of major, course registration, and course withdrawal, CASS administrators monitor academic status and graduation clearance for seniors. CASS also develops degree audits for each student as a tool for course planning and selection. In addition, guidance is provided for part-time and transfer students, students with learning disabilities, and students on academic probation. The Jenkins Study is managed and staffed by CASS and houses additional support services, including a comprehensive peer-tutoring program for students who want to supplement their classroom learning. For more information visit, <http://www.loyola.edu/academics/cass/>.

#### **CENTER FOR VALUES AND SERVICE**

The Center for Values and Service (CVS) seeks to engage all members of the college community in the promotion of justice through direct service experiences—with a preferential option for working/being with persons who are materially poor—and through a variety of on-campus, educational activities. This mission flows from the heart of the educational and spiritual traditions of both the Society of Jesus and the Religious Sisters of Mercy. Service opportunities are available throughout the year, in and around Baltimore, and are open to all students, faculty, staff and administrators. Individuals may participate in service on a monthly or weekly basis, through a weekend or week-long immersion program, or a one-time event. Participants are encouraged to consider carefully the time they have available for service and the specific population with whom they would like to work. Both full-time and student staff are available to assist persons in finding the right “fit” for them. Each experience includes preparation prior to and reflection/critical analysis following the service.

#### **Service-Learning**

In addition, CVS helps faculty integrate service-learning into their courses. Service-learning combines academic study and community service in ways that enhance students' learning. It offers students the exciting opportunity to learn about almost any subject in the arts, business, the humanities, and the social and natural sciences by engaging in service as part of their normal coursework. Through service-learning, students also learn about themselves and the world around them at the same time. Service-learning courses are offered each semester in a variety of disciplines.

For information on how you can **get involved** in service or service-learning, please contact CVS at 410-617-2380 or visit, <http://www.loyola.edu/cvs/>.

#### **COLLEGE STORE**

The College Store is located on the Baltimore Campus on the second floor of the Andrew White Student Center. In addition to new and used textbooks, the store has a wide selection of general reading books, school supplies, CDs, Loyola clothing and gifts, greeting cards, health and beauty

aids, and snacks. The store also offers special orders for any book in print, special orders for the latest software titles at academic prices, as well as film processing, photocopy, fax, and UPS services. Students may sell their books back at any time but are paid the most at the end of each semester. For information regarding textbook reservations and special sales visit, <http://www.lcb.bkstr.com/>. Any questions or concerns may be directed to 410-617-2291/5738.

#### COMPUTER FACILITIES

Loyola College has extensive computer facilities for use in research and course work. There is no charge for computer time and students are encouraged to become familiar with computer operations. Instruction in the use of the computer is an integral part of the College's quantitative courses. Any questions concerning the use of computer facilities should be directed to the Technology Service Center, 410-617-5555.

The campus network consists of an IBM RS 6000; UNIX workstations; IBM PCs and Macintoshes, and Novell file servers networked via a campus-wide Ethernet. Internet access is provided by the College. Each residence hall room is wired to the campus backbone with 10/100 Mbps service. General purpose computer labs are located on the Baltimore Campus in various academic buildings and residence halls, as well as the Columbia and Timonium Campuses. Most labs are accessible 24-hours a day via Evergreen Card (issued by Public Safety). Labs contain IBM PCs, Macintoshes, UNIX workstations, and laser printers.

**Telephone Services:** Telephone service is provided for all students in the residence halls for a fee. Discounted long distance service is available through Student Telephone Services, 410-617-5252. Technology Services provides ongoing training for all students, faculty, administrators, and staff. Individual phone mail is also available.

**Video Services:** The campus cable system consists of an educational television system which provides commercial channels and additional Loyola channels to the residence halls and an instructional television system which allows scheduled transmissions to classes and assembly rooms for educational presentations.

#### COUNSELING CENTER

The Counseling Center supports the academic mission of the College by providing services and programs that help students achieve their educational goals. College students are challenged to manage academic stress as well as a number of developmental issues during their academic careers. In addition, some students experience personal or family crises that interfere with their ability to achieve academically. It is the Center's goal to offer a range of services to enable students to attain their educational, personal, and career goals.

Comprehensive services are designed to address a range of issues including adjustment to college, stress management, public speaking anxiety, test anxiety, coping with loss and grief, effective communication skills, and various mental health concerns. Students may talk privately with a counselor, participate in a group, and/or attend educational workshops. The staff is also a resource to the College community and will provide consultations, classroom programs, and skill-building workshops on a range of topics including assertiveness, stress management, and group dynamics. The Center's website ([www.loyola.edu/counselingcenter/](http://www.loyola.edu/counselingcenter/)) contains information on a range of topics related to specific counseling issues, relaxation resources, and training opportunities, and is updated with timely information for the community as needed.

The Center is staffed by licensed psychologists with specialized training in college student issues, counseling, and psychology. A part-time psychiatrist is also available. Individual counseling is short-term; however, students can be referred to outside resources for longer-term therapy. Students are encouraged to participate in the many confidential groups offered regularly.

The Center is located in the Humanities Center, Room 175. Appointments may be made by contacting the Center at 410-617-5109. Students are encouraged to visit the Center in the event of a personal crisis or simply to discuss questions or issues with a counselor. Information disclosed by the student is considered private and confidential. The Center is accredited by the International Association of Counseling Services (IACS).

## DINING SERVICES

Primo's, the New College Market, combines excellence in food quality with a variety of meal options for the campus community. Its market atmosphere allows students to choose from a carving station, grill, deli, brick-oven pizza, freshly made pasta, Pan Asian, wraps, or even sushi. All foods are prepared as needed before the customer which allows them to be served hot and fresh. The different stations are complemented by a fresh produce area, salad bar, and home replacement meals. Convenience store items such as snack foods, canned goods, frozen foods, and bottled beverages are also available. Primo's is located in Newman Towers.

Housed in the Andrew White Student Center, Boulder Garden Cafe features hamburgers, subs, chicken, fresh cut fries, pizza, salad bar, and soup. McGuire Hall houses both Taco Bell and Surf'n Joe, the latter featuring Starbuck's coffee as well as a selection of pastries, gourmet sandwiches, and hand-dipped ice cream.

For further information or questions regarding dining services, call 410-617-2985 or visit, [http://www.loyola.edu/dining\\_services/](http://www.loyola.edu/dining_services/).

## DISABILITY SUPPORT SERVICES

Disability Support Services (DSS) provides services for students with disabilities to ensure physical, programmatic, and electronic access to College programs. DSS arranges accommodations, adjustments, and adaptive equipment for students with disabilities. Based upon a student's documentation of the disability and an intake meeting, services may include: advocacy; alternative arrangements for tests; priority registration; counseling; study skills help; note takers; alternative format for textbooks; referral to appropriate services, both on and off campus; sign language interpreters; adaptive equipment; taped lectures; and other accommodations as needed.

A student must register with the DSS Office in order for services to be provided. Documentation of disability from a certified professional is required. All information regarding a student's disability is confidential and kept in the DSS Office. Addi-

tional registration information is available at the DSS website, <http://www.loyola.edu/dss/>.

The DSS Office is located in 100 West Newman Towers. For more information, contact DSS at 410-617-2062, (TTY) 410-617-2141, or [mwiedefeld@loyola.edu](mailto:mwiedefeld@loyola.edu). Students should call or e-mail to schedule an appointment.

## LOYOLA/NOTRE DAME LIBRARY

Students are encouraged to make extensive use of the library, which contains approximately 450,000 books and bound periodical volumes, 39,000 media items (many of which are videos, DVDs, and CDs), and 1,763 current periodicals.

The library's website ([www.lndl.org](http://www.lndl.org)) serves as a gateway to a variety of Internet resources. Students have Web access to numerous databases, including LION (Literature Online), Lexis-Nexis Academic Universe, PsycINFO, Business Source Premier, Philosopher's Index, ATLAS (religion), ERIC (education), Expanded Academic Index, ScienceDirect, and the Maryland Digital Library. There is electronic access to full-text articles from over 16,000 periodicals. The library's catalog is shared by three other colleges; books from these colleges can be requested on-line and shipped within two days. The ORCA technology allows for simultaneous searching of multiple databases. Students can connect with these resources from any computer on Loyola's campus network, including library work stations. Databases can be accessed from off-campus computers by current students who are registered library users.

The library provides various carrel and lounge seating arrangements. A Media Services Center with listening/viewing facilities, a microforms reading room, and group study rooms is also available.

Librarians in the Reference Department assist students in selecting and using various information sources. Books and articles not owned by the library can usually be acquired through inter-library loan. Circulation Department staff are available to assist with reserve materials and photocopying facilities. Many reserve articles are now on-line at the library's website.

Hours during fall and spring semesters are:

Monday – Thursday	8:00 a.m. – 2:00 a.m.
Friday	8:00 a.m. – 6:30 p.m.
Saturday	8:00 a.m. – 8:00 p.m.
Sunday	10:00 a.m. – 2:00 a.m.

Summer and intersession hours are printed in course schedule booklets, and all hours of operation are posted on the library's website.

#### **PARKING**

All students are required to register their vehicles with the College. Students must bring a copy of their vehicle registration to Student Administrative Services and complete a parking permit application. A sticker or hang tag indicating parking lot designations is issued. Free shuttle service is available to all areas of the campus.

#### **Resident Students**

The College offers convenience and satellite parking to upper-class resident students. First-year resident students are not permitted to bring a vehicle to campus. Convenience and satellite parking is available at the residence halls on the east and west sides of campus, the North Campus lot, and the York Road lot at a cost of \$300 per year. Parking is determined by seniority with a lottery.

#### **Commuter Students**

The College offers convenience and satellite parking to commuter students. Convenience parking is available on the North Campus lot at a cost of \$175 per year. Commuter convenience parking hangtags do not permit overnight parking. Any student who wishes to park overnight must purchase a student satellite parking permit at a cost of \$300 per year. Parking is determined by seniority with a lottery.

#### **POST OFFICE**

The Post Office provides services which include the sale of stamps and money orders; reception and posting of parcels; and special services for handling registered, certified, insured or express mail and return receipts. The Post Office also provides UPS service. Hours during the fall and spring

semesters are Monday through Friday, 8:30 a.m. to 4:30 p.m. For more information, call 410-617-2258.

#### **RECORDS OFFICE**

The Records Office (Maryland Hall 141) provides services during the following hours:

Monday – Thursday	7:00 a.m. – 7:30 p.m.
Friday	7:00 a.m. – 4:30 p.m.

For on-line information regarding registration, graduation, student services, course schedules, forms, calendars, and other helpful links visit, <http://www.catalogue.loyola.edu/records/>.

#### **STUDENT ADMINISTRATIVE SERVICES**

Student Administrative Services (Maryland Hall 140) provides services during the following hours:

Monday – Thursday	7:00 a.m. – 7:30 p.m.
Friday	7:00 a.m. – 4:30 p.m.

For on-line information visit, <http://www.loyola.edu/campuslife/student-services/sas/>.

#### **STUDENT HEALTH AND EDUCATION SERVICES**

The medical clinic provides outpatient care during the academic year. It is located at 4502-A Seton Court; hours are 8:30 a.m. to 5:00 p.m., weekdays. After-hours medical care is provided by Sinai Hospital, 410-583-9396.

The Center also promotes many wellness programs. For information, please call 410-617-5055 or visit, <http://www.loyola.edu/campuslife/health-services/healtheducationprograms/>.

# HONORS AND AWARDS

## HONOR SOCIETIES

### PHI BETA KAPPA

Phi Beta Kappa is the oldest academic honor society in the United States. For over two hundred years, election to Phi Beta Kappa has served to recognize an individual's intellectual capacities well employed, especially in the liberal arts and sciences. The objectives encouraged by Phi Beta Kappa include intellectual inquiry, honesty, and tolerance—the quickening of not only mind but also spirit.

Loyola College's chapter (Epsilon of Maryland) elects each year a small number of seniors and juniors majoring in the College of Arts and Sciences. Requirements for election include outstanding academic achievement and evidence of good character. Because Loyola's chapter represents a continuing national tradition of excellence in humane learning, candidates for election must complete a minimum of ninety academic credits in the traditional liberal arts and sciences.

### BETA GAMMA SIGMA

#### **The National Honor Society for Collegiate Schools of Business**

Founded in 1913, Beta Gamma Sigma is the national honor society in the field of business administration recognized by AACSB International – The Association to Advance Collegiate Schools of Business. The objectives of Beta Gamma Sigma are to encourage and honor academic achievement and personal excellence in the study and practice of business; to promote the advancement of education in the art and science of business; and to foster integrity in the conduct of business operations.

Each fall and spring semester, the Loyola College chapter of Beta Gamma Sigma elects undergraduate and graduate students majoring in accounting or business administration to membership and recognizes them in public ceremonies. Membership in Beta Gamma Sigma is a singular honor and carries with it lifetime affiliation.

### ALPHA SIGMA NU

#### **The National Jesuit Honor Society**

Alpha Sigma Nu is the national Jesuit honor society for men and women. Students nominated by the members of the society, approved by the dean of their school and the president of the college, who have demonstrated outstanding qualities of scholarship, service, and loyalty to the college are elected to the society in junior and senior years.

### DISCIPLINE-ASSOCIATED HONOR SOCIETIES

#### Alpha Delta Sigma

The National Honor Society in Advertising Studies

#### Alpha Kappa Delta

The International Sociological Honor Society

#### Alpha Psi Omega

The Dramatic Fraternity

#### Beta Alpha Psi

The National Accounting Honor Society

#### Beta Beta Beta

National Biological Honor Society

#### Eta Sigma Phi

The National Classics Honor Society

#### Lambda Pi Eta

Official Honor Society of the National Communication Association

#### Mu Kappa Tau

National Marketing Honorary Society

#### National Honor Society

The Financial Management Association

#### NSSLHA

National Students Speech-Language-Hearing Association Honor Society

#### Omicron Delta Epsilon

The International Honor Society in Economics

#### Phi Alpha Theta

The International Honor Society in History

#### Phi Lambda Upsilon

National Honorary Chemical Society

#### Phi Sigma Iota

International Foreign Language Honor Society

#### Phi Sigma Tau

International Honor Society in Philosophy

#### Pi Delta Phi

National French Honor Society



Pi Mu Epsilon

National Honorary Mathematical Society

Pi Sigma Alpha

The National Political Science Honor Society

Psi Chi

The National Honor Society in Psychology

Sigma Delta Pi

The National Spanish Honor Society

Sigma Pi Sigma

The National Physics Honor Society

Sigma Tau Delta

The International English Honor Society

Theta Alpha Kappa

The National Honor Society for Religious Studies/Theology

Upsilon Pi Epsilon

Honor Society for the Computing Sciences

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## MEDALS AND AWARDS

### STUDENT RECOGNITION

The **Reverend Daniel J. McGuire, S.J., Alumni Association Service Award** is presented for academic excellence and outstanding service to the College and the community by a graduating senior.

The **Mary O'Meara Loyola College Athletic Club Scholar-Athlete Award** is presented to the graduating senior who has attained the highest academic average and who has earned at least three varsity letters, not necessarily in the same sport.

The **Madeleine Freimuth Memorial Award for Chemistry** (\$500) is presented to the graduating senior with a major in chemistry who shows promise of distinguished graduate study in chemistry.

The **Whelan Medal** is presented to the graduating senior with the highest academic average in all courses.

A department medal is presented to the graduating senior in each major whom the tenured and tenure-track faculty in each department consider outstanding. Departments take into account primarily the cumulative grade point average in courses required by the major. Departments may also take into account the overall grade point average, degree of difficulty of courses taken, and performance in those courses. Each department's

standards are available from the chair and posted on the departmental website.

The endowments for some of the medals listed below may stipulate other criteria for awarding the medal. In these cases, the endowment's criteria must be followed.

Lybrand Accounting Medal

Carrell Biology Medal

Business Economics Medal

McNeal Chemistry Medal

Classical Civilization Medal

P. Edward Kaltenbach Classics Medal

Communications Medal

James D. Rozics Computer Science Medal

Economics Medal

Education Medal

Engineering Science Medal

Carrell English Medal

Finance Medal

Fine Arts Medal

General Business Medal

Whiteford History Medal

International Business Medal

Management Information Systems Medal

Management Medal

Marketing Medal

Mathematical Sciences Medal

Alfons and Christine Renk Language Medal

(French, German, Spanish)

Ayd Philosophy Medal

Physics Medal

Political Science Medal

Grindall Psychology Medal

Sociology Medal

Speech-Language Pathology/Audiology Medal

Murphy Theology Medal

Writing Medal

### COMMUNITY RECOGNITION

The **Milch Award** was founded in 1979 by the Milch family. It is conferred annually on an individual or group who has contributed most significantly to the betterment of the intellectual, cultural, social or commercial life of greater Baltimore.

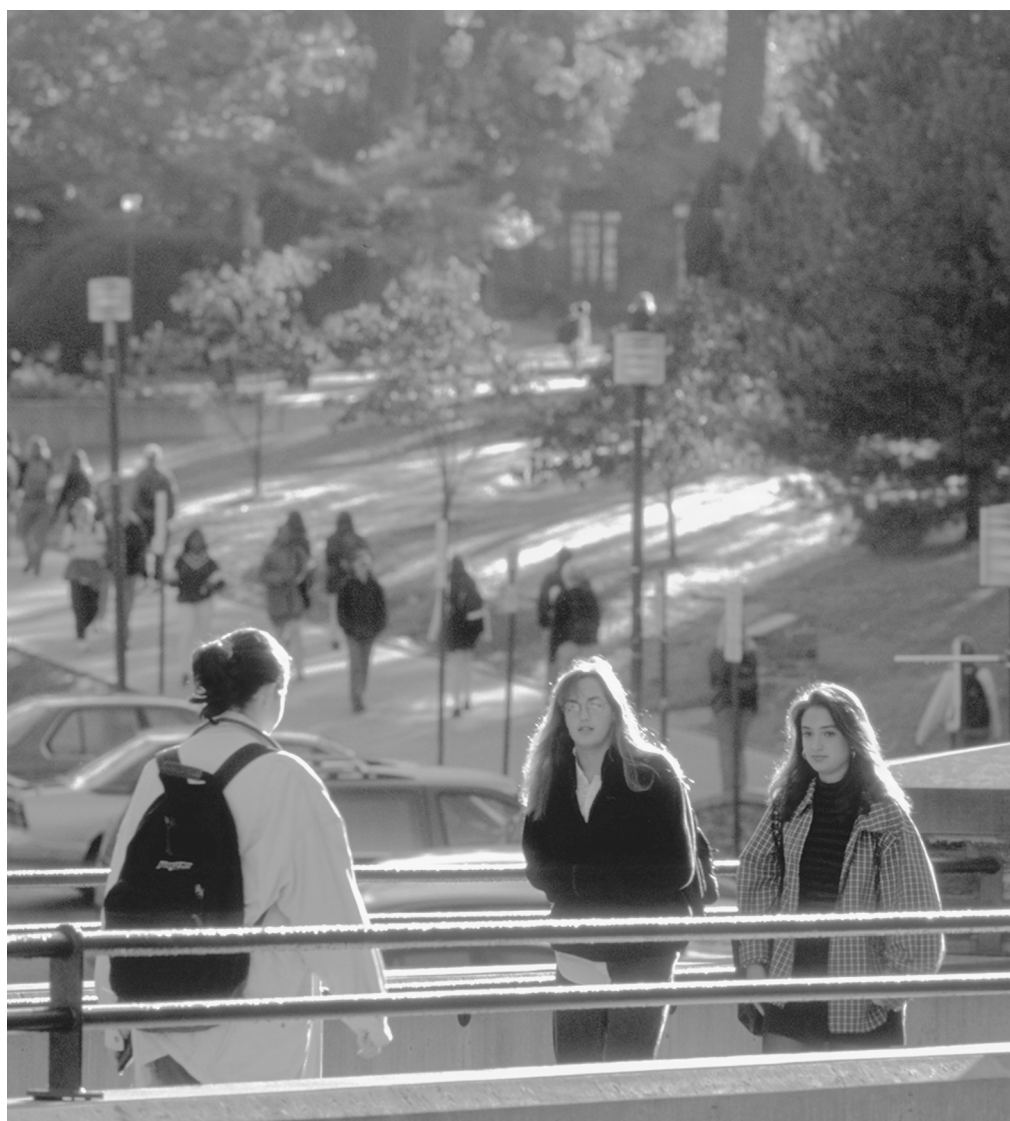
The **Carroll Medal** was established in 1939 and named in honor of Archbishop John Carroll, the founder of the See of Baltimore and the Catholic Hierarchy in America. The award is made each year

to recognize distinguished alumni for noteworthy and meritorious service on the College's behalf.

The **John Henry Newman Medal** was established in 2002 in recognition of the College's Sesquicentennial Anniversary. The medal recalls the life and work of Cardinal Newman, who delivered a series of lectures in 1852—the year of Loyola's founding—that became the foundation for his seminal work on Catholic higher education, *The Idea of the University*. The award is made at the discretion of the College's Trustees to recognize

individuals whose intellectual attainments, contributions to education, and steadfast commitment to the ideals of scholarship and service distinguish them as exemplars of Loyola's Jesuit tradition.

The **President's Medal** was established in 1950 to show appreciation and gratitude to the cherished friends and benefactors who have performed some signal service for the College's advancement and prestige, or who have demonstrated loyalty in a notable manner.



## GIFTS TO LOYOLA COLLEGE

Loyola College is deeply grateful for the gifts from alumni, parents, and friends, whose support is essential for future excellence. The College's comprehensive development program includes an annual campaign to provide operating support; capital campaigns to fund construction projects, endowment needs, and other capital programs; and planned giving programs to enhance estate management and the tax benefits of giving. Through its various development efforts, Loyola strives to provide constituent groups such as alumni, parents, friends, corporations, and foundations with opportunities to take leadership roles that have a direct and meaningful impact on the College's future.

### THE EVERGREEN FUND

The Evergreen Fund, the College's annual fund, provides critical support for Loyola's annual operating budget, ensuring that its programs continue to be of the highest quality and helping to keep tuition as affordable as possible. The Fund provides resources to meet needs that tuition does not fully fund—needs that total more than 20 percent of the College's annual budget. These include an increase in financial aid, new and upgraded technology and equipment, new faculty openings, and creative curricula like the Alpha Program and the Catholic Studies Program. Excellence in these areas enables Loyola to attract top candidates for admission into its undergraduate and graduate programs, thus preparing tomorrow's leaders today.

The phonathon campaign, alumni reunion-year campaigns, the parents' council for current and former parents, and the senior class gift program are just some of the ways by which Loyola seeks to involve donors in the Evergreen Fund. In addition, the Evergreen Fund is an integral part of Loyola's new \$80 million comprehensive capital campaign. For more information on the Evergreen Fund, please contact the Annual Fund Office at 410-617-2296.

### CAPITAL PROGRAMS

Special capital campaigns and fund-raising programs provide additional funds for endowment needs, campus construction projects, and other capital programs beyond the scope of the annual operating budget.

Loyola is in the midst of an \$80 million capital campaign, *Preparing Tomorrow: The Sesquicentennial Campaign for Loyola College in Maryland*. This campaign is the largest fund-raising effort in the history of Loyola and has for its agenda of needs a comprehensive list of priorities based on the College's recent and emerging strategic plans.

Funds raised through the generous gifts of alumni, parents, friends, corporations, and foundations will bolster the climate of learning and living at Loyola in a number of areas. Campaign funds are being sought to renovate key academic facilities including the library and to construct a new home field for Loyola's nationally ranked athletic teams. Equally as critical are the College's endowment needs, such as augmenting student scholarship endowment and establishing an endowment for faculty development. Another key component of the campaign includes providing programmatic support for Loyola's centers of excellence: the Center for Individual and Corporate Leadership, the Center for Speech and Language in Children with Down Syndrome, and the Institute for Religious and Psychological Research. In addition, the Evergreen Fund remains at the core of the campaign, as strengthening annual operating funds significantly enhances all areas of the College.

The *Preparing Tomorrow* campaign builds upon the success of the "Renewing The Promise" capital campaign, which raised \$43 million by its conclusion in 1997 and affirmed Loyola's reputation as a top regional university. By meeting the needs identified in the new campaign, Loyola seeks to secure its growing position among the nation's highest-ranked, Catholic, Jesuit colleges and universities. For more information on the *Preparing Tomorrow* campaign, please contact the Development Office at 410-617-2290.

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### THE JOHN EARLY SOCIETY

Leadership donors to the College have a unique opportunity to shape the future of Loyola through membership in The John Early Society. Membership is recognized at one of the following levels: Fellows (\$5,000 or more); Associates (\$1,000–\$4,999); Institutional Associates (Corporate gifts of \$5,000 or more); and Colleagues (\$400 or more from undergraduate alumni who have graduated within the past 10 years). This group is comprised of more than 600 donors who are the College's most generous alumni, parents, and friends. The John Early Society gathers annually for a social event and is invited to other events on campus.

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### MAKING BEQUESTS AND OTHER PLANNED GIFTS

In addition to annual and capital outright gifts, Loyola welcomes planned gifts in the form of bequests, life insurance policies, and life-income gifts such as Gift Annuities or Pooled Income Fund gifts, which allow donors to make a current gift to the College while receiving lifetime income for themselves and/or another person. Those who provide for Loyola in their gift and estate plans are recognized for their foresight and dedication through enrollment in the Jenkins Society, a giving society named for George Carroll Jenkins, one of Loyola's first and most generous benefactors.

Gifts made in the form of a bequest can accommodate a donor's wishes in ways similar to lifetime gifts. Wills can stipulate that a gift be unrestricted or designated for a specific purpose. They also can be used to establish charitable trusts to provide life income to a surviving spouse or other heirs. Bequests can be made with cash or securities, life insurance, real estate, or other property. Loyola College can be designated as the recipient of a specific dollar amount or percentage of an estate, or as the recipient of the remainder of an estate after other bequests are satisfied. The legal title of the College for the purpose of a bequest is "Loyola College in Maryland, Inc."

When making a bequest or other planned gift to the College, it is advisable to consult both legal and tax advisers as well as the Development Office. By doing so, donors are assured not only that all legal requirements will be met, but also

that their wishes as to the use of the gift will be implemented in a manner that benefits the College most effectively.

For a complimentary brochure on these topics and other charitable giving vehicles, please contact the Development Office at 410-617-2290.

# COLLEGE OF ARTS AND SCIENCES

**DEAN:** James J. Buckley, Professor of Theology

**OFFICE:** Humanities Building, Room 218

**TELEPHONE:** 410-617-2563

**ASSOCIATE DEAN:** Amanda M. Thomas,  
Professor of Psychology

**OFFICE:** Beatty Hall, Room 204

**TELEPHONE:** 410-617-5590

**ASSISTANT DEAN:** Suzanne E. Keilson, Assistant  
Professor of Engineering Science

**OFFICE:** Humanities Building, Room 220

**TELEPHONE:** 410-617-2608

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## HISTORY

Loyola has always been a liberal arts college, and the history of the College of Arts and Sciences is the history of Loyola. Arts and Sciences became a separate administrative unit of the College when the Joseph A. Sellinger, S.J., School of Business and Management was formed in the beginning of the 1980–81 academic year. Since that time, departments and programs have been administered by these separate academic divisions.

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## MISSION

As a liberal arts college, Loyola's mission is to provide undergraduates with a broad value-centered education that stresses not only critical thinking and the art of communication, but also a personal and professional integrity based on our Jewish and Christian tradition, open to other cultural experiences through the study of the humanities as well as the social and natural sciences.

The College of Arts and Sciences offers all undergraduates the foundation upon which their specialized education is built. This foundation is Loyola's core curriculum, the major focus of a student's education during their first two years. Students have the option to formally declare a major as early as the end of their second semester but may remain undeclared until the end of the third semester.

In addition to its undergraduate program, the College of Arts and Sciences offers specialized graduate programs. A graduate catalogue can be

obtained from the Office of Graduate Admission, 4501 N. Charles Street, Baltimore, MD 21210-2699, 410-617-5020.

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## LEARNING AIMS

### Master Knowledge and Skills

- Master the skills, methods, and knowledge appropriate to the discipline
- Synthesize knowledge using interdisciplinary approaches
- Acquire the tools to continue professional development and lifelong learning

### Think Critically

- Access, analyze, and evaluate information effectively
- Disseminate and communicate information effectively

### Manifest Leadership and Social Responsibility in the Workplace and Community

- Understand and value individual differences and have the skills for working effectively in a diverse and changing world
- Comprehend the ethical principles appropriate to the discipline, have the ability to identify ethical dilemmas, and understand the frameworks for selecting and defending a right course of action
- Contribute professionally and personally to the broader community.
- Consider issues of justice in making decisions

# BIOLOGY

**OFFICE:** Donnelly Science Center, Room 262

**TELEPHONE:** 410-617-2642

**FAX:** 410-617-5682

**CHAIR:** Elissa Miller Derrickson, Associate Professor

**PROFESSORS:** Henry C. Butcher IV (emeritus); Charles R. Graham, Jr. (emeritus); Donald A. Keefer

**ASSOCIATE PROFESSORS:** Elissa Miller Derrickson; Kim C. Derrickson; Neena Din; David B. Rivers; Bernadette M. Roche; Andrew J. Schoeffield

**ASSISTANT PROFESSOR:** Kirsten L. Crossgrove

**INSTRUCTOR:** E. Therese Dill, S.N.D.

**AFFILIATE FACULTY:** Theresa M.W. Biddinger; Eugene R. Meyer; Jennifer MacBeth Scrafford

The Biology Department is enthusiastic about the future and has taken a leadership role in developing an exciting, innovative curriculum.

The introductory biology courses required for the major provide an excellent foundation in the biological sciences. The upper-level curriculum allows students flexibility to explore the subdisciplines of biology in greater depth. In the upper-level curriculum, framework courses generally consist of a stronger classroom component with integrated laboratory and/or seminar exercises. Experiential courses consist of a stronger laboratory component with integrated lectures. This curricular feature is pedagogically sound when teaching the concepts and facts of modern biology and helps students to better see theory in practice, teach one another, become more active participants in their own education, and develop a greater sense of academic community. Having courses of an integrated nature helps to blur the lines between lecture and lab, between facts and application and is recommended by the Council on Undergraduate Research (CUR).

The general biology curriculum is also flexible in the major requirements. This flexibility allows students to individualize their curriculum to suit their academic and career goals. Loyola's biology curriculum helps to prepare students as academicians, for "life after Loyola," and as learners for life.

## MISSION

**The preparation of students to be independent scientific thinkers, nurturing their abilities in four areas:**

- Students need to understand the current factual content of the discipline and how to organize the large quantities of new scientific information into a meaningful framework.
- Students are taught about the process of conducting research; how to ask scientific questions; design experiments; and analyze and interpret data which they collect.
- It is important for students to become proficient in communication through verbal, written, and symbolic (mathematical) channels; to be able to read and understand a scientific article; write a paper in scientific format; discuss scientific experiments in a group; present results verbally or in poster format; and use computer packages.
- Students are exposed to the discussion of ethical issues surrounding the practice and direction of biological research.

## The fostering of student-faculty relationships:

Guiding students to a level of independent thinking requires that we foster a caring and open student-faculty relationship that encourages students to view faculty as both models and mentors. The teaching atmosphere we develop should allow students to feel comfortable in making mistakes during the process of growing from student to biologist.

## The preparation of students for life after Loyola as members of the job market or for studies in graduate or professional schools:

It is, therefore, important for our curriculum to be flexible to serve a diverse student population, and to make appropriate connections between our students' coursework and the world around them.



**MAJOR IN BIOLOGY**

A summary of the requirements for a major are as follows:

Biology: BL 121, BL 122, BL 123, BL 124, BL 125, and nine biology electives

Chemistry: CH 101/CH 105, CH 102/CH 106, CH 202 or CH 301/CH 307

Physics: PH 101/PH 191

Mathematics: MA 251 or MA 252 or MA 265

From the nine upper-level courses, students must select:

- At least one course from each Elective Category (A, B, C), listed after the typical program
- At least three framework electives
- At least three experiential electives

**BACHELOR OF SCIENCE**

Requirements for a major and an example of a typical program of courses are as follows:

**Freshman Year***Fall Term*

BL 121 Organismal Biology\*  
 BL 124 Process of Science I\*  
 CH 101 General Chemistry I\*  
 CH 105 General Chemistry Lab I\* (1 credit)  
 CM 100 Effective Writing\*\*  
 Language Core

*Spring Term*

BL 122 Ecology, Evolution, and Diversity *or*  
 BL 123 Cellular and Molecular Biology\*/\*\*  
 BL 125 Process of Science II\*  
 CH 102 General Chemistry II\*  
 CH 106 General Chemistry Lab II\* (1 credit)  
 HS 101 History of Modern Western Civilization\*\*  
 Language Core

**Sophomore Year***Fall Term*

BL 122 Ecology, Evolution, and Diversity *or*  
 BL 123 Cellular and Molecular Biology\*/\*\*  
 CH 301 Organic Chemistry I\*  
 CH 307 Organic Chemistry Lab I\* (1 credit)  
 EN 101 Understanding Literature  
 PL 201 Foundations of Philosophy  
 Fine Arts Core

*Spring Term*

PL 200-Level Philosophical Perspectives Course  
 English Core  
 Biology Framework Elective\*  
 Biology Experiential Elective\*  
 Non-Departmental Elective (CH 302/CH 308†)

**Junior Year***Fall Term*

MA 251 Calculus I *or*  
 MA 252 Calculus II *or*  
 MA 265 Biostatistics\*†  
 PH 101 Introductory Physics I\*  
 PH 191 Introductory Physics Lab I\* (1 credit)  
 TH 201 Introduction to Theology  
 Biology Framework Elective\*  
 Elective

*Spring Term*

Theology Core  
 Biology Framework Elective\*  
 Biology Experiential Elective\*  
 Non-Departmental Elective (PH 102/PH 192†)  
 Non-Departmental Elective (MA 252 *or* MA 265†)

**Senior Year***Fall Term*

Ethics Core  
 Social Science Core  
 Biology Experiential Elective\*  
 Biology Elective\*  
 Elective

*Spring Term*

History Core  
 Social Science Core  
 Biology Elective\*  
 Biology Elective\*  
 Elective

\* Required for major.

\*\* Terms may be interchanged.

- † One math course is required for the biology major. The math requirement for medical, graduate, and other professional schools is variable. Students should consult with their advisers.
- ‡ These courses are optional for the biology major, **but are required** for medical schools and some graduate and other professional schools.
1. Biology majors must successfully complete BL 121–125 before starting their junior year.
  2. The math requirement (MA 251 or MA 252 or MA 265) may be taken anytime. Most students choose the sophomore or junior years. Students who plan to take General rather than Introductory Physics should arrange to take Calculus I and II during their freshman or sophomore year.
  3. Courses from BL 105–123 may be elected in partial fulfillment of the **natural science core requirement** for the non-natural science major.

### Elective Categories

Of the nine biology electives, students must take at least one course from each category. Only two semesters of any combination of Biology or Honors Research, independent study, and internship (only one internship is allowed) may count toward the nine biology electives. Additional such courses may be taken as free electives. Students should consult their faculty advisers before selecting their electives.

#### Category A: Cellular/Molecular Biology

- BL 302 Cell Ultrastructure<sup>e</sup>
- BL 321 Recombinant DNA Technology<sup>e</sup>
- BL 341 Molecular Genetics<sup>f</sup>
- BL 356 Eukaryotic Genetics and Human Disease<sup>f</sup>
- BL 410 Mechanisms of Development<sup>e</sup>
- BL 411 Developmental Biology<sup>f</sup>
- BL 431 Biochemistry<sup>f</sup>
- BL 432 Topics in Biochemistry<sup>f</sup>
- BL 434 Techniques in Biochemistry<sup>e</sup>
- BL 461 Immunology<sup>f</sup>

#### Category B: Organismal Biology

- BL 260 Vertebrate Morphology<sup>e</sup> and
- BL 262 Vertebrate Morphology Lab<sup>e</sup>
- BL 280 General Genetics<sup>e</sup>
- BL 308 Parasitology<sup>f</sup>
- BL 310 Botany<sup>f</sup>
- BL 316 Comparative Physiology<sup>f</sup>
- BL 319 Physiological Research Methods<sup>e</sup>
- BL 332 Microbiology<sup>e</sup>
- BL 334 Microbiology Lab<sup>e</sup>
- BL 335 Microbiology and Lab<sup>e</sup>
- BL 361 Experimental Plant Physiology<sup>e</sup>
- BL 382 Biomechanics of Sports and Exercise<sup>f</sup>
- BL 401 Endocrinology<sup>f</sup>
- BL 403 Neurobiology<sup>f</sup>
- BL 420 Histology<sup>e</sup>
- BL 452 General and Human Physiology<sup>f</sup>

#### Category C: Population Biology

- BL 222 Aquatic Biology<sup>e</sup>
- BL 230 Avian Biology<sup>e</sup>
- BL 241 Invertebrate Zoology<sup>e</sup>
- BL 250 General Entomology<sup>e</sup>
- BL 270 Ecology<sup>f</sup>
- BL 299 Exploring Ecosystems: Special Topics<sup>e</sup>
- BL 305 Plant Ecology<sup>f</sup>
- BL 346 Plant-Animal Interactions<sup>f</sup>
- BL 350 Biology of Mammals<sup>f</sup>
- BL 371 Research in Animal Behavior<sup>e</sup>
- BL 380 Experimental Field Ecology<sup>e</sup>
- BL 390 Conservation Biology<sup>f</sup>
- BL 435 Evolution<sup>f</sup>

#### Other Courses: (do not satisfy distribution requirement)

- BL 324 Substance Abuse and Its Effects in Adolescence
- BL 470 Seminar: Special Topics in Organismal Biology
- BL 471 Seminar: Special Topics in Ecology, Evolution, and Diversity
- BL 472 Seminar: Special Topics in Cellular and Molecular Biology
- BL 481 Biology Research I
- BL 482 Biology Research II<sup>e</sup> (3 credits)
- BL 491 Honors Biology Research I
- BL 492 Honors Biology Research II<sup>e</sup>

<sup>e</sup> Experiential course

<sup>f</sup> Framework course

**CONCENTRATION IN CELLULAR AND MOLECULAR BIOLOGY**

Within the general biology program, students may choose to focus on the cellular and molecular aspects of biology by applying for admission into this concentration. In addition to BL 121–125, General Chemistry I and II, Organic Chemistry I and II, Introductory Physics I, Calculus I or Calculus II or Biostatistics, students fulfill the general requirements for a biology major through ten additional biology courses (one more than required for the major without a concentration). For the concentration, these courses must include:

- BL 302 Cell Ultrastructure
- BL 321 Recombinant DNA Technology
- BL 341 Molecular Genetics
- BL 356 Eukaryotic Genetics and Human Disease
- BL 431 Biochemistry
- BL 472 Seminar in Biology: Special Topics in Cellular and Molecular Biology
- BL 481/BL 482 Biology Research (one semester required; two preferred) *or*
- BL 491/BL 492 Honors Biology Research (one semester required; two preferred)

Plus one of the following:

- BL 308 Parasitology
- BL 332 Microbiology
- BL 361 Experimental Plant Physiology
- BL 410 Mechanisms of Development
- BL 411 Developmental Biology
- BL 432 Topics in Biochemistry
- BL 434 Techniques in Biochemistry
- BL 461 Immunology
- CH 311 Physical Chemistry

Plus two biology electives: at least one course (200-level or higher) must be taken from each of Elective Categories B and C.

**CONCENTRATION IN ECOLOGY AND EVOLUTIONARY BIOLOGY**

Within the general biology program, students may choose to focus on the ecological and evolutionary aspects of biology by applying for admission into this concentration. In addition to

BL 121–125, General Chemistry I and II, Organic Chemistry I, Introductory Physics I, Calculus I or Calculus II or Biostatistics, students fulfill the general requirements for a biology major through ten additional biology courses (one more than required for the major without a concentration). For the concentration, these courses must include:

- BL 270 Ecology *or*
- BL 305 Plant Ecology
- BL 435 Evolution
- BL 471 Seminar in Biology: Special Topics in Ecology, Evolution, and Diversity
- BL 481/BL 482 Biology Research (one semester required; two preferred) *or*
- BL 491/BL 492 Honors Biology Research (one semester required; two preferred) *or*

An approved internship

Three additional Category C Electives

One Category A Elective

One Category B Elective

One Biology Elective

Students must select at least three framework biology electives and at least three experiential biology electives. Please consult the concentration adviser when selecting courses in Elective Categories A and B.

**INTERDISCIPLINARY MAJOR IN BIOLOGY/CHEMISTRY**

The boundary separating biology and chemistry has blurred in recent years as chemical principles are increasingly used to characterize biological processes. Jointly offered by the Biology and Chemistry Departments, this interdisciplinary major provides students with a thorough understanding of the life sciences from a molecular point of view. The curriculum offers students excellent preparation for careers in medicine and other health-related professions, as well as for careers in science related areas such as the biotechnology industry. It is also an excellent foundation for graduate studies in biochemistry, molecular, or cell biology.

Students should declare this major by the end of their freshman year. Within this major, students may choose to concentrate in the area of biochemistry or in the area of molecular biology,

and should make their choice by the end of sophomore year.

### BACHELOR OF SCIENCE

Requirements for a major and an example of a **typical** program of courses are as follows:

#### Freshman Year

##### Fall Term

BL 121 Organismal Biology\*  
 BL 124 Process of Science I\*  
 CH 101 General Chemistry I\*  
 CH 105 General Chemistry Lab I\* (1 credit)  
 CM 100 Effective Writing\*\*  
 Language Core

##### Spring Term

BL 123 Cellular and Molecular Biology\*  
 BL 125 Process of Science II\*  
 CH 102 General Chemistry II\*  
 CH 106 General Chemistry Lab II\* (1 credit)  
 HS 101 History of Modern Western  
 Civilization\*\*  
 Language Core

### CONCENTRATION IN BIOCHEMISTRY

A summary of the requirements for the major with a concentration in biochemistry are as follows:

Biology: BL 121, BL 123, BL 124, BL 125, BL 341,  
 BL 431, BL 432, BL 434, one biology elective

Chemistry: CH 101/CH 105, CH 102/CH 106,  
 CH 301/CH 307, CH 302/CH 308, CH 311/  
 CH 315, one chemistry elective

Mathematics: MA 251, MA 252

Physics: PH 201/PH 291, PH 202/PH 292

Elective: One biology/chemistry elective

### Sophomore Year

#### Fall Term

CH 301 Organic Chemistry I\*  
 CH 307 Organic Chemistry Lab I\* (1 credit)  
 EN 101 Understanding Literature  
 MA 251 Calculus I\*  
 PL 201 Foundations of Philosophy  
 Biology Elective\*†

#### Spring Term

BL 341 Molecular Genetics\*  
 CH 302 Organic Chemistry II\*  
 CH 308 Organic Chemistry Lab II\* (1 credit)  
 MA 252 Calculus II\*  
 PL 200-Level Philosophical Perspectives Course  
 English Core

### Junior Year

#### Fall Term

BL 431/CH 431 Biochemistry\*  
 PH 201 General Physics I\*  
 PH 291 General Physics Lab I\* (1 credit)  
 TH 201 Introduction to Theology  
 Fine Arts Core  
 Non-Departmental Elective

#### Spring Term

BL 434/CH 434 Techniques in Biochemistry\*  
 PH 202 General Physics II\*  
 PH 292 General Physics Lab II\* (1 credit)  
 Theology Core  
 Non-Departmental Elective  
 Non-Departmental Elective

### Senior Year

#### Fall Term

CH 311 Physical Chemistry I\*  
 CH 315 Physical Chemistry Lab I\* (1 credit)  
 Ethics Core  
 Social Science Core  
 Biology/Chemistry Elective\*†/‡  
 Elective†

#### Spring Term

BL 432/CH 432 Topics in Biochemistry\*  
 History Core  
 Social Science Core  
 Chemistry Elective\*†  
 Elective†

\* Required for major.

\*\* Terms may be interchanged.

† Students are strongly encouraged to gain laboratory research experience and should consider enrolling in research courses (BL 481/BL 482 or BL 491/BL 492 or CH 420). Three credits of research may be used to fulfill one course for the interdisciplinary major. Further research credits will count as free electives. Students should consult with their adviser when selecting these electives.

‡ Choose from CH 201, CH 310, CH 312/CH 316, CH 410/CH 411 for chemistry electives and BL 200-level or higher for biology electives (see restrictions on research courses).

#### CONCENTRATION IN MOLECULAR BIOLOGY

A summary of the requirements for the major with a concentration in molecular biology are as follows:

Biology: BL 121, BL 123, BL 124, BL 125, BL 321, BL 332, BL 341, BL 431, BL 432 or BL 434, one biology elective

Chemistry: CH 101/CH 105, CH 102/CH 106, CH 301/CH 307, CH 302/CH 308, CH 311/CH 315

Mathematics: MA 251, MA 252

Physics: PH 201/PH 291, PH 202/PH 292

Elective: One biology/chemistry elective

Requirements for a major and an example of a typical program of courses are as follows:

#### Sophomore Year

##### Fall Term

BL 332 Microbiology\*  
 CH 301 Organic Chemistry I\*  
 CH 307 Organic Chemistry Lab I\* (1 credit)  
 EN 101 Understanding Literature  
 MA 251 Calculus I\*  
 PL 201 Foundations of Philosophy

##### Spring Term

BL 321 Recombinant DNA Technology\*  
 CH 302 Organic Chemistry II\*  
 CH 308 Organic Chemistry Lab II\* (1 credit)  
 MA 252 Calculus II\*

PL 200-Level Philosophical Perspectives Course  
 English Core

#### Junior Year

##### Fall Term

BL 431/CH 431 Biochemistry\*  
 PH 201 General Physics I\*  
 PH 291 General Physics Lab I\* (1 credit)  
 TH 201 Introduction to Theology  
 Fine Arts Core  
 Non-Departmental Elective

##### Spring Term

BL 341 Molecular Genetics\*  
 PH 202 General Physics II\*  
 PH 292 General Physics Lab II\* (1 credit)  
 Theology Core  
 Non-Departmental Elective  
 Non-Departmental Elective

#### Senior Year

##### Fall Term

CH 311 Physical Chemistry I\*  
 CH 315 Physical Chemistry Lab I\* (1 credit)  
 Ethics Core  
 Social Science Core  
 Biology Elective\*†/‡  
 Elective†

##### Spring Term

BL 432/CH 432 Topics in Biochemistry or  
 BL 434/CH 434 Techniques in Biochemistry\*  
 History Core  
 Social Science Core  
 Biology/Chemistry Elective\*†/‡  
 Elective†

\* Required for major.

\*\* Terms may be interchanged.

† Students are strongly encouraged to gain laboratory research experience and should consider enrolling in research courses (BL 481/BL 482 or BL 491/BL 492 or CH 420). Three credits of research may be used to fulfill one course for the interdisciplinary major. Further research credits will count as free electives. Students should consult with their adviser when selecting these electives.

‡ Choose from CH 201, CH 310, CH 312/CH 316, CH 410/CH 411 for chemistry electives and

BL 200-level or higher for biology electives (see restrictions on research courses).

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#### OTHER INTERDISCIPLINARY MAJORS

Interdisciplinary majors allow students to combine interests in two different disciplines. This enables students to individualize their curriculum and helps to prepare them for our interdisciplinary world. Disciplines combined with biology in this way include communications, computer science, mathematical sciences, philosophy, political science, and psychology. It is possible, however, to combine biology with many other disciplines.

The general biology requirements for an interdisciplinary major (unless specified by targeted programs) are as follows:

- BL 121, BL 122, BL 123, BL 124
- Five biology electives (200-level or higher); BL 125 may be substituted for one of these electives
- Two courses from either chemistry, physics, mathematical sciences, or computer science

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#### MINOR IN BIOLOGY

- BL 121, BL 122, BL 123, BL 124, BL 125
- Two biology electives (200-level or higher)

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#### MINOR IN NATURAL SCIENCES

- BL 121, BL 123, BL 124
- BL 122 or BL 125 or biology elective (200-level or higher)
- CH 101/CH 105, CH 102/CH 106
- CH 301/CH 307, CH 302/CH 308
- MA 251 or MA 252 or MA 265
- PH 101/PH 191, PH 102/PH 192
- One biology elective (200-level or higher)

Students interested in pre-health programs can take this minor along with a non-science major and thereby satisfy the necessary course requirements for most health professional schools. The math requirement for health professional schools is variable. Please consult with the pre-health adviser about the math requirement.

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#### COURSE DESCRIPTIONS

##### BL 105 Introduction to Anatomy and Physiology (4.00 cr.)

*Corequisite:* BL 108. A lecture and laboratory course designed for psychology majors. For the function of each human organ system, interactions with the central nervous system are noted. *Satisfies the natural science core requirement.*

##### BL 106 Science of Life (4.00 cr.)

*Prerequisite:* PH 110. Restricted to elementary education majors. A lecture and laboratory course that investigates life's activities from the molecular to the ecosystem level. Explores aspects of human biology, ecology, molecular biology, and diversity. Written assignments and laboratory activities supplement text and lecture material. *Satisfies the natural science core requirement.*

##### BL 107 Life on the Edge (3.00 cr.)

Biology is the study of life. Perhaps the most fascinating examples of adaptations for life occur in extreme environments such as salt marshes, deep ocean vents, hot springs, and arctic tundra. Students examine a wide diversity of organisms "living on the edge" in extreme environments to investigate the pivotal relationship between structure and function. *Satisfies the natural science core requirement.*

##### BL 109 Modern Marvels of Biotechnology (3.00 cr.)

Biotechnology is an exploding, ever-changing field. This course explores current techniques in biotechnology, the impact of this technology on human life, and the ethics of this new science. Topics may include recombinant DNA; medical forensic science; genetic engineering; and medical research for the advancement of understanding of human disease and conditions. *Some lab work may be required. Satisfies the natural science core requirement.*

##### BL 111 Environmental Biology (3.00 cr.)

Designed for the non-biology major to explore current environmental issues at both the local and global levels. Topics include ecosystem structure, endangered species and habitats, global climate change, ozone depletion, environmental ethics, and preservation efforts. *Satisfies the natural science core requirement.*

##### BL 113 Human Biology (3.00 cr.)

An introduction to the biology of humans. Topics include anatomy, physiology, evolution, and ecology with emphasis on the physiology of human organ sys-



tems. *Four to five laboratory sessions. Closed to students who have taken BL 105 or BL 121. Satisfies the natural science core requirement.*

**BL 114 Biology: A Human Approach (3.00 cr.)**

Designed for the non-biology major to explore selected topics of the biology of humans. Topics include testing ideas about the transmission of communicable diseases; how human activities change the animal vectors of communicable diseases; and that human efforts to obtain food change the rest of nature. Students explore analysis with multiple working hypotheses. The course ends with an exploration of birth. *Four to five laboratory sessions. Satisfies the natural science core requirement.*

**BL 115 The Evolution of Life (3.00 cr.)**

Designed for the non-biology major to survey the evolution of life from its origins to the present. Topics include Darwinian theory, the origin of life, taxonomy, mass extinction, and human evolution. *Satisfies the natural science core requirement. (Lecture only)*

**BL 121 Organismal Biology (3.00 cr.)**

An examination of the relationship between structure and function of cells, tissues, and organ systems in eukaryotic organisms. Uses a comparative approach to examine how organisms solve various problems including nutrition, hormonal and neural communication in the internal environment, reproduction and development, and transport of materials. Designed to introduce students to the process of scientific thinking as well as principles of organismal biology. *Required for biology majors. Satisfies the science core requirement for non-science majors.*

**BL 122 Ecology, Evolution, and Diversity (3.00 cr.)**

An examination of the processes which produce the diversity of organisms on our planet. Topics include the biotic and abiotic factors which determine the distribution and abundance of species and evolutionary processes which lead to adaptation, speciation, and extinction. Also examines conservation of the diversity of life by studying the interaction between humans and other organisms. *Required for biology majors. Satisfies the science core requirement for non-science majors.*

**BL 123 Cellular and Molecular Biology (3.00 cr.)**

An examination of the cellular basis of life, specifically how cell structure determines cell function, thereby enabling cells to adapt to their environment. Topics include metabolism, energy conservation, central dogma, gene regulation, cell reproduction, and the

cell in its social context. *Required for biology majors. Satisfies the science core requirement for non-science majors.*

**BL 124 Process of Science I (1–3.00 cr.)**

Part one of a two-semester course introducing students to the processes of investigative biology and scientific writing. First semester investigations focus on developing observational and questioning skills, while the second semester focuses on student-designed investigative projects. Data collection, computer-aided analyses, and communication skills are emphasized throughout the year. *Not designated to accompany any particular lecture course. Required for biology majors.*

**BL 125 Process of Science II (1–3.00 cr.)**

*Prerequisite: BL 124.* A continuation of BL 124. *Required for biology majors.*

**BL 190 Seminar in Life Sciences**

**Volunteerism (2.00 cr.)**

Students perform volunteer service a minimum of four hours per week for 15 weeks and attend weekly one-hour seminars throughout the semester. Students prepare a written report on their experiences for distribution to all class members the week prior to the session in which they serve as facilitator. *Cannot be used as a biology elective. Limited enrollment.*

**BL 222 Aquatic Biology (4.00 cr.)**

*Prerequisite: BL 122, BL 125.* A study of physical, chemical and biological interrelationships in aquatic environments including freshwater, estuarine, and marine systems. Field trips to various aquatic habitats including streams, reservoirs, and the Chesapeake Bay supplemented by laboratory analyses of collections and water samples and museum and aquarium excursions.

**BL 230 Avian Biology (3.00 cr.)**

*Prerequisite: BL 121, BL 122.* An introduction to the study of birds, their evolutionary origins, diversity, special adaptations, life histories, social behavior, and ecology. Occasional field trips and a weekend camping trip provide opportunities to learn to identify local bird species.

**BL 241 Invertebrate Zoology (3.00 cr.)**

*Prerequisite: BL 121, BL 124. Recommended Prerequisite: BL 122.* An introduction to all aspects of invertebrate biology implementing methods for studying reproductive behavior, food collection, seasonal adaptations, carrion ecology, host-parasite relationships, and associative learning. Field trips for collection of common invertebrates are required.

**BL 250 General Entomology (4.00 cr.)**

*Prerequisite:* BL 121, BL 124. *Recommended Prerequisite:* BL 122. An introduction to the insect world emphasizing insect life histories, structure, behavior, physiology, and ecology. Consideration is given to adaptations for interacting with plants, animals, and man.

**BL 260 Vertebrate Morphology (3.00 cr.)**

*Prerequisite:* BL 121, BL 124. *Corequisite:* BL 262. An integrated approach to the developmental, microscopic and macroscopic anatomy of the vertebrates.

**BL 262 Vertebrate Morphology Lab (2.00 cr.)**

*Corequisite:* BL 260. An introduction to descriptive embryology followed by regional dissections of the cat.

**BL 270 Ecology (3.00 cr.)**

*Prerequisite:* BL 122. An introduction to the principles of ecology stressing interaction between organisms and their environment at the levels of the individual, population, community, and the ecosystem. These principles are then applied to current environmental and conservation problems and issues.

**BL 280 General Genetics (3.00 cr.)**

*Prerequisite:* BL 121, BL 125. An introductory course in genetics with lab exercises using plants, drosophila, and humans to reinforce the principles of classical, molecular, and population genetics.

**BL 298 Ecosystems Ecology (3.00 cr.)**

An introduction to ecosystem ecology, and a detailed examination of one ecosystem. Readings and library research provide the background to appreciate the intricate workings of the ecosystem and to design a research proposal. Ecosystems studied will vary from year to year but may include the Amazon River system, tropical forests in Panama, Chesapeake Bay, barrier islands, coral reef, rocky intertidal, alpine, desert, and Florida Everglades. *An option for students who wish to take BL 299 without the field component.*

**BL 299 Exploring Ecosystems: Special Topics (5.00 cr.)**

*Prerequisite:* Sophomore standing or above and written permission of the instructor. An introduction to ecosystem ecology, including a detailed examination of one ecosystem. Readings and library research provide the background to appreciate the intricate workings of the ecosystem and, if applicable, to design experiments. Students travel to the ecosystem to experience what they have learned and, if appropriate, conduct experiments. Ecosystems studied will vary from year to year but may

include the Amazon River system, tropical forests in Panama, Chesapeake Bay, barrier islands, coral reef, rocky intertidal, alpine, and Florida Everglades. Students maintain a journal during the trip, conduct a seminar, write a research proposal, conduct their experiment, and write up their results. *Seniors taking this course will not graduate until September. An additional fee is required.*

**BL 302 Cell Ultrastructure (3.00 cr.)**

*Prerequisite:* BL 121, BL 123, BL 125. A look at the role that various organelles play in cells which are the functional basis of all life. Structure and function are examined both in lecture and through use of transmission and scanning electron microscope.

**BL 305 Plant Ecology (3.00 cr.)**

*Prerequisite:* BL 122. General principles of ecology are used to study the relationship of plants to physical and biological factors. Topics include the role of microclimate, soil characteristics, and competition in determining plant distribution. Also investigates plant reproductive strategies, pollination biology, herbivory, and chemical defenses.

**BL 308 Parasitology (3.00 cr.)**

*Prerequisite:* BL 121, BL 123. Morphology, life cycles, and host/parasite interactions of representative protozoan, arthropod, and helminth parasites are explored. Parasites of both animals and plants are discussed with particular attention to disease-causing parasites.

**BL 310 Botany (3.00 cr.)**

*Prerequisite:* BL 121. The cell biology, anatomy, physiology, diversity, and economic importance of plants with emphasis on practical applications in pharmacology, horticulture, and the environment.

**BL 316 Comparative Physiology (3.00 cr.)**

*Prerequisite:* BL 121, BL 123, BL 125. *Recommended Prerequisite:* CH 301. A comprehensive introduction to the similarities and differences in the functional processes of animals at selected levels in phylogeny. Emphasizes the adaptive significance of life processes that have evolved as a consequence of an ever-changing environment.

**BL 319 Physiological Research Methods (3.00 cr.)**

*Prerequisite:* BL 125. Students participate in faculty research while learning modern research techniques used to study physiological processes and mechanisms including cell culture, protein electrophoresis, immunoblots, fluorescent imaging, and extracellular recording.

**BL 321 Recombinant DNA Technology (3.00 cr.)**

*Prerequisite:* BL 123, BL 125. An introduction to recombinant DNA techniques including the use of restriction enzymes to construct DNA maps and for molecular cloning; amplification of DNA using PCR; detection of gene expression using protein gels and Western blotting techniques; and use of the yeast two hybrid system to detect protein-protein interactions.

**BL 324 Substance Abuse and Its Effects in Adolescence (3.00 cr.)**

*Prerequisite:* Restricted to junior and senior majors. An interdisciplinary service learning course that addresses the biology and psychology of drug abuse and addiction among adolescents. Trains students (in teams of three) to teach a seven-hour unit on different drugs and their effects to middle school classes in Baltimore City. Sexual behaviors in the context of alcohol and other drug use are also addressed. *Same course as ED 324.*

**BL 332 Microbiology (3.00 cr.)**

*Prerequisite:* BL 121, BL 123. *Corequisite:* BL 334. An introduction to the fascinating world of microorganisms. Topics for discussion range from the discovery of microbes to their diversity, the role they play in the environment, the diseases they cause, and their control and prevention. While the emphasis is on the characteristics of bacteria, students also examine eukaryotic microorganisms and have the opportunity to carry out basic microbiological techniques.

**BL 334 Microbiology Lab (1.00 cr.)**

*Corequisite:* BL 332. An introduction to the cultivation, identification, and manipulation of microorganisms. Experiments may incorporate the use of bacteria, fungi, and viruses as well as the procedure of sterile technique.

**BL 335 Microbiology and Lab (3.00 cr.)**

*Prerequisite:* BL 121, BL 123, BL 124. An integrated version of BL 332 and BL 334.

**BL 341 Molecular Genetics (3.00 cr.)**

*Prerequisite:* BL 123, BL 125. Students are introduced to the basic principles of molecular genetics and work toward how studies in molecular genetics have advanced fields such as genetic engineering. Topics include structure and function of nucleic acids and proteins; gene expression and regulation in prokaryotic and eukaryotic organisms; and the nature of mutations and cancer. Examines some of the genetic tools used to analyze genes.

**BL 346 Plant-Animal Interactions (3.00 cr.)**

*Prerequisite:* BL 122. Interactions between plants and animals may strongly influence their evolution and ecology. Students explore the predominant interactions between plants and animals (e.g., pollination, herbivory, seed dispersal). The ecological conditions that favor certain types of interactions and the (co)evolution of interactions are emphasized.

**BL 350 Biology of Mammals (3.00 cr.)**

*Prerequisite:* BL 121, BL 122. Examines the diversity found within the class Mammalia to gain an understanding of the evolution, physiology, and ecology of these animals. Includes an examination of the conservation problems of this group.

**BL 356 Eukaryotic Genetics and Human Disease (3.00 cr.)**

*Prerequisite:* BL 122, BL 123. Human genetic diseases are used to illustrate concepts of classical and molecular eukaryotic genetics. The importance of studying genetic model organisms is emphasized in understanding human genetics and disease.

**BL 361 Experimental Plant Physiology (3.00 cr.)**

*Prerequisite:* BL 121, BL 123, BL 125. Techniques and instruments physiologists use to study plant function. Activities include tissue culture, gas chromatography-mass spectrometry, radioisotope tracers, tissue printing, and bioassays.

**BL 371 Research in Animal Behavior (3.00 cr.)**

*Prerequisite:* BL 121, BL 122, BL 124, BL 125. An introduction to selected topics in the field of animal behavior used to explain the behavior of individuals and social groups. Students develop observational skills, the ability to quantify behavior, design behavioral experiments, and statistically analyze results through laboratory exercises, field trips, and a semester-long independent research project.

**BL 380 Experimental Field Ecology (3.00 cr.)**

*Prerequisite:* BL 122, BL 125. An introduction to selected topics in the field of ecology. Students learn how to design experiments, employ appropriate research techniques to address the selected topics, and analyze results through laboratory exercises, field trips, and a multi-week guided research project. *One weekend field trip is required. (Fall only)*

**BL 382 Biomechanics of Sports and Exercise (3.00 cr.)**

*Prerequisite:* BL 121, PH 101. A study of the applications of classical mechanics to biological problems, particularly human movement. This includes internal biomechanics which is concerned with the structural functioning of the human musculoskeletal system, as well as external biomechanics which focuses on external forces and their effects on the body and its movement. This study leads into a discussion of the biomechanics of sport and exercise. *Same course as PH 382.*

**BL 390 Conservation Biology (3.00 cr.)**

*Prerequisite:* BL 121, BL 122. A comprehensive survey of current practices and theoretical background in conservation biology. Students examine local and global threats to biological diversity; the value of biological diversity; conservation strategies including the design and management of protected areas, captive breeding of endangered species, and reintroduction programs; and ethical and moral responsibilities of our society as it interacts with nature and other nations.

**BL 401 Endocrinology (3.00 cr.)**

*Prerequisite:* BL 121, BL 123, BL 125. An integrated examination of the mammalian endocrine system with emphasis on humans. How do hormones operate at the molecular level? How do sex hormones influence fetal development to produce male or female brains? Why are some environmental pollutants disrupting reproductive cycles? How do some hormones alter behavior? What diseases result from endocrine malfunction? Laboratory work includes neuroanatomy and the gross anatomy and histology of the endocrine and reproductive systems, as well as live animal surgery, radioimmunoassay, and individual research projects.

**BL 403 Neurobiology (3.00 cr.)**

*Prerequisite:* BL 121, BL 123, BL 125. An integrated examination of the mammalian nervous system with emphasis on the human brain. A review of basic neuroanatomy and neurophysiology, including a study of brain slices and histological preparations. Students conduct in-depth exploration of specific topics of neurobiology including cerebral blood supply, memory and learning, neurological sex differences, neuropharmacology, aging, neuroendocrinology, and sensory and motor neuropathologies.

**BL 410 Mechanisms of Development (4.00 cr.)**

*Prerequisite:* BL 121, BL 123, BL 125. An integrated study of patterns of development from fertilization through organ formation. Topics include descriptive embryol-

ogy, mechanisms of cellular differentiation, cellular interactions, metamorphosis and sex determination.

**BL 411 Developmental Biology (3.00 cr.)**

*Prerequisite:* BL 121, BL 123, BL 125. A framework course which compliments topics covered in BL 410.

**BL 420 Histology (3.00 cr.)**

*Prerequisite:* BL 121, BL 123, BL 125. The microscopic anatomy and physiology of mammalian tissues and organs.

**BL 431 Biochemistry (3.00 cr.)**

*Prerequisite:* BL 121, BL 123, CH 302, CH 308. General principles of biochemistry including studies of the macromolecules (carbohydrates, lipids, proteins and nucleic acids), enzyme kinetics and reaction mechanisms, and intermediary metabolism. *Same course as CH 431.*

**BL 432 Topics in Biochemistry (3.00 cr.)**

*Prerequisite:* BL 431. An examination of select topics in biochemistry, focusing on how life processes are regulated by the interactions between molecules. Topics vary and may include protein structure and function; protein-DNA interactions; signal transduction cascades; enzyme reaction mechanisms; the cytoskeleton; protein synthesis; and cellular secretion. Students lead discussions and/or make oral presentations. *Same course as CH 432.*

**BL 434 Techniques in Biochemistry (3.00 cr.)**

*Prerequisite:* BL 125, BL 431. An introduction to modern experimental biochemistry focusing on techniques for the purification, characterization, and analysis of proteins. *Same course as CH 434.*

**BL 435 Evolution (3.00 cr.)**

*Prerequisite:* BL 121, BL 122, BL 123. An examination of the evidence for Darwin's theory of evolution by natural selection. Students study the details of the process of evolution from several perspectives including population genetics, evolutionary ecology and macroevolution. Topics include genome evolution, adaptation, speciation, and extinction. (*Lecture/Field Trips*)

**BL 440 Special Topics in Biology (3.00 cr.)**

*Prerequisite:* BL 121, BL 122, BL 123, BL 124, BL 125. Special topics in biology of interest to the instructor. Topics vary from semester to semester. *May be repeated for credit with different topics.*

**BL 452 General and Human Physiology (3.00 cr.)**

*Prerequisite:* BL 121, BL 123, BL 125. *Prerequisites can be waived with the written permission of the instructor.* General physiological phenomena with an emphasis on bioelectricity are studied for the first through fourth weeks. The remainder of the semester is devoted to studies on selected human and vertebrate organ systems. Direct measurements and computer simulations of functioning organ systems are demonstrated when appropriate.

**BL 461 Immunology (3.00 cr.)**

*Prerequisite:* BL 121, BL 123, BL 125. The biology of the immune system; structural, functional, and applied aspects of cellular and humoral immune mechanisms in the vertebrates.

**BL 470 Seminar: Special Topics in Organismal Biology (3.00 cr.)**

*Prerequisite:* BL 121, BL 122, BL 123, BL 124, BL 125, one Category B biology elective or written permission of the instructor, one additional biology course, and junior/senior standing. An examination of current topics and areas in organismal biology with an emphasis on primary literature. Students lead group discussions and/or make oral presentations. *May be repeated for credit with different topics.*

**BL 471 Seminar: Special Topics in Ecology, Evolution, and Diversity (3.00 cr.)**

*Prerequisite:* BL 121, BL 122, BL 123, BL 124, BL 125, one Category C biology elective or written permission of the instructor, one additional biology course, and junior/senior standing. An examination of current topics in ecology, evolution, and diversity with an emphasis on primary literature. Students lead group discussions and/or make oral presentations. *May be repeated for credit with different topics.*

**BL 472 Seminar: Special Topics in Cellular and Molecular Biology (3.00 cr.)**

*Prerequisite:* BL 121, BL 122, BL 123, BL 124, BL 125, one Category A biology elective or written permission of the instructor, one additional biology course, and junior/senior standing. An examination of current topics in cell and molecular biology with an emphasis on primary literature. Students lead group discussions and/or make oral presentations. *May be repeated for credit with different topics.*

**BL 481 Biology Research I (1–3.00 cr.)**

*Prerequisite:* Written permission of a sponsoring faculty member. Requires a preliminary paper outlining the nature and scope of the problem, the experimental proce-

dures, and associated literature. Also requires progress reports and a final research paper. *May be repeated for credit.*

**BL 482 Biology Research II (1–3.00 cr.)**

*Prerequisite:* Written permission of a sponsoring faculty member. A continuation of BL 481. *May be repeated for credit.*

**BL 491 Honors Biology Research I (3.00 cr.)**

*Prerequisite:* Students must apply for this course and receive written permission of a sponsoring faculty member. Requires a preliminary paper outlining the nature and scope of the problem, the experimental procedures, and associated literature. Also requires progress reports, a final research paper, and presentation of research findings.

**BL 492 Honors Biology Research II (3.00 cr.)**

*Prerequisite:* BL 491. Students must apply for this course and receive written permission of a sponsoring faculty member. A continuation of BL 491.

# CHEMISTRY

**OFFICE:** Knott Hall, Room 306

**TELEPHONE:** 410-617-2328

**CHAIR:** Timothy J. McNeese, Professor

**PROFESSORS:** Timothy J. McNeese; Melvin P. Miller (emeritus); David F. Roswell; Norbert M. Zaczek (emeritus)

**ASSOCIATE PROFESSORS:** Brian K. Barr; Francis J. McGuire (emeritus); Kimberly G. Olsen; Daniel M. Perrine

**ASSISTANT PROFESSORS:** Danielle M. Brabazon; Elaine M. Shea

**AFFILIATE FACULTY:** James F. Salmon, S.J.

Students who complete all required courses in the program receive a Bachelor of Science certified by the American Chemical Society (ACS). Students planning to attend dental or medical school should take at least a minimum of BL 121 and BL 123 as elective courses. For students interested in graduate studies, MA 304 and MA 351 are recommended as elective courses. A biochemistry concentration within the Interdisciplinary Major in Biology/Chemistry is available to students planning careers in biochemistry. This concentration also provides students with a foundation for graduate studies in biochemistry, molecular, or cell biology. A chemistry minor is also available. CH 110, CH 111, CH 112, and GL 110 may be elected in partial fulfillment of the natural science core requirement for the non-natural science major.

## MAJOR IN CHEMISTRY

### BACHELOR OF SCIENCE

Requirements for a major and an example of a typical program of courses are as follows:

#### Freshman Year

##### *Fall Term*

CH 101 General Chemistry I\*  
CH 105 General Chemistry Lab I\* (1 credit)  
CM 100 Effective Writing\*\*  
MA 251 Calculus I\*  
Language Core  
Elective\*\*/\*\*

##### *Spring Term*

CH 102 General Chemistry II\*  
CH 106 General Chemistry Lab II\* (1 credit)  
HS 101 History of Modern Western  
Civilization\*\*  
MA 252 Calculus II\*  
Language Core  
Elective\*\*/\*\*

#### Sophomore Year

##### *Fall Term*

CH 201 Quantitative Analysis\*  
CH 301 Organic Chemistry I\*  
CH 307 Organic Chemistry Lab I\* (1 credit)  
EN 101 Understanding Literature  
PL 201 Foundations of Philosophy  
Elective\*\*/\*\*

##### *Spring Term*

CH 302 Organic Chemistry II\*  
CH 308 Organic Chemistry Lab II\* (1 credit)  
PL 200-Level Philosophical Perspectives Course  
English Core  
Fine Arts Core\*\*  
History Core\*\*



**Junior Year***Fall Term*

- CH 311 Physical Chemistry I\*  
 CH 315 Physical Chemistry Lab I\* (1 credit)  
 CH 431 Biochemistry\*  
 PH 201 General Physics I\*  
 PH 291 General Physics Lab I\* (1 credit)  
 TH 201 Introduction to Theology  
 Elective\*\*

*Spring Term*

- CH 312 Physical Chemistry II\*  
 CH 316 Physical Chemistry Lab II\* (1 credit)  
 PH 202 General Physics II\*  
 PH 292 General Physics Lab II\* (1 credit)  
 Social Science Core\*\*  
 Theology Core  
 Elective\*\*

**Senior Year***Fall Term*

- CH 406 Advanced Synthesis and Spectroscopy\*  
 CH 412 Inorganic Chemistry\* (4 credits)  
 Ethics Core\*\*  
 Elective\*\*  
 Elective\*\*

*Spring Term*

- CH 410 Instrumental Methods\*  
 CH 411 Instrumental Methods Lab\* (1 credit)  
 CH 434 Techniques in Biochemistry\*  
 Social Science Core\*\*  
 Elective\*\*  
 Elective\*\*

\* Required for major.

\*\* Terms may be interchanged.

\*\*\* Students planning to attend medical or dental school may substitute BL 121, BL 123, or another elective.

For courses listed as "elective," three must be taken outside the Chemistry Department. **Chemistry electives include:**

- CH 310 Medicinal Chemistry  
 CH 420 Chemistry Research  
 CH 432 Topics in Biochemistry

**INTERDISCIPLINARY MAJOR IN CHEMISTRY/BIOLOGY****BACHELOR OF SCIENCE**

Requirements for the biochemistry concentration within the interdisciplinary major and an example of a **typical** program of courses are as follows:

**Freshman Year***Fall Term*

- BL 121 Organismal Biology\*  
 BL 124 Process of Science I\*  
 CH 101 General Chemistry I\*  
 CH 105 General Chemistry Lab I\* (1 credit)  
 CM 100 Effective Writing\*\*  
 Language Core

*Spring Term*

- BL 123 Cellular and Molecular Biology\*  
 BL 125 Process of Science II\*  
 CH 102 General Chemistry II\*  
 CH 106 General Chemistry Lab II\* (1 credit)  
 HS 101 History of Modern Western Civilization\*\*  
 Language Core

**Sophomore Year***Fall Term*

- CH 301 Organic Chemistry I\*  
 CH 307 Organic Chemistry Lab I\* (1 credit)  
 EN 101 Understanding Literature  
 MA 251 Calculus I\*  
 PL 201 Foundations of Philosophy  
 Biology Elective\*†

*Spring Term*

- BL 341 Molecular Genetics\*  
 CH 302 Organic Chemistry II\*  
 CH 308 Organic Chemistry Lab II\* (1 credit)  
 MA 252 Calculus II\*  
 PL 200-Level Philosophical Perspectives Course  
 English Core

**Junior Year***Fall Term*

- BL 431/CH 431 Biochemistry\*  
 PH 201 General Physics I\*  
 PH 291 General Physics Lab I\* (1 credit)  
 TH 201 Introduction to Theology  
 Fine Arts Core  
 Non-Departmental Elective

*Spring Term*

BL 434/CH 434 Techniques in Biochemistry\*

PH 202 General Physics II\*

PH 292 General Physics Lab II\* (1 credit)

Theology Core

Non-Departmental Elective

Non-Departmental Elective

**Senior Year***Fall Term*

CH 311 Physical Chemistry I\*

CH 315 Physical Chemistry Lab I\* (1 credit)

Ethics Core

Social Science Core

Biology/Chemistry Elective\*†/‡

Elective

*Spring Term*

BL 432/CH 432 Topics in Biochemistry\*

History Core

Social Science Core

Chemistry Elective\*†

Elective†

\* Required for major.

\*\* Terms may be interchanged.

† Students are strongly encouraged to gain laboratory research experience and should consider enrolling in research courses (BL 481/BL 482 or BL 491/BL 492 or CH 420). Students may repeat CH 420 for credit with the permission of the department chair. Three credits of research may be used to fulfill one biology or chemistry elective for the interdisciplinary major. Further research credits will count as free electives. Students should consult with their adviser when selecting these electives.

‡ Choose from CH 201, CH 310, CH 312/CH 316, CH 410/CH 411, and CH 420 for chemistry electives and BL 200-level or higher for biology electives (see restrictions on research courses).

**MINOR IN CHEMISTRY**

The following courses are required for a Minor in Chemistry:

CH 101 General Chemistry I

CH 105 General Chemistry Lab I

CH 102 General Chemistry II

CH 106 General Chemistry Lab II

CH 301 Organic Chemistry I

CH 307 Organic Chemistry Lab I

CH 302 Organic Chemistry II

CH 308 Organic Chemistry Lab II

CH 311 Physical Chemistry I

CH 315 Physical Chemistry I Lab

Two additional courses from the following:

CH 201 Quantitative Analysis and Lab

CH 310 Medicinal Chemistry

CH 312 Physical Chemistry II *and*

CH 316 Physical Chemistry II Lab

CH 406 Advanced Synthesis and Spectroscopy

CH 410 Instrumental Methods *and*

CH 411 Instrumental Methods Lab

CH 412 Inorganic Chemistry

CH 420 Chemistry Research (3 credits)

CH 431 Biochemistry

CH 432 Topics in Biochemistry

CH 434 Techniques in Biochemistry

**COURSE DESCRIPTIONS****CHEMISTRY****CH 101 General Chemistry I (3.00 cr.)**

*Corequisite:* CH 105. Basic atomic structure, periodic table, chemical equations, gases, liquids, solids, electrolysis, properties of elements and compounds, rates and mechanisms of reactions.

**CH 102 General Chemistry II (3.00 cr.)**

*Prerequisite:* CH 101. *Corequisite:* CH 106. A continuation of CH 101.

**CH 105 General Chemistry Lab I (1.00 cr.)**

*Corequisite:* CH 101. An introduction to the laboratory study of the physical and chemical properties of matter; the principles and applications of gravimetric, volumetric chemical, and qualitative analysis.

**CH 106 General Chemistry Lab II (1.00 cr.)**

*Prerequisite:* CH 101, CH 105. *Corequisite:* CH 102. A continuation of CH 105.

**CH 110 Chemistry and Society (3.00 cr.)**

A study of basic chemical principles as applied to areas of societal importance such as: nuclear chemistry, environmental issues, nutrition, and biotechnology. *Restricted to non-science majors. Fulfills one math/science core requirement for non-natural science majors.*

**CH 111 Science of the Weather (3.00 cr.)**

A study of the essentials of meteorology including atmospheric conditions, weather forecasting, severe storms, and climate change. Special topics such as global warming, air pollution, and El Niño are discussed. *Restricted to non-science majors. Fulfills one math/science core requirement for non-natural science majors.*

**CH 112 The Chemistry of Drugs and Drug Dependency (3.00 cr.)**

A study of the actions, uses, and side effects of the most common drugs, including alcohol, nicotine, barbiturates, amphetamines, narcotics, antidepressants, antipsychotics, steroids, and psychedelics. *No background in chemistry or biology is required, although a familiarity with the main concepts of high school science is helpful. Restricted to non-science majors. Fulfills one math/science core requirement for non-natural science majors.*

**CH 113 Living Dangerously? (3.00 cr.)**

A study of the origin of life in the universe and of the chemical elements that make life and technology possible. Some contemporary issues that challenge sustaining life on the earth are considered. *Restricted to non-science majors. Fulfills one math/science core requirement for non-natural science majors. Counts toward Catholic Studies minor.*

**CH 201 Quantitative Analysis (4.00 cr.)**

*Prerequisite:* CH 102. An investigation of the collection, preparation, detection, and analysis of chemical, biological, and environmental samples. An introduction to instrumental analysis and chemometrics. *(Lecture/Laboratory)*

**CH 202 Introduction to Organic Chemistry (3.00 cr.)**

*Prerequisite:* CH 102, CH 106. A survey of functional groups with emphasis on fundamental reactions and stereochemistry. Integrates classical, synthetic chemistry with applications in the life sciences. *Fulfills the requirement for one semester of organic chemistry for the biology major. CH 301, CH 302, CH 307, and CH 308 are*

*required for chemistry majors, interdisciplinary majors, and pre-health students. (Lecture only)*

**CH 301 Organic Chemistry I (3.00 cr.)**

*Prerequisite:* CH 102. *Corequisite:* CH 307. Syntheses and reactions of aliphatic and aromatic compounds with emphasis on stereochemistry and mechanisms. Discussion and use of spectroscopy in structure determinations.

**CH 302 Organic Chemistry II (3.00 cr.)**

*Prerequisite:* CH 301. *Corequisite:* CH 308. A continuation of CH 301.

**CH 307 Organic Chemistry Lab I (1.00 cr.)**

*Prerequisite:* CH 102, CH 106. *Corequisite:* CH 301. Techniques used in the isolation, purification and synthesis of organic compounds.

**CH 308 Organic Chemistry Lab II (1.00 cr.)**

*Prerequisite:* CH 301, CH 307. *Corequisite:* CH 302. A continuation of CH 307.

**CH 310 Medicinal Chemistry (3.00 cr.)**

*Prerequisite:* CH 302. A survey of the principal classes of prescription drugs including neurologic, anesthetic, and cardiovascular drugs; hormones; anti-infective, anti-inflammatory, and oncolytic agents. Detailed study of the discovery, chemical structure, synthesis, and pharmacology of several representatives in each category.

**CH 311 Physical Chemistry I (3.00 cr.)**

*Prerequisite:* CH 102. *Corequisite:* CH 315. The laws of thermodynamics, thermochemistry, and equilibrium; the gaseous state; transport phenomena; solutions; chemical kinetics; electrochemistry. Basic quantum/statistical mechanics.

**CH 312 Physical Chemistry II (3.00 cr.)**

*Prerequisite:* CH 311. *Corequisite:* CH 316. A continuation of CH 311 emphasizing basic quantum statistical mechanics and spectroscopy.

**CH 315 Physical Chemistry Lab I (1.00 cr.)**

*Prerequisite:* CH 302, CH 308. *Corequisite:* CH 311. A combination of classical and modern experiments. Emphasis on carefulness in performing experiments, interpreting results, and writing formal reports.

**CH 316 Physical Chemistry Lab II (1.00 cr.)**

*Prerequisite:* CH 311, CH 315. *Corequisite:* CH 312. A continuation of CH 315.

**CH 406 Advanced Synthesis and Spectroscopy**

(3.00 cr.)

*Prerequisite:* CH 302, CH 308. The identification of unknown compounds by chemical, physical, and instrumental methods.

**CH 410 Instrumental Methods**

(3.00 cr.)

*Prerequisite:* CH 311, CH 315. *Corequisite:* CH 411. Principles and applications of analytical instrumentation. An introduction to spectroscopic, chromatographic, and electrochemical techniques.

**CH 411 Instrumental Methods Lab**

(1.00 cr.)

*Prerequisite:* CH 311, CH 315. *Corequisite:* CH 410. Covers principles and applications of some spectroscopic and chromatographic techniques. Applications of chemometrics.

**CH 412 Inorganic Chemistry**

(4.00 cr.)

*Prerequisite:* CH 312, CH 316. The application of thermodynamic, kinetic, and structural principles to the synthesis and characterization of the chemical elements and main group, transition metal, and organometallic compounds. (*Lecture/Laboratory*)

**CH 420 Chemistry Research**

(1–2.00 cr.)

Supervised research projects *with the permission of the department chair. May be repeated for credit.*

**CH 431 Biochemistry**

(3.00 cr.)

*Prerequisite:* CH 302, CH 308. General principles of biochemistry including studies of the macromolecules (carbohydrates, lipids, proteins and nucleic acids), enzyme kinetics and reaction mechanisms, and intermediary metabolism. *Same course as BL 431.*

**CH 432 Topics in Biochemistry**

(3.00 cr.)

*Prerequisite:* CH 431. An examination of select topics in biochemistry, focusing on how life processes are regulated by the interactions between molecules. Topics vary and may include protein structure and function; protein-DNA interactions; signal transduction cascades; enzyme reaction mechanisms; the cytoskeleton; protein synthesis; and cellular secretion. Students lead discussions and/or make oral presentations. *Same course as BL 432.*

**CH 434 Techniques in Biochemistry**

(3.00 cr.)

*Prerequisite:* CH 431. An introduction to modern experimental biochemistry focusing on techniques for the purification, characterization, and analysis of proteins. *Same course as BL 434.*

**GEOLOGY**

**GL 110 Principles of Geology**

(3.00 cr.)

Includes a brief look at the earth's composition; a study of the surface processes that modify our landscapes; a survey of our mineral resources and needs; and a knowledge of how geological processes may be used to decipher the record of past events. *Field trips are included. Fulfills one math/science core requirement for non-science majors.*

# CLASSICS

**OFFICE:** Humanities Building, Room 305

**TELEPHONE:** 410-617-2326

**CHAIR:** Martha C. Taylor, Associate Professor

**PROFESSORS:** Robert S. Miola

**ASSOCIATE PROFESSORS:** Martha C. Taylor;  
Joseph J. Walsh

**ASSISTANT PROFESSOR:** Thomas D. McCreight

The department offers a Major in Classics (Latin and Greek) or Classical Civilization, as well as a Minor in Classical Civilization. In order to understand themselves and the modern world, undergraduates enrolled in departmental offerings study closely the minds of ancient Rome and Greece through their languages, literature, and culture.

## MAJOR IN CLASSICS

Requirements for a major and an example of a typical program of courses are as follows:

- Eight courses in Latin beyond two years of secondary school Latin or their college equivalent (LT 121, LT 122). Advanced Greek reading courses may be substituted for Latin electives. The Senior Honors Thesis (CL 450) is an Honors option available to qualified senior majors. The course involves an independent study and a thesis, and it may be substituted for up to two Latin electives.
- Latin Prose Composition (LT 300).
- Four courses in Greek (GK 121, GK 122, GK 123, GK 124).

## BACHELOR OF ARTS

### Freshman Year

#### *Fall Term*

- HS 101 History of Modern Western Civilization\*\*  
LT 123 Intermediate Latin\*  
Math/Science Core\*\*  
Social Science Core\*\*  
Elective

#### *Spring Term*

- CM 100 Effective Writing\*\*  
LT 124 Latin Golden Age Prose and Poetry\*  
Math/Science Core\*\*  
Social Science Core\*\*  
Elective

### Sophomore Year

#### *Fall Term*

- EN 101 Understanding Literature\*\*  
PL 201 Foundations of Philosophy\*\*  
TH 201 Introduction to Theology\*\* or  
Elective  
Math/Science Core\*\*  
Latin Elective\*

#### *Spring Term*

- PL 200-Level Philosophical Perspectives Course\*\*  
English Core\*\*  
History Core\*\*  
Theology Core or  
Elective  
Latin Elective\*

### Junior Year

#### *Fall Term*

- GK 121 Introductory Greek I\*  
TH 201 Introduction to Theology\*\* or  
Elective  
Latin Elective\*  
Non-Departmental Elective  
Elective

#### *Spring Term*

- GK 122 Introductory Greek II\*  
Theology Core\*\* or  
Elective  
Latin Elective\*  
Non-Departmental Elective  
Elective

### Senior Year

#### *Fall Term*

- GK 123 Introduction to Attic Prose\*  
LT 300 Latin Prose Composition\*  
Fine Arts Core\*\*  
Latin Elective\*  
Elective

*Spring Term*

GK 124 Homer\*

Ethics Core\*\*

Latin Elective\*

Non-Departmental Elective  
Elective

\* Required for major. Greek electives may be substituted for Latin electives.

\*\* Terms may be interchanged.

1. CL 211, CL 212, CL 213, and CL 218 are cross-listed with English. CL 300, CL 301, CL 312, CL 313, CL 314, CL 320, CL 324, CL 326, CL 327, CL 329, CL 334, and CL 420 are cross-listed with history. These courses fulfill English and history core requirements.
2. CL 241, CL 308 and CL 309 are cross-listed with fine arts. CL 308 and CL 309 fulfill major requirements for fine arts majors with concentrations in art history, photography, or studio arts.
3. CL 380 and CL 381 are cross-listed with political science. These courses fulfill major requirements for political science majors.

**MAJOR IN CLASSICAL CIVILIZATION****BACHELOR OF ARTS**

Requirements for a major are as follows:

- Six courses in Latin or Greek.
- Six classical civilization courses (in translation; most are cross-listed with other departments), but only two of these courses may be cross-listed in fine arts. Additional Greek and/or Latin courses may be substituted for up to two of these courses. HN 220 may count as one of these courses. Up to two departmentally-approved courses focusing on the ancient world that are not officially cross-listed in the Classics Department may count as classical civilization courses for the major.

Of the six language courses:

- At least two courses must be in Greek.
- At least four courses must be at the intermediate or advanced level.
- Introductory Latin courses (LT 121, LT 122) do not count for the major.
- The Senior Honors Thesis (CL 450) is an Honors option available to qualified senior majors. The course involves an independent study and a thesis, and it may be substituted for up to two advanced language electives.

An example of a typical program of courses can be found under the Major in Classics.

**MINOR IN CLASSICAL CIVILIZATION**

The Minor in Classical Civilization is a true interdisciplinary area studies program on a small scale. It offers the astute undergraduate a unique opportunity to fulfill a not insignificant number of core requirements (language, English, history) while pursuing a major in a chosen field.

Requirements for a minor are as follows:

- Four courses in either Greek or Latin (at least three of these courses should generally be taken at Loyola). All Greek and Latin courses can count toward the minor.
- Three courses in classical civilization at the 200- or 300-level, but only two of these courses may be cross-listed in fine arts. One classical civilization course is ordinarily in ancient history (either Roman or Greek). A fifth language course may be substituted for a classical civilization requirement. HN 220 may be counted as one classical civilization course. One departmentally-approved course focusing on the ancient world and not officially cross-listed in the Classics Department may count as a classical civilization course for the minor.



## COURSE DESCRIPTIONS

## CLASSICAL CIVILIZATION

**CL 101 Etymology: Greek and Latin Roots of English Vocabulary (3.00 cr.)**

An analytical approach to English vocabulary which is designed to help students go beyond passive memorization to active comprehension of meanings. Some introduction to historical linguistics.

**CL 110 Cruelty and Violence: Sport and Athletics in the Ancient World (3.00 cr.)**

A study of the mechanics, sociology and psychology of ancient sport; politics, violence, class conflict, homosexuality, art, and why the Greeks carried weights while competing in the long jump.

**CL 120 Hollywood in Rome (3.00 cr.)**

Murder, mayhem, lunatics, and orgies—so Hollywood has tended to depict the Greco-Roman wellspring of Western Civilization. Students discover the truth behind the extravagant images and see some moving, ridiculous, spectacular, and brilliant films along the way.

**CL 211 Classical Mythology (3.00 cr.)**

*Prerequisite: EN 101.* A study of the traditional stories of the Greeks and Romans as expressed in their literature and art with an emphasis on the relationship of mythology to rituals and religious beliefs, legends, and folktales. *Usually offered fall semester. Art elective for elementary education majors. Counts toward Gender Studies minor. Same course as EN 211.*

**CL 212 The Classical Epics (3.00 cr.)**

*Prerequisite: EN 101.* A study of the epic poetry of Homer and Virgil in translation, with an emphasis on the poetry's background, value, and influence. The course may include a short survey of other epics. *Same course as EN 212.*

**CL 213 Greek Drama (3.00 cr.)**

*Prerequisite: EN 101.* A study of selected plays in English translation by Aeschylus, Sophocles, Euripides, and others, with an emphasis on the literature's background, value, and influence. Specific readings vary with the instructor. *Same course as EN 213.*

**CL 218 The Golden Age of Rome (3.00 cr.)**

*Prerequisite: EN 101.* A study of selected works in translation by some of Rome's greatest writers, with special emphasis on Vergil, Ovid, and Livy. The course may

be organized chronologically or thematically. Specific readings vary with the instructor. *Same course as EN 218.*

**CL 220 The Ancient World (3.00 cr.)**

Studies the development of Western thought in the ancient world.

**CL 241 Survey of Art: Paleolithic to Gothic (3.00 cr.)**

A broad overview of art from the Paleolithic age to the Gothic era, focusing on Egyptian, Greek and Roman, early Christian and medieval art and architecture. *Same course as AH 110.*

**CL 250 Clash of the Titans: Ancient versus Modern Worlds (3.00 cr.)**

The classical tradition and the modern perception of the ancients; exploration of the legacy of the Greeks and Romans in selected areas; discussion of the reception and interpretation of antiquity by the modern world. Topics include the myth and character of Odysseus, ancient and modern comedy, the Roman and American constitutions and politics, the ancient and modern Olympics, democracy and relativism, architecture, the ancient world in contemporary film, and concepts of justice.

**CL 260 Christmas (3.00 cr.)**

Tracing the history of Christmas from the Birth of Christ to the present day, students learn the origins of works as momentous as the Gospel Nativity narratives and of things as trivial as Rudolph the Red-Nosed Reindeer. Students see how Christmas has been adapted, transformed, co-opted, corrupted, and even suppressed and discuss to what extent it has managed to preserve its core identity. *Counts toward Catholic Studies minor. (Alpha course)*

**CL 300 Death of the Roman Republic (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101.* A study of the final century of the Roman Republic when Rome suffered under the struggles for personal power of men like Sulla, Mark Antony, and Julius Caesar. Focuses on primary sources with a particular emphasis on the writings of Cicero who documented the final years of the Republic in public speeches as well as private, biting personal letters. *Same course as HS 300.*

**CL 301 The Church and the Roman Empire (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101.* A tiny, new religion and a vast, old empire collide. An examination of the early Church in the context of the Roman Empire. Topics include women in pagan and Christian

societies; places and forms of worship; reasons for and pace of the Church's expansion; orthodoxy and heterodoxy in the early Church; myths concerning the persecutions; the Christians' debt to pagan ways of thinking and doing; the earliest Christian art; class and race as factors in the Christianization of the empire; the organization of the early Church; the Church's response to the sexual mores of its pagan neighbors; origins of the Christians' reputation for bizarre sexual promiscuity and human sacrifice; Constantine. *Counts toward Catholic Studies, Gender Studies, and Medieval Studies minors. Same course as HS 301.*

**CL 308 Art of Ancient Greece (3.00 cr.)**

A survey of Greek art and architecture from the Bronze Age to the Hellenistic Era. Among the topics considered are Mycenaean tombs and palaces, the development of temple architecture, and the ways in which polytheistic religion shaped life in ancient Greece. *Same course as AH 308.*

**CL 309 Art of Ancient Rome (3.00 cr.)**

A survey of Roman art and architecture from the emergence of the Etruscan Civilization to the fall of the empire. Topics include the forging of a new Roman culture from Italic and Greek origins, the invention of new construction techniques, and the appropriation of art for propagandistic purposes. *One section of the course is offered in Rome. Same course as AH 309.*

**CL 312 History of Ancient Greece (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101.* A study of Greece from the Bronze Age to Alexander the Great, with special attention to the development of the Greek *polis* or city-state and to the various constitutional, social, economic, and religious forms which this took. *Same course as HS 312.*

**CL 313 History of Christmas (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101.* Is Christmas the commemoration of Jesus' birth? Or is it a pagan winter festival hiding behind a thin but deceptive veil of Christian images and ideas? Students will discover that the holiday is both of these things and a good deal more to boot. Students examine the origins and many transformations of the holiday and how the holiday has both reflected and helped determine the course of history. Topics include the Christmas tree, gift giving, the suppression of Christmas, the Nativity accounts, pagan precedents and, of course, Santa. *Counts toward Catholic Studies minor. Same course as HS 313.*

**CL 314 History of the Roman Empire (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101.* A survey of imperial history from the Principate of Augustus to the Reign of Constantine; focuses on the development of Roman culture as seen through the surviving ancient sources, including historians, inscriptions, monuments, and coins. *Counts toward Medieval Studies minor. Same course as HS 314.*

**CL 320 Hellenistic History (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101.* A study of the Greek world from the death of Socrates (399 B.C.) to the Roman conquest (146 B.C.). Covers the fourth century struggle for supremacy over Greece, Alexander the Great, the waning of the city-state and the growth of federal government and monarchy, and the nature of and reasons for the Roman conquest of Greece. Emphasizes the cultural, social, artistic, and intellectual developments of the period: the status of women, Hellenistic philosophy and technology, the class struggle, the evolution of Greek art and literature, athletics, private life, Greek religion, and ancient warfare. *Same course as HS 320.*

**CL 324 Seminar: The Persecution of the Christians in the Roman World (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* An exploration of the causes, nature, and extent of early Christian persecutions until Christianity became the official religion of the Roman Empire in the fourth century. Topics include the Jewish-Greek-Roman environment of early Christianity; Rome's policies toward foreign cults; Christians' reputation for extreme promiscuity and cultic atrocities; comparison with competing cults; the danger of open profession of the new faith; and Christian acceptance of the ancient world. Given the muddled understanding of the early Christian persecutions, we shall examine and dispel the myths and bring some order to the chaos. *Counts toward Catholic Studies minor. Same course as HS 475.*

**CL 326 The Golden Age of Athens (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101.* An examination of what has been called Athens' golden age focusing on the political and cultural factors which made the fifth century unique. Subjects include creation and workings of Athenian democracy, victories of the Persian wars, the Greek "enlightenment," Pericles' rule of the best citizen, demagoguery and empire, the Peloponnesian War, and the "end" of Athens symbolized by the execution of Socrates. *Same course as HS 326.*

**CL 327 Greek and Roman Religions (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Investigates the varieties of religious experience, practice, and belief in the ancient Mediterranean world. Students encounter, among other things, traditional Greek and Roman cults, exotic and even bizarre “mystery” cults, magic, and early Christianity. Students employ ancient texts and documents, archaeology and art, and modern interpretations of ancient attempts to make sense of a dangerous and puzzling world. *Same course as HS 327.*

**CL 329 Women in Greece and Rome (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. An examination of the lives of and attitudes toward women in ancient Greece and Rome. Classic texts of ancient literature are read, masterpieces of art are viewed, and the sociology of ancient women is probed. Topics include the family; prostitution; women of the imperial family; Cleopatra; health, child bearing, and birth control; the source and psychology of Greek misogyny; jetsetters and women’s liberation under the early Roman Empire; women and work; women in myth; women in early Christianity; the legacy of classical civilization for modern women. *Counts toward Gender Studies minor. Same course as HS 329.*

**CL 334 Roman Private Life (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. A study of family and social life in Ancient Rome which focuses on how environment and custom determine one another. Topics include women, crime, racism, pollution, class structure, private religion and magic, Christianity, blood sports, medicine, travel, theater, and death. *Counts toward Gender Studies minor. Same course as HS 334.*

**CL 337 The Multicultural Roman Empire (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. In conquering and attempting to unify lands as diverse as Egypt, Iran, Britain, and Algeria, the Romans undertook one of the greatest social and political experiments in the history of the world. They assimilated some of the peoples they conquered, but the vanquished, in turn, assimilated their Roman conquerors—it is no accident that one third century emperor was named Philip the Arab. This course examines the strategies by which the Romans attempted to hold together their vast, multicultural empire, and the strategies by which many of their subjects preserved and even promulgated their cultures. Be prepared for clash and compromise, oppression and respect, culture and race, and, of course, some very astonishing customs. *Same course as HS 337.*

**CL 350 Introduction to European Culture (3.00 cr.)**

An introduction to the history, art, literature, and culture of Europe.

**CL 360 Independent Study:****Classical Civilization (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. An independent study in classical civilization. Topics vary. *May be repeated once for credit with different topic.*

**CL 380 Platonic Political Philosophy (3.00 cr.)**

Socrates and the founding of political philosophy; Thucydides and the crisis of the *polis*; the critique of Aristophanes; Plato’s *Apology*, *Crito*, *Gorgias*, *Republics*, *Theaetetus*; subsequent contributions to the tradition by Cicero, Saint Augustine, Alfarabi, and Saint Thomas More; Plato’s modern enemies: Machiavelli and Mill. *Same course as PS 380.*

**CL 381 Aristotelian Political Philosophy (3.00 cr.)**

An investigation of the founding of political science by Aristotle devoted to a reading of *Nicomachean Ethics* and *Politics* as well as selections from Aristotle’s scientific and logical treatises. Subsequent contributions to the tradition are also considered, including those of Marsilius of Padua and Saint Thomas Aquinas. Aristotle’s modern enemies: Hobbes and Marx. *Same course as PS 381.*

**CL 420 Homer and History (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Was there a Trojan War? What is the relation of Homer’s epic *Iliad* to historical events of the Bronze Age Aegean? What was its impact on the Greek world of the Geometric era (the most likely period for the composition of the Homeric poems), a lively period of expansion, colonization, trade, and the rise of the nation-state of the *polis*. Investigates Homer’s effect both on contemporary Greek national identity and later Greeks’ understanding of and deliberate construction of their own past. Interdisciplinary approach combining literary texts, archaeology, and secondary historical analysis. *Same course as HS 420.*

**CL 421 Caesar and Augustus (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. They transformed a great republic into a monarchy; killed (literally) millions of people; conquered a huge chunk of the Mediterranean World and Europe; carried out one of the greatest urban renewal projects in history; revived and transformed religion; revised the calendar; inspired Shakespeare, Shaw, and dozens of movies. And yet, the one wound up assassinated by his peers, and the

other had so little control over his own family that he felt compelled to exile his jet-set daughter to the Roman equivalent of Siberia. Who were they? And how did the epochal events of their lifetime give birth to such genius monsters? *Same course as HS 421.*

**CL 450 Senior Honors Thesis (3–6.00 cr.)**

*Prerequisite: Senior standing.* An optional program available to select classics or classical civilization majors in their senior year. A directed, intensive study of an author, topic, or theme from classical literature, history, or art and archaeology culminating in a written thesis and oral defense. Students are expected to confront scholarship and to do research at an advanced level. Students using this course as a substitute for two advanced language courses are expected to produce a very involved, two-semester Honors thesis. *By invitation only. May be repeated once for credit.*

**GREEK**

**GK 121 Introductory Greek I (3.00 cr.)**

An enriched beginning course, intended for students with no previous knowledge of the language, which emphasizes grammar, syntax, and vocabulary through extensive reading of easy passages from Greek authors. An introduction to the literature and culture of Athens. *(Fall only)*

**GK 122 Introductory Greek II (3.00 cr.)**

*Prerequisite: GK 121 or equivalent.* A continuation of GK 121. *(Spring only)*

**GK 123 Introduction to Attic Prose (3.00 cr.)**

*Prerequisite: GK 122 or equivalent.* Selections from different writers—historians, philosophers, and orators. Analysis of styles and genres; consolidation of the fundamentals of grammar and syntax. *(Fall only)*

**GK 124 Homer (3.00 cr.)**

*Prerequisite: GK 123 or equivalent.* A reading of select books of the *Iliad* and *Odyssey*, with close attention to their language, style and literary value. An examination of the essentials of formulaic composition, meter, history of the text and of the Homeric question. *(Spring only)*

**GK 301 Advanced Greek I (3.00 cr.)**

*Prerequisite: GK 124 or equivalent.* Readings in Greek at the advanced level. When possible choice of authors is based on student preference.

**GK 302 Advanced Greek II (3.00 cr.)**

*Prerequisite: GK 124 or equivalent.* Readings in Greek at the advanced level. When possible, choice of author or genre is based on student preference.

**GK 303 Selected Readings in Greek I (3.00 cr.)**

*Prerequisite: GK 124 or equivalent.* Readings in Greek at the advanced level. Topics vary according to student interest. *May be repeated once for credit.*

**GK 304 Selected Readings in Greek II (3.00 cr.)**

*Prerequisite: GK 124 or equivalent.* Readings in Greek at the advanced level. Topics vary according to student interest. *May be repeated once for credit.*

**GK 310 Plato (3.00 cr.)**

*Prerequisite: GK 123, GK 124 or equivalent.* A reading, partly in the original and partly in translation, of a work of Plato. Emphasis on Plato's language, style, and philosophy.

**GK 311 Greek Tragedy: Euripides (3.00 cr.)**

*Prerequisite: GK 123, GK 124 or the equivalent.* A survey of Euripides' tragedies, read partly in the original and partly in translation. The place of Euripides in the history of Greek tragedy.

**GK 312 Greek Tragedy: Sophocles (3.00 cr.)**

*Prerequisite: GK 124 or the equivalent.* A survey of Sophocles' tragedies, read partly in the original and partly in translation. Emphasis on style, characters, language, and themes.

**GK 323 Greek Historians (3.00 cr.)**

*Prerequisite: GK 124 or equivalent.* A reading, partly in the original and partly in translation, of Herodotus, Thucydides, and Xenophon—their characteristics as historiographers are examined.

**GK 325 Herodotus (3.00 cr.)**

*Prerequisite: GK 124 or equivalent.* A reading, partly in the original and partly in translation, of Herodotus' *History*. Discussions focus on Herodotus' historical methodology, literary technique, and the wealth of legends, tall tales, and historical and anthropological information he offers.

**GK 360 Independent Study: Greek (3.00 cr.)**

*Prerequisite: GK 124 or equivalent.* An independent study in Greek language and/or literature. Topics vary. *May be repeated once for credit with different topic.*

## LATIN

**LT 121 Introductory Latin I (3.00 cr.)**

An enriched beginning course, intended for students with no previous knowledge of the language, which emphasizes grammar, syntax, vocabulary, and reading of easy passages from Latin authors. An introduction to the literature and culture of Rome. (*Fall only*)

**LT 122 Introductory Latin II (3.00 cr.)**

*Prerequisite:* LT 121 or equivalent. A continuation of LT 121.

**LT 123 Intermediate Latin (3.00 cr.)**

*Prerequisite:* LT 122 or equivalent. Forms and uses of the subjunctive; readings from Cicero and Sallust.

**LT 124 Latin Golden Age Prose and Poetry (3.00 cr.)**

*Prerequisite:* LT 123 or equivalent. Selected readings from authors of the golden age of Roman poetry (in particular) and prose. Analysis of styles/genres. *Counts toward Medieval Studies minor.*

**LT 300 Latin Prose Composition (3.00 cr.)**

*Prerequisite:* LT 124 or equivalent. Exercises in the translation of sentences and connected passages into felicitous Latin prose. Development of knowledge of correct, idiomatic expression in written Latin.

**LT 301 Advanced Latin (3.00 cr.)**

*Prerequisite:* LT 124 or equivalent. An intensive reading of an author or genre of advanced Latin. When possible, choice of author or genre is based on student preference.

**LT 308 Vergil: Aeneid (3.00 cr.)**

*Prerequisite:* LT 124 or equivalent. A close examination of the masterpiece of literary epic, with emphasis on meter, language, style, characters, and themes. A reading of about six books of the poem in the original Latin. *Counts toward Medieval Studies minor.*

**LT 311 Cicero (3.00 cr.)**

*Prerequisite:* LT 124 or equivalent. A reading of selected passages from Cicero's letters, speeches, and philosophical works. In studying the life, career, and concerns of this eminent politician and social philosopher the class explores the events, personalities, and shifting values of the Romans in an age of revolution.

**LT 315 Tacitus and Suetonius (3.00 cr.)**

*Prerequisite:* LT 124 or equivalent. Selections from the chief writers of history and biography of the Roman

Empire. Discussions focus on the history of the emperors from Augustus to Nero, the differences between history and biography, and the authors' selection and presentation of material.

**LT 320 Livy (3.00 cr.)**

*Prerequisite:* LT 124 or equivalent. A reading of select passages from Livy's monumental history of the rise and corruption of the Roman Empire. Focuses on the events described; ancient notions of history; and how Livy viewed the intersection of power, degeneration, human frailty, and wealth.

**LT 325 Cicero's Speeches (3.00 cr.)**

*Prerequisite:* LT 124 or equivalent. A reading of select orations of Cicero, with particular attention to rhetorical analysis as well as to historical, political, and social background.

**LT 330 Roman Historians (3.00 cr.)**

*Prerequisite:* LT 124 or equivalent. One of the major Roman historians will be read extensively, the others more briefly. Attention drawn to the literary style of each author and to the canons of Roman historical writing with special attention to the rhetorical traditions derived from the Hellenistic historiographers.

**LT 333 Sallust (3.00 cr.)**

*Prerequisite:* LT 124 or equivalent. A reading of the historical writings of Sallust with attention to his historical accuracy, his place in the development of Latin prose style and his description of the shortcomings of the Roman senatorial order.

**LT 334 Roman Lyric (3.00 cr.)**

*Prerequisite:* LT 124 or equivalent. A study of the development of lyric poetry in Rome with special attention to the lyrics of Catullus and Horace.

**LT 340 Roman Comedy (3.00 cr.)**

*Prerequisite:* LT 124 or equivalent. An examination of selected plays of Plautus and Terence, along with notice of their precursors, backgrounds, and some descendants. Students study the language of the plays and also learn to appreciate them as hilarious, artful, and living theatre.

**LT 344 Horace (3.00 cr.)**

*Prerequisite:* LT 124 or equivalent. Selected odes, satires, and epistles.



**LT 350 Readings in Medieval Latin (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* Selections from prose and poetry including the Vulgate Bible, Augustine, Saints' lives, hymns, and parodies. Students examine differences in content and language between classical and medieval Latin literature. Projects are based on the interests of individual students. *Counts toward Catholic Studies and Medieval Studies minors.*

**LT 355 Petronius and Apuleius (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* Close reading of sections of two underground classics, Petronius' *Satyricon* and Apuleius' *Metamorphoses*. Discussions focus on language, style, and subject matter along with the lure of the demimonde, sociocultural background, antihero, narrative technique, literary parody, and religious echoes.

**LT 356 Apuleius (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* Close reading of sections of Apuleius' underground classic *Metamorphoses*. Discussions focus on language, style, and subject matter along with the lure of the demimonde, sociocultural background, antihero, narrative technique, literary parody, and religious echoes.

**LT 360 Independent Study: Latin (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* An independent study in Latin language and/or literature. Topics vary. *May be repeated once for credit with different topic.*

**LT 374 Roman Satire (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* A study of the origin and development of the only literary form created by the Romans, with selections from Horace, Persius, and Juvenal.

**LT 380 Ovid (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* A reading of extensive selections from the brilliant poet of love and change; human psychology as seen through the lens of the classical myths. *Counts toward Medieval Studies minor.*

**LT 386 Ovid's *Metamorphoses* (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* A reading of extensive selections from the brilliant poem of change; human psychology as seen through the lens of the classical myths. *Counts toward Medieval Studies minor.*





# COMMUNICATION

**OFFICE:** Humanities Building, Room 292

**TELEPHONE:** 410-617-2528

**CHAIR:** Ron Tanner, Professor

**PROFESSORS:** Neil Alperstein; Andrew Ciofalo; Brian Murray; Ron Tanner

**ASSOCIATE PROFESSORS:** Karen Fish; Cinthia Gannett; Elliot King; Barbara C. Mallonee; Daniel M. McGuiness; Ilona M. McGuiness

**ASSISTANT PROFESSORS:** Ned Balbo; Michael Braden, S.J.; Judith M. Dobler; Margaret Musgrove; Peggy O'Neill; Diana Samet; Jane Satterfield; Francis X. Trainor (emeritus); Mika Q. Troutman (visiting)

**AFFILIATE FACULTY:** Kevin Atticks; David R. Belz; Mark Bowden; Jennifer Follett; Luciana Guerriero; Andrea M. Leary; Lia Purpura; Larry Tolbert; Dawn Widener-Burrows

**VISITING JOURNALIST:** Tim Tooten, Sr.

The communication curriculum offers a depth of study in four specializations: journalism, advertising/public relations, digital media (broadcasting, graphics, and Internet), and writing. While focusing on a single specialization, many majors develop complementary interests: a student specializing in journalism may choose to minor in photography, for example, to further an interest in photojournalism; a student specializing in writing may also focus on courses in publishing and computer technology, to further an interest in desktop publishing. In short, the communication curriculum is designed to help students make the most of the interdisciplinary opportunities this rich field of study affords.

The Department of Communication supports two communication honor societies, two literary magazines, an in-house internship specialist, a poetry club, and a number of other programs that enrich and develop students' professional abilities and academic interests. For details visit, <http://www.loyola.edu/communication/>.

## MAJOR IN COMMUNICATION

### BACHELOR OF ARTS

Requirements for the major and an example of a typical program of courses for each concentration are listed below:

- CM 100 or CM 101.
- CM 200 or CM 201.
- CM 203.
- **Introductory Courses:** All majors will take two courses from the following: CM 220 or CM 221 (invitation only), CM 222, CM 223, CM 224, CM 226, CM 227, CM 228, or CM 229. One of these courses will be the required course for the student's specialization. Thus, those specializing in journalism would take CM 223 and one additional course from the list, while those specializing in writing would take CM 220 or CM 221 and one additional course from the list. *Majors with a specialization in advertising/public relations should be aware that CM 226 and CM 227 cannot be taken in the same semester.*
- **Intermediate Courses:** One critical analysis course (CM 300–309); one writing course (CW 310–339); and one research course (CM 340–349).
- Three 300-level specialization courses in one area (see individual specializations for courses).
- Two 300- or 400-level communication electives.
- One 400-level capstone senior seminar.

**ADVERTISING/PUBLIC RELATIONS  
SPECIALIZATION**

Majors who choose this focus are strongly urged to take Microeconomic Principles (EC 102) as a social science core course and to minor in marketing or business. In addition, majors in this specialization should be aware that CM 226 and CM 227 cannot be taken in the same semester.

Specialization courses and an example of a typical program of courses are as follows:

- CD 352 Graphics II
- CP 350 Advertising Copy Writing
- CP 351 Communication Research
- CP 354 Writing for Public Relations
- CP 355 Advertising Management
- CP 356 Case Studies in Public Relations

**Freshman Year**

*Fall Term*

- CM 100 Effective Writing\*
- PL 201 Foundations of Philosophy  
Language Core
- Math/Science Core
- Social Science Core

*Spring Term*

- CM 200 The Creative Eye: Description\*
- CM 203 Writing, Rhetoric, and Media:  
Preparing for Study in Communication
- HS 101 History of Modern Western Civilization  
Language Core
- Natural Science Core

**Sophomore Year**

*Fall Term*

- CM 226 Introduction to Advertising or  
CM 227 Introduction to Public Relations\*
- EN 101 Understanding Literature  
History Core
- Math/Science Core
- Social Science Core

*Spring Term*

- CM 200-Level Introductory Course\*
- CM/CW 300-Level Intermediate Course\*
- PL 200-Level Philosophical Perspectives Course
- English Core

Fine Arts Core

**Junior Year**

*Fall Term*

- CM/CW 300-Level Intermediate Course\*
- Adv. or Public Relations Specialization Course\*
- Theology Core
- Non-Departmental Elective
- Elective

*Spring Term*

- CM/CW 300-Level Intermediate Course\*
- Adv. or Public Relations Specialization Course\*
- Adv. or Public Relations Specialization Course\*
- Theology Core
- Elective

**Senior Year**

*Fall Term*

- CP 403 Senior Seminar in Advertising or  
CP 404 Senior Seminar in Public Relations\*
- Ethics Core
- Communication Elective (300-Level)\*
- Non-Departmental Elective
- Elective

*Spring Term*

- Communication Elective (300-Level)\*
- Non-Departmental Elective
- Elective
- Elective
- Elective

\* Required for major.

**DIGITAL MEDIA SPECIALIZATION**

Specialization courses and an example of a typical program of courses are as follows:

- CD 350 Projects in Converged Media (required)
- CD 352 Graphics II
- CD 371 Internet and Interactive Media II
- CD 372 Studio Television and Television News
- CM 347 Non-Fiction Film and Television

**Freshman Year***Fall Term*

CM 100 Effective Writing\*  
 PL 201 Foundations of Philosophy  
 Language Core  
 Math/Science Core  
 Social Science Core

*Spring Term*

CM 200 The Creative Eye: Description\*  
 CM 203 Writing, Rhetoric, and Media:  
 Preparing for Study in Communication  
 HS 101 History of Modern Western Civilization  
 Language Core  
 Natural Science Core

**Sophomore Year***Fall Term*

CM 222 Graphics I *or*  
 CM 224 Digital Video I: Short Forms *or*  
 CM 228 Internet and Interactive Media I\*  
 EN 101 Understanding Literature  
 History Core  
 Math/Science Core  
 Social Science Core

*Spring Term*

CM 200-Level Introductory Course\*  
 CM/CW 300-Level Intermediate Course\*  
 PL 200-Level Philosophical Perspectives Course  
 English Core  
 Fine Arts Core

**Junior Year***Fall Term*

CD 350 Projects in Converged Media  
 CM/CW 300-Level Intermediate Course\*  
 Digital Media Specialization Course\*  
 Theology Core  
 Elective

*Spring Term*

CM/CW 300-Level Intermediate Course\*  
 Digital Media Specialization Course\*  
 Theology Core  
 Non-Departmental Elective  
 Elective

**Senior Year***Fall Term*

CD 401 Senior Seminar in Digital Media\*  
 Ethics Core  
 Non-Departmental Elective  
 Elective  
 Elective

*Spring Term*

Communication Elective (300-Level)\*  
 Communication Elective (300-Level)\*  
 Non-Departmental Elective  
 Elective  
 Elective

\* Required for major.

**JOURNALISM SPECIALIZATION**

Specialization courses and an example of a typical program of courses are as follows:

CJ 360 Broadcast News Writing  
 CJ 361 Copy Editing  
 CJ 362 Editorial and Opinion Writing  
 CJ 363 The Magazine Article  
 CJ 364 Newspaper Feature Writing  
 CJ 365 Publishing  
 CJ 366 Reporting on Urban Affairs  
 CJ 367 Sports Writing

**Freshman Year***Fall Term*

CM 100 Effective Writing\*  
 PL 201 Foundations of Philosophy  
 Language Core  
 Math/Science Core  
 Social Science Core

*Spring Term*

CM 200 The Creative Eye: Description\*  
 CM 203 Writing, Rhetoric, and Media:  
 Preparing for Study in Communication  
 HS 101 History of Modern Western Civilization  
 Language Core  
 Natural Science Core

## Sophomore Year

### Fall Term

CM 223 Journalism I: Basic News Writing\*  
 EN 101 Understanding Literature  
 History Core  
 Math/Science Core  
 Social Science Core

### Spring Term

CM 200-Level Introductory Course\*  
 CM/CW 300-Level Intermediate Course\*  
 PL 200-Level Philosophical Perspectives Course  
 English Core  
 Fine Arts Core

## Junior Year

### Fall Term

CM/CW 300-Level Intermediate Course\*  
 Theology Core  
 Non-Departmental Elective  
 Elective  
 Elective

### Spring Term

CM/CW 300-Level Intermediate Course\*  
 Journalism Specialization Course\*  
 Journalism Specialization Course\*  
 Theology Core  
 Elective

## Senior Year

### Fall Term

CJ 400 Magazine Publishing Senior Seminar\*  
 Ethics Core  
 Communication Elective (300-Level)\*  
 Non-Departmental Elective  
 Elective

### Spring Term

CJ 386 Special Topics in Journalism\*  
 Communication Elective (300-Level)\*  
 Non-Departmental Elective  
 Elective  
 Elective

\* Required for major.

## WRITING SPECIALIZATION

Specialization courses consist of any three courses from CM/CW 300–349, to be taken in addition to the rhetoric, writing, and critical analysis courses already required. An example of a typical program of courses is as follows:

### Freshman Year

#### Fall Term

CM 100 Effective Writing\*  
 PL 201 Foundations of Philosophy  
 Language Core  
 Math/Science Core  
 Social Science Core

#### Spring Term

CM 200 The Creative Eye: Description\*  
 CM 203 Writing, Rhetoric, and Media:  
 Preparing for Study in Communication  
 HS 101 History of Modern Western Civilization  
 Language Core  
 Natural Science Core

### Sophomore Year

#### Fall Term

CM 220 Introduction to Writing Fiction and  
 Poetry\*  
 EN 101 Understanding Literature  
 History Core  
 Math/Science Core  
 Social Science Core

#### Spring Term

CM 200-Level Introductory Course\*  
 CM/CW 300-Level Intermediate Course\*  
 PL 200-Level Philosophical Perspectives Course  
 English Core  
 Fine Arts Core

### Junior Year

#### Fall Term

CM/CW 300-Level Intermediate Course\*  
 Writing Specialization Course\*  
 Theology Core  
 Non-Departmental Elective  
 Elective

*Spring Term*

CM/CW 300-Level Intermediate Course\*  
 Writing Specialization Course\*  
 Writing Specialization Course\*  
 Theology Core  
 Elective

**Senior Year***Fall Term*

CW 405 Senior Seminar: New Writers\*  
 Ethics Core  
 Non-Departmental Elective  
 Elective  
 Elective

*Spring Term*

Communication Elective (300-Level)\*  
 Communication Elective (300-Level)\*  
 Non-Departmental Elective  
 Elective  
 Elective

\* Required for major.

1. CM 100 or CM 101 is the prerequisite for all communication courses and must be taken in the freshman year. (Honors Program students fulfill this requirement with HN 200.)
2. Communication majors must choose a specialization to study: advertising/public relations, journalism, digital media, or writing.
3. Students interested in publishing should specialize in journalism.
4. Photojournalism students should be either a communication major and a fine arts minor (photography) or a fine arts major and a communication minor.
5. For those interested in a split major, the interdisciplinary writing major allows students to concentrate both on writing and a complementary area of study in another department. No other split major is available through the Communication Department.
6. The **Minor in Communication** consists of seven courses: two prerequisite courses, either CM 200 or CM 201, and one introductory CM course chosen from CM 220–229; three inter-

mediate courses: one critical analysis course (CW 300–309), one writing course (CW 310–339), and one research course (CM 340–349); and two other 300- or 400-level courses in the department.

7. When planning to register, communication majors and minors must complete and consult departmental advising sheets that list the prerequisites and requirements for each specialization. These sheets must be completed before the advising meeting. **Students are responsible for fulfilling the degree requirements and for tracking their progress through Degree Audit, which is the document used to determine eligibility for graduation.**
8. One Communication Internship (CM 421, CM 422) may count as a communication elective.
9. Professional Semester in Media (CM 423) may be taken for a grade or on a pass/fail basis. A maximum of 15 credits (five courses) count toward departmental electives for the major or toward general electives for the non-major. However, this course is restricted to honors level students with the approval of the department. All credits taken count toward graduation.
10. Professional Summer Semester in Media (CM 424) may be taken for a grade or on a pass/fail basis. A maximum of six credits (two courses) count toward departmental electives for the major or toward general electives for the non-major. All credits taken count toward graduation.
11. Alternately, students may elect to pursue the Interdisciplinary Major in Writing.

**INTERDISCIPLINARY MAJOR IN WRITING**

All interdisciplinary writing majors take the following courses:

- CM 200 or CM 201
- CM 220 or CM 221
- Five 300-level writing courses
- Five (usually) upper-level courses in another discipline (e.g., literature, art, history, modern languages, political science, etc.)
- One senior seminar (CW 405)
- Three non-departmental electives

Interdisciplinary writing majors are **not** required to take CM 203. Requirements for the other half of the major may vary somewhat, depending on the discipline. In the model program below, “Type A” courses stand for writing courses, and “Type B” courses stand for courses in the second discipline. Communication, accounting, and business majors may not be taken in combination with the interdisciplinary writing major. (See Interdisciplinary Majors under Curriculum and Policies for the College requirements for these majors.)

**BACHELOR OF ARTS**

Requirements for the major and an example of a typical program of courses are listed below:

**Freshman Year***Fall Term*

CM 100 Effective Writing\*\*  
Language Core  
Math/Science Core\*\*  
Social Science Core\*\*  
Elective

*Spring Term*

CM 200 The Creative Eye: Description\*  
EN 101 Understanding Literature\*\*  
HS 101 History of Modern Western Civilization\*\*  
Fine Arts Core\*\*  
Language Core

**Sophomore Year***Fall Term*

CM 220 Introduction to Writing Fiction and Poetry\*  
PL 201 Foundations of Philosophy  
TH 201 Introduction to Theology *or*  
Elective  
English Core\*\*  
Math/Science Core\*\*

*Spring Term*

PL 200-Level Philosophical Perspectives Course  
Major Course (Type A)\*  
Major Course (Type B)\*  
History Core\*\*  
Math/Science Core\*\*

**Junior Year***Fall Term*

TH 201 Introduction to Theology *or*  
Elective  
Major Course (Type A)\*  
Major Course (Type B)\*  
Social Science Core  
Elective

*Spring Term*

Major Course (Type A)\*  
Major Course (Type B)\*  
Theology Core  
Non-Departmental Elective  
Elective

**Senior Year***Fall Term*

Major Course (Type A)\*  
Major Course (Type B)\*  
Ethics Core  
Non-Departmental Elective  
Elective

*Spring Term*

CW 405 Senior Seminar: New Writers  
Major Course (Type A)\*  
Major Course (Type B)\*  
Non-Departmental Elective  
Elective

\* Required for major.

\*\* Terms may be interchanged.



1. CM 100 or CM 101 is the prerequisite for all communication courses and must be taken in the freshman year.
2. The **Minor in Writing** requires CM 200 or CM 201, CM 220 or CM 221, and five upper-division CW courses. Writing minors are encouraged to take Senior Seminar (CW 405) as an elective.
3. All writing majors and minors planning on graduate study should take Senior Portfolio (CW 420) as an elective in their senior year, preferably in the fall semester.

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## COURSE DESCRIPTIONS

### DIGITAL MEDIA

#### CD 350 Projects in Converged Media (3.00 cr.)

*Prerequisite:* Any two from CM 222, CM 224, CM 228, CM 229 (one of which may be taken concurrently). Media convergence, the dynamic merging of different media types, is a defining aspect of digital media. Students explore the new digital media disciplines (radio, television, the Internet, and graphics) and learn how to combine media types in complex projects. *Required of communication majors specializing in digital media. To be taken fall semester, junior year.*

#### CD 352 Graphics II (3.00 cr.)

*Prerequisite:* CM 222. Students work on advanced concepts in design to develop a more sophisticated understanding of the design process. Design problems are given to strengthen each student's skills in the areas of typography, creativity, concept development, and production of work. Requires a number of finished projects relating to typography, print advertising, corporate/personal identity programs, and promotional brochures or publications including interactive media, thus creating a portfolio of design work.

#### CD 371 Internet and Interactive Media II (3.00 cr.)

*Prerequisite:* CM 228 or written permission of the instructor. Students explore advanced developments, uses, and applications of current Internet technology including World Wide Web. In addition to investigating the social, cultural, intellectual, and economic impact of this new media in areas ranging from e-commerce to digital storytelling, students learn to use cutting edge content creation tools such as animation, scripting, streaming

audio, and video to experiment with emergent forms of expression and communication.

#### CD 372 Studio Television and Television News (3.00 cr.)

*Prerequisite:* CM 224 or written permission of the instructor. An introduction to the requirements of live and live-to-tape studio television production, as well as production of special effects on the Avid Xpress DV. In the semester's second half, students produce a weekly news program in partnership with journalism students.

#### CD 374 Animation (3.00 cr.)

*Prerequisite:* CM 222, CM 228. From television to interactive websites and even games, our graphic world is constantly evolving. Students develop the skills required to create basic and intermediate animation. Topics include the building of graphically interactive websites; creating animated objects to serve a multitude of purposes; and executing related decisions on texture, lighting, and design.

#### CD 375 Programming for Digital Media (3.00 cr.)

*Prerequisite:* Any two from CM 222, CM 224, CM 228, CM 229 (one of which may be taken concurrently). With audio and video content converging in commercial media, in particular the Internet, this course develops the skills required to make high impact programming selections for radio, television, and the Web. Working in teams, students learn about the complementary roles of style and substance in converged media programming. They also learn to determine and design the features that produce relevant, interesting, and powerful programming in all variations of digital media. *(Fall only)*

#### CD 376 Typographical Form and Function (3.00 cr.)

*Prerequisite:* CM 222. An introduction to the history and development of typography from pre-Gutenberg to the present influence of digital media. A study of font anatomy and classifications helps students determine suitability of fonts for design applications. As students explore the fundamentals of typography, their work deals with issues of form and meaning, considering also the inherent expressive quality of typography. Ultimately, students learn to view typography as a graphic element with qualities that transcend a word's denotative meaning. Assignments explore the use of typography in print, digital, and film media in work that fuses imagination, technology, and type.

**CD 401 Senior Seminar in Digital Media (3.00 cr.)**

*Prerequisite:* Three CD 300-level courses or written permission of the instructor. Students work in teams to create multimedia projects that demonstrate their proficiency and creativity in a variety of digital media. *Required of communication majors specializing in digital media in the spring semester, senior year.*

**JOURNALISM****CJ 360 Broadcast News Writing (3.00 cr.)**

*Prerequisite:* CM 223. Students learn how to cover and write breaking news stories for regularly scheduled news programs on television and radio. Other electronic genres practiced include features, the investigative report, analysis, opinion and reviews, the series, and the audio/visual essay.

**CJ 361 Copy Editing (3.00 cr.)**

*Prerequisite:* CM 223. Students become familiar with the newspaper process: copy editing, specifying type, writing headlines, and proofreading. Students work with wire service copy and other raw copy, editing, rewriting, and copy fitting.

**CJ 362 Editorial and Opinion Writing (3.00 cr.)**

*Prerequisite:* Junior standing or above. Students research and write a variety of newspaper editorials and columns. They critically examine the work of various syndicated columnists and become familiar with many of the sources of information which opinion writers regularly use.

**CJ 363 The Magazine Article (3.00 cr.)**

*Prerequisite:* Junior standing or above. Students are given an overview of magazine publishing and a survey of the various markets for magazine articles; covers general interest, specialized, trade, and company magazines. Offers practice in developing ideas for articles, in querying editors for their interests, and then in outlining, researching, and writing the articles. Students write a variety of articles tailored to discrete audiences or markets.

**CJ 364 Newspaper Feature Writing (3.00 cr.)**

*Prerequisite:* CM 223. Students practice writing features and news features in a workshop environment. Emphasis on developing feature writing techniques that add dimensions of emotion, human interest, and personal style to the basics learned in news writing.

**CJ 365 Book Publishing (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101. Contemporary print media from the publisher's perspective. Focuses on editorial management, promotion, and manufacturing in all sectors of the publishing industry. Major project: students develop a complete business plan and prototype for a new book.

**CJ 366 Reporting on Urban Affairs (3.00 cr.)**

*Prerequisite:* Junior standing or above. Students study examples from newspapers, magazines, and books of outstanding writing on urban affairs. Students then report and write about such key urban issues as development, education, poverty, growth, transportation, housing, employment, quality of life, etc. Special emphasis on cultural diversity. Formats include news, feature, and opinion writing.

**CJ 367 Sports Writing (3.00 cr.)**

*Prerequisite:* Junior standing or above. Students start with traditional game coverage and move toward more literary explorations of topics in sports. Students write news, features, opinion pieces, and essays. Readings range from journalistic examples to pieces and books by such authors as Norman Mailer, George Plimpton, George Will, and Roger Khan.

**CJ 386 Special Topics in Journalism (3.00 cr.)**

*Prerequisite:* CM 223. Restricted to and required of seniors majoring in communication with a journalism specialization. Students work with the visiting journalist in exploring a special topic: either a topic of professional interest or a subject that is the focus of major media coverage. Students meet once a week in a seminar setting for discussion and then meet independently with the visiting journalist who guides them through the completion of a major project, which can take the form of any of the following: research paper, magazine article, literary essay, photojournalism essay, radio/television production, or interactive media.

**CJ 400 Magazine Publishing Senior Seminar (3.00 cr.)**

*Prerequisite:* CM 223. Students, working in teams, invent a magazine. Each group uses desktop publishing to create a prototype magazine and a prospectus outlining content, business plan, and operations. The finished projects are submitted to a national competition. *Required of communication majors with a journalism concentration in their senior year.*

## COMMUNICATION

**CM 100 Effective Writing (3.00 cr.)**

Develops a student's ability to write meaningful prose by concentrating on the thoughtful nature of language. Introduces the reasoning processes needed to conceive, clarify, and limit a thought; the methods a writer may use to develop the principal implications of a thought; and the discipline of gathering and organizing the concrete details necessary for the clear development of thought in writing. Various stages of the process of composition, including different types of revision, and editorial functions are investigated. *Required of all students.*

**CM 101 Empirical Rhetoric: Effective Writing (3.00 cr.)**

A special section of CM 100, paired with a special section of CM 200 (CM 201) or CM 220 (CM 221) to form "Empirical Rhetoric." *By invitation only.*

**CM 200 The Creative Eye: Description (3.00 cr.)**

*Prerequisite: CM 100 or CM 101.* Explores the way in which a writer's descriptions of reality create a new reality in words, and the ways in which a writer can control that verbal reality by making stylistic choices. A study of styles of writing and of the interplay of the subjective and the objective in language. Ideal elective for students who have taken CM 100 and who want to improve and extend their ability to write well. *A prerequisite for most upper-division courses in communication.*

**CM 201 Empirical Rhetoric: The Creative Eye: Description (3.00 cr.)**

A special section of CM 200, paired with CM 101 to form "Empirical Rhetoric." *By invitation only.*

**CM 203 Writing, Rhetoric and Media: Preparing for Study in Communication (3.00 cr.)**

An introduction to the integrated disciplines (rhetoric, writing, journalism, television/radio, advertising, public relations, graphics, and the Internet) within the communication department; the principles and processes underlying each; and their synergistic relationship. *Required of all communication majors (beginning with Class of 2007). Open to freshman and sophomore students.*

**CM 220 Introduction to Writing Fiction and Poetry (3.00 cr.)**

*Prerequisite: CM 100 or CM 101.* A beginner's course designed for students with little formal training in creative writing or those who simply wish to "try it out." Workshop format for student stories and poems, plus

exposure to contemporary fiction and poetry. *A prerequisite for most upper-division CW courses.*

**CM 221 Empirical Rhetoric: Introduction to Writing Fiction and Poetry (3.00 cr.)**

*Prerequisite: CM 101.* A special section of CM 220, paired with CM 101 to form "Empirical Rhetoric." *By invitation only.*

**CM 222 Graphics I (3.00 cr.)**

*Prerequisite: CM 100 or CM 101.* Students learn the basics of graphic design, graphic production, and typography. Emphasis on publication design and in particular on news publications. Students practice skills in developing formats, grids, layouts, logo/nameplates; they will develop a sensitivity to typography. Overall aim is to reveal the relevance of design to clear and meaningful communication.

**CM 223 Journalism I: Basic News Writing (3.00 cr.)**

*Prerequisite: CM 100 or CM 101.* Students learn the rudiments of news writing in a workshop that stresses in-class practice under deadline pressure and critiques. Topics usually include media organization, objectivity and fairness, news sources and verification, and various news gathering techniques (interviewing, researching, etc.). Emphasis on writing news leads and the basic story types that most beginning reporters are expected to cover.

**CM 224 Digital Video I: Short Forms (4.00 cr.)**

*Prerequisite: CM 100 or CM 101.* Using digital cameras, nonlinear editing, and compositing technologies, students light, shoot, and edit short video content suitable for a wide variety of distribution forms including broadcast television, CD-ROMs, and the Internet. Through the use of these skills, students address problems of grammar and aesthetics inherent in video-based visual communications. During the weekly lab students gain proficiency in the technology required by the coursework. *Counts toward Film Studies minor.*

**CM 226 Introduction to Advertising (3.00 cr.)**

*Prerequisite: CM 200 or CM 201 (either may be taken concurrently).* An introduction to the advertising industry and the process of developing advertising campaigns. Students explore advertising strategy development, advertising campaign planning, media planning and buying, and the creative development process. In addition, students are exposed to the various types of employment opportunities in advertising and related fields. The class includes development of campaign strategy for a corporation or product, and how to

implement the strategy through appropriate advertising vehicles and media channels. *Cannot be taken in the same semester as CM 227.*

**CM 227 Introduction to Public Relations (3.00 cr.)**

*Prerequisite:* CM 200 or CM 201 (either may be taken concurrently). The role of public relations in society has never been greater. Private and public organizations depend on good relationships with groups and individuals whose opinions, decisions, and actions shape the world in which we live. The course provides a comprehensive overview of the practice of public relations including the history and development of the field; a survey of the use of public relations in business, government, crisis management, and other areas; and an introduction to many of the pragmatic skills needed by public relations practitioners. *Cannot be taken in the same semester as CM 226.*

**CM 290 Public Speaking (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101. Informed by classical rhetoric, students become skilled in the Jesuit tradition of *eloquentia perfecta*: clear thought delivered eloquently. Students, transforming theory into practice, have ample opportunity to practice speaking to inform, persuade, or commemorate. Subjects for speeches are drawn from political and social issues; the course also offers a business segment devoted to interviewing and communicating in the workplace. The class improves the chance of success in other courses that require oral presentations; it builds a confidence and ability to speak in groups and to a public audience that is a lifetime asset. *Does not count toward communication major.*

**CM 291 Writing in Business (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101. Applies basic logical and expository skills to the forms of writing most often required in the business world. Assignments will include business letters, letters of application, process papers, memoranda, formal and informal proposals, and research reports. Special attention given to presentation and personal computer application. *Does not count toward communication major.*

**CM 292 Promotional Writing (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101. Students learn how to write to promote a profit or nonprofit organization using techniques adopted from public relations and advertising. Emphasis on how to evaluate the best public image, even in a crisis situation. Assignments include writing ad copy, newsletter items, brochures,

press releases, and radio spots. *Does not count toward communication major.*

**CM 300 Art of the Argument (3.00 cr.)**

*Prerequisite:* CM 200 or CM 201. A study of the argumentative essay as an evolving form for political, social, and personal discussion. Emphasis on the writer's choice of topic, strategy, structure, evidence, and style during different historic periods. Writers range from Aristotle to George Will, and topics from civil disobedience to genetic engineering. Lectures and seminar discussions alternate. Students write a variety of pieces, short and long, on a contemporary issue of their choice.

**CM 301 Audience and the Writer's Voices (3.00 cr.)**

*Prerequisite:* CM 200 or CM 201. Focuses on the writer's audience, on how a writer adjusts his voice to be more effective with various readers and on how one creates the reader within the text. Though the course ventures into psychology, sociology, rhetoric, ethics, and theories of language and style, it will mostly be concerned with the practical question, "How can we use this knowledge to get our ideas across in the best way?" Includes some organizational and editorial writing.

**CM 302 Free Speech, Free Expression (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101. Through close examination of major U.S. Supreme Court decisions, students explore the contours of free speech and free expression in America. The relationship of free speech to democracy; the need for, and possible restrictions on, robust debate; and the First Amendment protections for commercial speech are discussed.

**CM 303 Gendered Rhetoric (3.00 cr.)**

*Prerequisite:* CM 200 or CM 201. A study of the differences between historically privileged masculine and traditionally devalued feminine methods of communicating. Focuses on the effects of gender on language use in our culture. Students develop their abilities to recognize and then assume the stance most appropriate to subject and audience. Proceeds under the assumption that to become "bilingual" is to become more sophisticated as writers and more knowledgeable about issues of writing. *Counts toward Gender Studies minor.*

**CM 305 Media and the Political Process (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101. An in-depth look at the relationship of all forms of media (including journalism, advertising, and public relations) to the political system in the United States. Readings drawn from both the scholarly and popular literature in the field. In writ-

ing assignments, students report on current political issues and events.

**CM 306 Popular Culture in America (3.00 cr.)**

*Prerequisite:* CM 200 or CM 201. The focus of this course is broad, including all forms of popular culture: fashion, celebrities, trends and fads, media spectacles like the Super Bowl, Disney World, and more. Students write self-reflective ethnographic essays about their own experiences with these forms of popular culture as they attempt to make sense of their world. The approach is interdisciplinary as cultural studies, post-modern theory, and social theory are brought to bear on our ever-evolving pop culture.

**CM 307 Social and Political Writing (3.00 cr.)**

*Prerequisite:* CM 200 or CM 201 or written permission of the instructor. Analyzes classic and contemporary social and political writers (i.e. Locke, Mill, Didion, Jefferson, and King); discusses the techniques and ethics of persuasive writing about social and political issues; explores the audiences, purposes, constraints, and requirements of modern political and social writing.

**CM 308 Style (3.00 cr.)**

*Prerequisite:* CM 200 or CM 201. A study of rhetorical effects in many types of discourse. Students learn a substantial vocabulary for figures of speech and rhetorical schemes. Through writing rhetorical analyses and invention exercises which use the figures and schemes, students become more sophisticated readers and versatile writers.

**CM 309 The Power of Grammar: Language, Usage, and Style (3.00 cr.)**

*Prerequisite:* Junior standing or above. Intended for students with a strong interest in English grammar, not as a static set of rules but, rather, as a set of overlapping inquiries into the origins, nature, uses, and consequences of language. The concept of grammar is treated as “a many-splendored thing” by exploring its multiple theoretical and pedagogical models, historical contexts, definitions, and uses.

**CM 340 Advanced Reporting (3.00 cr.)**

*Prerequisite:* CM 223. Students practice writing the more complex story types and learn how to report on society’s primary institutions. Public affairs emphasis includes government, elections, budgets, criminal justice system, environment, labor and major issues facing urban and suburban communities. Emphasis on on-line research.

**CM 341 The History of the Essay (3.00 cr.)**

*Prerequisite:* CM 200 or CM 201. A study of the essay from Montaigne to the present, focusing primarily on British and American practitioners of the genre, tracing the formal and aesthetic evolution of essayistic prose in light of the social, cultural, and historical contexts governing its creation. Required writing ranges from familiar to critical essays.

**CM 342 Media, Culture, and Society (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101. A look at the role of mass media as a dominant institution within American society. Traces the historical development of mass media—film, radio, television—and their impact on social behavior. Mass media critiques—psychological, Marxist, structuralist—are considered through readings and discussion of contemporary thinkers. In their writing, students explore shifts in thinking about mass media in the twentieth century.

**CM 344 Translating the Secrets of Science (3.00 cr.)**

*Prerequisite:* CM 200 or CM 201 or written permission of the instructor. Beginnings and development of scientific writing, especially that written by or for nonscientists. Explores not simply the scientific discoveries themselves, but the implications of those discoveries as well.

**CM 345 Wet Ink: Reading and Writing Literary Magazines (3.00 cr.)**

*Prerequisite:* CM 220 or CM 221. A survey of the best fiction, poetry, and essays in the best of the current literary magazines. Students buy several current issues of the magazines as “textbooks” and research other magazines in the library. The purposes of such study are twofold: an intellectual awareness of the place of such publications in the historical and in the contemporary face of the literary scene and a professional awareness of possible publication resources for the student’s own creative work. Requirements include short papers, oral reports, and original fiction, poetry, and/or essays (depending on the student’s interests).

**CM 346 Fundamentals of Film Studies (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, EN 101. An introduction to film technology and techniques, coupled with a survey of film history from the silent era through contemporary cinema. Students learn to identify the specific roles of the artists who collaborate to create a film. They also learn film history through an introduction to major directors (e.g., Griffith, Eisenstein, Renoir, Welles, Hitchcock, Kurosawa) and movements (e.g.,



German Expressionism, Italian neo-realism, film noir, the French New Wave). *Counts toward Film Studies minor.*

**CM 347 Non-Fiction Film and Television (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101. A chronological survey of documentary film and television. The course traces the evolution of this type of factual film innovated by Robert Flaherty through the current forms of documentary expression in film, television, and new media. Students view selected works during a required weekly session. The works viewed are grounded in the writings of filmmakers and critics that influenced the form of the work. The course objective is to provide testimony to the tremendous vitality of the documentary heritage and to assess the current state of the form. *Counts toward Film Studies minor.*

**CM 360 Literary Journalism (3.00 cr.)**

*Prerequisite:* Junior standing or above. The genre known as “literary journalism,” which infuses journalistic writing with the techniques of fiction writing, took hold in the public consciousness with the publication of Truman Capote’s *In Cold Blood*. Students explore this development and trace its evolution through such works as Norman Mailer’s *Executioner’s Song*, John Hershey’s *Hiroshima*, Tom Wolfe’s *The Right Stuff* and *The Electric Kool-Aid Acid Test*, Bernard Lefkowitz’s *Our Guys*, and Mark Bowden’s *Blackhawk Down*. *Taught by Loyola’s visiting journalist. Open to all majors.*

**CM 370 Writing Center Practice and Theory (3.00 cr.)**

*Prerequisite:* CM 200 or CM 201 and written permission of the instructor. Prepares students to tutor in the Writing Center by addressing both practical and theoretical issues of one-on-one peer tutoring, such as consulting strategies, the role of grammar instruction, the role of computers, and record keeping. Students read current literature, develop a sense of themselves as writers, role-play tutoring scenarios, observe tutors in the Writing Center, and tutor students (under supervision).

**CM 380 Practicum in Media (3.00 cr.)**

*Prerequisite:* CM 200 or CM 201 and written permission of the department chair or sponsoring faculty member. Enables students to take advantage of special opportunities in media—journalism, advertising, public relations, publishing, radio/television, graphic design, etc. These practicums involve students in special projects with media organizations which emphasize independent work rather than time spent in an office. *May be repeated for credit with different sponsoring organization.*

**CM 385 Special Topics in Communication (3.00 cr.)**

*Prerequisite:* Varies according to topic. An upper-level course in the Communication Department. *Topic announced each time course is offered. May be repeated for credit with different topics.*

**CM 387 Capstone Seminar in Gender Studies: Special Topics (3.00 cr.)**

*Prerequisite:* CM 200 or CM 201, PS 363, and two additional Gender Studies courses or written permission of the instructor. A seminar bringing together junior and senior gender studies minors who have filled most or all of the requirements for the minor, allowing them to explore gender through advanced reading, discussion, and research. The seminar looks, in particular, at ways the media and literature portray and constrain gender roles culturally and, by extension, privately. Students explore alternative ways of negotiating the constraints. *Counts toward Gender Studies minor.*

**CM 421 Communication Internship (3.00 cr.)**

*Prerequisite:* CM 200 or CM 201 and written permission of the internship coordinator. *Restricted to juniors and seniors.* Taken by communication majors doing off-campus internships in advertising, broadcasting, journalism, graphics, writing, public relations, and print or Web publishing. Prepares students for careers in communication through practical work experience to develop a professional orientation. *May be taken once for degree credit; may be repeated for non-degree credit.*

**CM 422 Summer Communication Internship (3.00 cr.)**

*Prerequisite:* CM 200 or CM 201 and written permission of the internship coordinator. *Restricted to rising juniors and seniors.* Taken by communication majors doing off-campus internships in advertising, broadcasting, journalism, graphics, writing, public relations, and print and Web publishing. Students gain hands-on experience in conjunction with instructional correspondence and academic guidance. Students are expected to keep a record and complete class assignments via the Internet while completing 150 hours at their chosen site. Possible sites include NBC, the NBA, *Rolling Stone*, *Washington Post*, *Baltimore Sun*, and radio and television stations. *May be taken once for degree credit; may be repeated for non-degree credit. (Summer only)*

**CM 423 Professional Semester in Media (9–15.00 cr.)**

*Prerequisite:* CM 200 or CM 201, junior standing (or above) in media, and written permission of the department. As part of a semester-long, directed study under faculty guidance, outstanding students are assigned part- or full-time



responsibility for a major project or operation with an outside media organization or campus-based entity. *Closed to students who have taken CM 424.*

**CM 424 Professional Summer Semester  
in Media (3–9.00 cr.)**

*Prerequisite: CM 200 or CM 201; junior standing or above in media; and written permission of the department chair or coordinator.* This course is the summer-length version of CM 423. *Outstanding sophomores and non-majors will be considered on a space-available basis. Closed to students who have taken CM 423.*

**ADVERTISING/PUBLIC RELATIONS**

**CP 350 Advertising Copy Writing (3.00 cr.)**

*Prerequisite: CM 200 or CM 201.* Students participate in a copywriting workshop aimed at providing practice in writing print advertisements (magazine, newspaper, billboards), radio and television commercials, storyboards, direct mail, and other types. Consideration given to how the copywriter interacts with the creative team and the development of a complete campaign.

**CP 351 Communication Research (3.00 cr.)**

*Prerequisite: CM 226 or CM 227.* Students learn to analyze and understand the broad range of methods used to systematically evaluate communication processes in advertising, public relations, journalism, and popular culture. Students learn how to design and select methods to conduct in-depth studies in all forms of mass communication and to analyze and understand research data and results.

**CP 354 Writing for Public Relations (3.00 cr.)**

*Prerequisite: CM 200 or CM 201.* An introduction to the wide range of communications materials developed by public relations professionals. Students learn how to write press releases, corporate background material, speeches, position papers, and internal publications such as newsletters.

**CP 355 Advertising Management (3.00 cr.)**

*Prerequisite: CM 200 or CM 201, CM 226.* Students explore the challenges of account management, account planning, and media planning/buying—areas that are crucial in the advertising industry. The course focuses on developing advertising plans and budgets, conceiving media plans and advertising strategies, and executing media buys.

**CP 356 Case Studies in Public Relations (3.00 cr.)**

*Prerequisite: CM 200 or CM 201, CM 227.* An in-depth approach to the practical aspects of public relations management. Using real-life examples from the corporate, government, education, and nonprofit sectors, students discover how and why public relations practitioners make decisions and apply their techniques. The psychological, ethical, and legal aspects of public relations communications are covered.

**CP 403 Senior Seminar in Advertising (3.00 cr.)**

*Prerequisite: CM 225 or CM 226, CP 350, CP 351.* A capstone course for the advertising specialization. Students work in a simulated advertising agency environment in order to develop a comprehensive advertising plan and ad campaign on behalf of a client. Students demonstrate their ability to conduct appropriate research, develop advertising strategy, design a media plan, and develop a sales promotion program in service of a comprehensive plan. Emphasis is on teamwork and client presentations.

**CP 404 Senior Seminar in Public Relations (3.00 cr.)**

*Prerequisite: CM 225 or CM 227, CP 351, CP 354.* A capstone course for the public relations specialization. As such, the course integrates all facets of the public relations mix. Students demonstrate their ability to conduct research, develop a public relations program, and execute the plan. Generally, students work in teams to develop a campaign on behalf of a client.

**WRITING**

**CW 310 Art of Prose: Selected Authors (3.00 cr.)**

*Prerequisite: CM 200 or CM 201.* A study of the nonfiction prose of a single writer. Among the authors taught are Charles Dickens, E. M. Forster, Sigmund Freud, John McPhee, and E. B. White. Examination of the writing of a single author introduces students to the range and scope of that author as well as ways to determine the individual qualities of that writer's style. *May be repeated for credit with different topics.*

**CW 311 Art of Essay: Women Writers (3.00 cr.)**

*Prerequisite: CM 200 or CM 201.* A study of modern essays written by and about women. Students explore world views offered by these writers and the contexts—historical, economic, and social—from which they arise. Attention given to the qualities of the prose itself. Students are required to write three or four essays of varying length and formality. *Counts toward Gender Studies minor.*

**CW 312 Biography and Autobiography (3.00 cr.)**

*Prerequisite:* CM 200 or CM 201. A study of the ways writers create a “self” and an “other” in language. Covers the range from private writing such as journals to more public forms of biography and autobiography and the imaginative use of those forms. Students read a broad sample of authors and types of writing and write three short papers in which they experiment with those types.

**CW 313 The Contemporary Essay (3.00 cr.)**

*Prerequisite:* CM 200 or CM 201. The essay is explored as a medium for contemporary thought. Students read and analyze the writing and reflections on writing of such essayists as Ellen Goodman, Tom Wolfe, Alice Walker, Barbara Tuchman, and Calvin Trillin, as well as other work that appears in current magazines, newspapers, and essay collections. Students keep journals, do research, and conduct interviews to produce a portfolio of their own potentially publishable formal and informal essays on issues of their choice.

**CW 314 Nature Writing (3.00 cr.)**

*Prerequisite:* CM 200 or CM 201. To write about nature is to discover more about the nature of writing as a medium for artistic expression and the exploration of belief. Readings include such classic nature writers as Muir, Thoreau, Darwin, Audubon, and contemporary writers whose work appears in such magazines as *Smithsonian*, *National Wildlife*, *National Geographic*, *The New Yorker*. Students write several short pieces and two long essays.

**CW 315 Travel Writing (3.00 cr.)**

*Prerequisite:* Junior standing or above. Students keep journals or review travel articles, complete weekly travel writing exercises, and prepare three travel articles targeted to specific audiences. *This course is offered on-line for Loyola students studying abroad.*

**CW 316 Enchanted Worlds: Writing Children’s Literature (3.00 cr.)**

*Prerequisite:* CM 200 or CM 201, CM 220 or CM 221. A study of the recurring themes, both fantastic and ordinary, in classic children’s literature and in contemporary juvenile novels and picture books. Includes the writing of children’s stories and workshop discussions of them. Considers what makes a children’s book a classic as well as the current trends in children’s publishing. Varied readings.

**CW 317 Writers in the Catholic Tradition: Selected Authors (3.00 cr.)**

*Prerequisite:* Junior standing or above. A study of one or more writers whose work is shaped by the Catholic tradition. Examining work with this common foundation introduces students to the ways that Catholic belief or background may influence a writer’s concerns, techniques, or viewpoint. *Counts toward Catholic Studies minor. May be repeated for credit with different topics.*

**CW 320 Writing Fiction (3.00 cr.)**

*Prerequisite:* CM 220 or CM 221. Training in the art of the short story. Students write several short stories for the course, revising the best of them for their grades. Workshop discussions evaluate work in progress and completed stories. Readings from current writers.

**CW 321 Forms of Fiction (3.00 cr.)**

*Prerequisite:* CM 220 or CM 221. Training in writing fiction of a particular kind, such as “sudden fiction,” magical realism, metafiction, etc. Although the course is studio-based (writing workshops), it includes a wide reading in the genre being studied. Topics vary.

**CW 325 Writing Poetry (3.00 cr.)**

*Prerequisite:* CM 220 or CM 221. A workshop course in writing poetry, emphasizing a range of subjects and types. Contemporary readings.

**CW 327 Poetic Forms (3.00 cr.)**

*Prerequisite:* CM 220 or CM 221, EN 101. A study of the ways poems are put together through the science of prosody and the less exact methods of free verse. Each system has its distinctive history, vocabulary, and seminal texts; the thesis is that, whether imposed or discovered, form can always be analyzed. Students read and write about the scholarship of the science, perform extensive scansions and explications of poems, and write their own poems in received, concocted, and ad hoc forms.

**CW 330 Writing for the Stage (3.00 cr.)**

*Prerequisite:* CM 220 or CM 221. A practical course in play writing which explores various dramatic modes and structures in individual scenes and full-length plays. Covers the poetry of stage dialogue, the rise and fall of action, characterization, and basic technical information.

**CW 331 Screen Writing for Film and Television (3.00 cr.)**

*Prerequisite:* CM 220 or CM 221. Means and methods of narrative screenplay writing for motion pictures and television are explored. Included are analysis of the structure and dialogue of selected screenplays, exercises

in writing and evaluating screenplays, and an investigation of how screenplays are marketed in today's media. Final project: a completed screenplay. *Counts toward Film Studies minor.*

**CW 332 Writing about Film (3.00 cr.)**

*Prerequisite:* CM 200 or CM 201. Students produce a series of critical essays about film after viewing and analyzing works representing various periods and styles, including films by such influential figures as Hitchcock, Fellini, and Truffaut. Familiarizes students with film concepts, terms, and recent trends in film criticism and theory. They will explore in their writing questions relating to such matters as genre, audience, theme, and censorship. *Counts toward Film Studies minor.*

**CW 334 Literary Reviewing (3.00 cr.)**

*Prerequisite:* CM 220 or CM 221. Writing reviews is often a good way to “break into” publishing. Students learn reviewing styles of a wide range of publications and write reviews appropriate to several of those journals. Reviews are of current works of fiction and poetry.

**CW 380 Advanced Fiction: The Short Story (3.00 cr.)**

*Prerequisite:* CW 320 or CW 321. A continuation of intermediate fiction writing, on an advanced and individual level. Students write and revise two or more short stories of publishable quality. *May be repeated for credit.*

**CW 381 Advanced Fiction: The Novel (3.00 cr.)**

*Prerequisite:* CW 320 or CW 321. Students write the first draft of a novel or a substantial part of a planned first draft (75–100 pages). Students should consult an instructor well in advance of the semester or spread out over two semesters. *See departmental adviser in order to make arrangements for this course. May be repeated for credit.*

**CW 382 Advanced Non-Fiction Prose (3.00 cr.)**

*Prerequisite:* Any two from CM 300, CM 301, CM 308, CM 341, CM 344, CW 310, CW 311, CW 312, CW 313, CW 314, CW 315, CW 317, CW 332, CW 334. Intended for experienced writers of nonfiction prose. With a faculty member, students draw up a reading list and design projects tailored to their interests; each member of the class produces four or five works of original prose. Students can expect intensive workshopping and extensive reading. (Prose pieces can constitute the basis for a senior portfolio.)

**CW 383 Advanced Poetry (3.00 cr.)**

*Prerequisite:* CW 325. A continuation of CW 325 on an advanced level. A workshop in writing poetry. Readings from current writers.

**CW 420 Senior Portfolio (3.00 cr.)**

*Prerequisite:* CM 220 or CM 221. *Written permission of a faculty sponsor is required well in advance of registration.* A recommended course for writing majors considering graduate school in poetry, fiction, or prose. Students select and revise their best work to date and add new work to make up a portfolio. Extensive reading also required. Each student meets at least once a week with his or her faculty sponsor. *To be taken as an elective, preferably the fall semester of the senior year.*

# COMPUTER SCIENCE

**OFFICE:** Donnelly Science Center, Room 125A  
**TELEPHONE:** 410-617-2464

**CHAIR:** Roger D. Eastman, Associate Professor

**PROFESSORS:** David W. Binkley; Paul J. Coyne, Jr.; Arthur L. Delcher (emeritus); Roberta Evans Sabin; R. Duane Shelton; Bernard J. Weigman (emeritus)

**ASSOCIATE PROFESSORS:** Vitalius J. Benokratis; Roger D. Eastman; Keith Brian Gallagher

**ASSISTANT PROFESSORS:** James R. Glenn; Dawn J. Lawrie

**INSTRUCTOR:** Richard A. Brown

**AFFILIATE FACULTY:** Michael D. French, S.J.; David T. Opitz

The Computer Science Department offers two major programs: one leading to a Bachelor of Science (B.S.) in Computer Science and the other leading to Bachelor of Arts (B.A.) in Computer Science. The B.S. program is accredited by the Computing Accreditation Commission of ABET (Accreditation Board for Engineering and Technology), a specialized accrediting body recognized by the Council on Postsecondary Accreditation (COPA) and the U.S. Department of Education. The B.A. program offers the opportunity for more non-departmental electives and is compatible with a variety of minors. Note that the suggested first-year program for the B.A. and B.S. are identical.

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## MAJOR IN COMPUTER SCIENCE

### BACHELOR OF SCIENCE

Requirements for a major and an example of a typical program of courses are as follows:

#### Freshman Year

##### *Fall Term*

CM 100 Effective Writing  
CS 201 Computer Science I\*  
MA 251 Calculus I\*  
Language Core  
Elective

##### *Spring Term*

CS 202 Computer Science II\*  
EN 101 Understanding Literature  
HS 101 History of Modern Western Civilization

MA 252 Calculus II\*  
Language Core

#### Sophomore Year

##### *Fall Term*

CS 295/MA 295 Discrete Structures\*  
CS 301 Data Structures and Algorithms I\*  
CS 371 Computer Engineering I\*  
PH 201 General Physics I\*  
PH 291 General Physics Lab I\*  
Philosophy Core *or*  
Theology Core

##### *Spring Term*

CS 302 Data Structures and Algorithms II\*  
MA 301 Computational Linear Algebra\*  
PH 202 General Physics II\*  
PH 292 General Physics Lab II\*  
History Core  
Philosophy Core *or*  
Theology Core

#### Junior Year

##### *Fall Term*

CS 451 Programming Languages\*  
MA 210 Introduction to Statistics\*  
Philosophy Core *or*  
Theology Core  
CSElective\*  
Elective

##### *Spring Term*

CS 466 Operating Systems\*  
CS 482 Software Engineering\*  
English Core  
Philosophy Core *or*  
Theology Core  
Science Elective\*\*

#### Senior Year

##### *Fall Term*

CS 496 Computer Science Project I\*  
Ethics Core  
Social Science Core  
CSElective\*  
Elective

*Spring Term*

CS 462 Algorithm Analysis *or*  
 CS 478 Theory of Computation\*\*\*  
 Fine Arts Core  
 Social Science Core  
 CS Elective\*  
 Elective

\* Required for major.

\*\* Science elective for computer science majors must be majors-level course emphasizing quantitative and/or experimental methods.

\*\*\* One theory-oriented course required.

1. The three computer science electives for majors must be 400- or graduate level courses.
2. All electives must be at least three credits. At least three electives must be taken in departments other than computer science.
3. Three specialty tracks are offered: computer engineering, networks, and software engineering. To complete a concentration in a track, students must complete all requirements for the computer science major and choose three of their electives as follows:

**Computer Engineering:** Computer Interfacing and Lab, Microcomputer Systems and Lab, and one elective approved by the track coordinator.

**Networks:** Local-Area Computer Networks, Wide-Area Computer Networks, and one elective approved by the track coordinator.

**Software Engineering:** Software Testing, Object-Oriented Analysis and Design, and one elective approved by the track coordinator.

**BACHELOR OF ARTS**

Requirements for a major and an example of a typical program of courses are as follows:

**Freshman Year***Fall Term*

CM 100 Effective Writing  
 CS 201 Computer Science I\*  
 MA 251 Calculus I\*  
 Language Core  
 Elective

*Spring Term*

CS 202 Computer Science II\*  
 EN 101 Understanding Literature  
 HS 101 History of Modern Western Civilization  
 MA 252 Calculus II\*  
 Language Core

**Sophomore Year***Fall Term*

CS 295/MA 295 Discrete Structures\*  
 CS 301 Data Structures and Algorithms I\*  
 CS 371 Computer Engineering I\*  
 Philosophy Core *or*  
 Theology Core  
 Science Elective (w/Lab)\*\*

*Spring Term*

CS 302 Data Structures and Algorithms II\*  
 MA 301 Computational Linear Algebra\*  
 History Core  
 Philosophy Core *or*  
 Theology Core  
 Science Elective\*\*

**Junior Year***Fall Term*

Philosophy Core *or*  
 Theology Core  
 CS Elective\*  
 CS Elective\*  
 Elective  
 Elective

*Spring Term*

CS 482 Software Engineering\*  
 English Core  
 Philosophy Core *or*  
 Theology Core  
 CS Elective\*  
 Elective

**Senior Year***Fall Term*

CS 496 Computer Science Project I\*  
 Ethics Core  
 Social Science Core  
 CS Elective\* *or*  
 CS-Related Elective  
 Elective  
 Elective

*Spring Term*

Fine Arts Core  
 Social Science Core  
 CSElective\* *or*  
 CS-Related Elective  
 Elective  
 Elective

\* Required for major.

\*\* Science electives must be majors-level courses.

A total of five CS and CS-related electives are required. At least three are CS courses. See track requirements below:

1. Computer science electives for majors must be 300-level or above.
2. All electives must be at least three credits. At least three electives must be taken in departments other than computer science.
3. Four specialty tracks are offered: software engineering, networks, interdisciplinary study, and general computer science. To complete a concentration in a track, students choose their CS and CS-related electives as follows:

**Software Engineering:** Programming Languages, Web Programming, Software Testing, Database Management Systems, and one elective approved by the track coordinator.

**Networks:** Local-Area Computer Networks, Wide-Area Computer Networks, Operating Systems, Web Programming, and one elective approved by the track coordinator. (Students choosing this track must take MA 210.)

**Interdisciplinary Study:** Three CS courses at the 400-level or above and two CS-related electives in a single application area approved by the track coordinator.

**General:** Four CS electives at the 400-level or above and one CS-related elective approved by the track coordinator, or five CS electives at the 400-level or above.

**MINOR IN COMPUTER SCIENCE**

The following courses are required for a Minor in Computer Science:

CS 201 Computer Science I  
 CS 202 Computer Science II  
 CS 295 Discrete Structures (same course as MA 295) *or*  
 CS 371 Engineering I  
 CS 301 Data Structures and Algorithms I  
 CSxxx Approved Computer Science Elective\*\*  
 CS4xx Advanced Computer Science Elective

\* Mathematical sciences majors minoring in computer science must take CS 371.

\*\* An approved computer science elective for the minor is a CS 300- or CS 400-level course.

**CERTIFICATE IN PROGRAMMING**

A Certificate in Computer Programming is awarded to students who successfully complete CS 201, CS 202, and CS 301.

**COMBINED B.S./M.S. OR B.A./M.S. PROGRAMS**

Students may choose computer science electives from Loyola's Master of Computer Science (M.S.) program. Two such courses may be counted toward both the bachelor's and master's degrees making it possible to complete the requirements for both degrees within a five-year span. For more information, consult the graduate catalogue.

**INTERDISCIPLINARY PROGRAMS**

Interdisciplinary majors which include computer science are offered. Interested students should contact the department chair to discuss the requirements (or visit, [www.cs.loyola.edu](http://www.cs.loyola.edu)). ABET/CAC accreditation only extends to those interdisciplinary degrees that satisfy all computer science bachelor's degree requirements.



## COURSE DESCRIPTIONS

**CS 111 Introduction to Computers with Software Applications (3.00 cr.)**

An introduction to computer science and software applications. Students are introduced to the design of computers, computer systems, data representation, and structured programming concepts. Experience in popular computer applications such as spreadsheets, database management systems, presentation software, and Internet applications is included. Structured programming concepts are introduced. This course incorporates extensive, hands-on experience on a personal computer. *Satisfies one math/science core requirement.*

**CS 112 Introduction to Computer Science (3.00 cr.)**

An introductory survey of the field of computer science including topics such as the history of computing; design and applications of software; user interface design; theory and translation of programming languages; introduction to hardware, including Boolean logic and circuit design; theory of computation; artificial intelligence; and ethical and social impacts of computers. The course tries to answer the questions of what computers are, how do they work, and what they can (and cannot) do. Students participate in hands-on laboratory work with various levels of programming, including spreadsheet formulas, database queries, and traditional programming languages. *Satisfies one math/science core requirement.*

**CS 116 The Internet and the World Wide Web (3.00 cr.)**

An introductory computer science course that includes the applications of the Internet and how to design and maintain webpages. Each student creates and maintains a website that incorporates hyperlinks, multimedia, tables, frames, forms, and JavaScript. Other topics include newsgroups, chat, discussion groups, electronic mail management, file transfer protocol, data encryption, and electronic commerce. *Satisfies one math/science core requirement. Closed to students who have taken the course as a CS 120 topic.*

**CS 120 Topics in Introductory Computer Science (3.00 cr.)**

An introductory exploration of a topic of current interest in computer science. *May be repeated for credit with different topics.*

**CS 201 Computer Science I (4.00 cr.)**

A general survey of the major areas of computer science including theory of computation, elementary

digital logic, programming languages, artificial intelligence, common application software, ethical issues in computing, and software design. Introduces elementary structured programming, including top-down design, object-oriented design, functions, loops, and arrays. *First course in the major's sequence.*

**CS 202 Computer Science II (4.00 cr.)**

*Prerequisite: CS 201.* A continuation of CS 201. Emphasizes structured programming skills and introduces more advanced programming features including object design and reuse, recursion, and simple data structures using a high-level, object-oriented language.

**CS 220 Current Topics in Computer Science (1.00 cr.)**

*Prerequisite: Varies according to topic.* A one-hour introductory exploration of a topic of current interest in Computer Science. *May be taken more than once. Does not count toward fulfillment of degree requirements. (Satisfactory/Unsatisfactory)*

**CS 295 Discrete Structures (3.00 cr.)**

*Prerequisite: CS 201 and MA 109 or a score of 13 or better on Part II of the Math Placement Test or one year of high school calculus.* Boolean algebra, combinatorics, inductive and deductive proofs, sets, graphs, functions, and recurrence relations. *Same course as MA 295. (Fall only)*

**CS 301 Data Structures and Algorithms I (3.00 cr.)**

*Prerequisite: CS 202; CS 295 or MA 295 (may be taken concurrently).* Elementary data structures are designed and built according to principles of data encapsulation and abstraction. Associated algorithms are analyzed for efficiency. Introduces a UNIX-based platform and tools for programming.

**CS 302 Data Structures and Algorithms II (3.00 cr.)**

*Prerequisite: CS 301.* A continuation of CS 301. More advanced data structures are designed, analyzed, and created using an object-oriented language. File structure, access, and processing are studied. More UNIX-based tools are introduced.

**CS 371 Computer Engineering I (4.00 cr.)**

*Prerequisite: CS 202. Corequisite: CS 295 or MA 295 or equivalent.* An introduction to the design and programming of digital systems. Topics include Boolean algebra, combinatorial and sequential circuit design, and assembly language programming. *(Fall only)*

**CS 420 Computer Science Research (1–4.00 cr.)**

*Prerequisite:* Written permission of the sponsoring computer science faculty member. Supervised research projects may be taken for credit by qualified students. Requires a preliminary paper outlining the scope of the problem and the associated literature. Requires progress reports and a final research paper.

**CS 440 Data Communications (3.00 cr.)**

*Prerequisite:* MA 252. The physical layer of computer networks. Visualization of signals and systems in the time and frequency domain. Transmission media, data encoding, multiplexing. Interfacing communications and computers.

**CS 451 Programming Languages (3.00 cr.)**

*Prerequisite:* CS 302. A study of important programming language concepts. Topics include imperative, functional, logic, and object-oriented programming as well as new programming paradigms. An introduction to the formal study of programming language specification and analysis. (*Fall only*)

**CS 455 Graphical User Interface Design and Implementation (3.00 cr.)**

*Prerequisite:* CS 301. Covers the design, implementation, and evaluation of graphical user interfaces for computer applications. Topics include the human factors that direct interface design; existing standards for human/computer interaction; event-driven programming in a modern GUI system; and techniques for testing user interface effectiveness.

**CS 456 Web Programming (3.00 cr.)**

*Prerequisite:* CS 202. A review of HTML and an introduction to JavaScript. The design of Common Gateway Interface (CGI) scripts and the use of the Perl programming language for processing Web user input. Includes graphical user interface (GUI) interactions.

**CS 461 Compiler Construction (3.00 cr.)**

*Prerequisite:* CS 451. Studies formal language theory and the basic elements of a language compiler. A compiler is constructed for a subset of a modern language.

**CS 462 Algorithm Analysis (3.00 cr.)**

*Prerequisite:* CS 302; MA 295 or equivalent. Design of computer algorithms and analysis of their performance. Includes dynamic programming, graph algorithms, and NP-completeness. (*Spring only*)

**CS 464 Object-Oriented Analysis and Design (3.00 cr.)**

*Prerequisite:* CS 302. A survey of object-oriented analysis, design, and programming including encapsulation, information hiding, and inheritance. Several modeling languages and object-oriented programming languages are studied. Also includes a survey of patterns and strategies.

**CS 466 Operating Systems (3.00 cr.)**

*Prerequisite:* CS 302, CS 371. Considers processes, process synchronization and mutual exclusion, and techniques for memory allocation, scheduling, and disk management. Surveys current computer operating systems and discusses research in distributed operating systems. (*Spring only*)

**CS 468 Image Processing (3.00 cr.)**

*Prerequisite:* CS 301 or EG 433, MA 301. Image formation, two-dimensional signal processing, image encoding, restoration and enhancement, two- and three-dimensional pattern recognition, and robotic vision.

**CS 472 Computer Interfacing and Lab (3.00 cr.)**

*Prerequisite:* CS 371 or EG 471. Analog and digital circuits are interfaced to a digital computer. Operational amplifiers, digital-to-analog converters (DAC) and analog-to-digital converters (ADC). Interfacing of serial ports, parallel ports, timers, and other digital devices. Programming is carried out using both assembly language and high level languages. The role of interrupts and direct memory access (DMA) in data collection. An associated laboratory includes experiments with peripheral address decoding, parallel and serial I/O interface design, applications of timers and counters, interrupt structures, and a final project. *Same course as EG 472.*

**CS 475 Microcomputer Systems and Lab (3.00 cr.)**

*Prerequisite:* CS 371 or EG 471. Design of a computer system using a microprocessor unit (MPU) and everything outside the MPU including the system clock, external memory design, input/output (I/O) design, the data bus, and the system control bus. Generation and detection of maskable and non-maskable priority interrupts. Covers elements of assembly language and high level languages required for exercising hardware control. Laboratory includes design and testing of memory, serial and parallel I/O, clock generation, priority interrupts, and direct memory access (DMA). *Same course as EG 475.*

**CS 478 Theory of Computation (3.00 cr.)**

*Prerequisite:* CS 295 or MA 395 or written permission of the instructor. Basic results on the capabilities, limitations, and applications of formal models of computation. Includes finite state machines, push down automata, grammars, computable and non-computable functions, and NP-completeness. (*Spring only*)

**CS 479 Topics in Computer Engineering (3.00 cr.)**

*Prerequisite:* CS 371 and senior standing in computer science. An advanced course in computer engineering. *May be repeated for credit.*

**CS 482 Software Engineering (3.00 cr.)**

*Prerequisite:* Junior or senior standing in computer science. Techniques of software design, development, maintenance: requirements analysis, design methods, implementation techniques, testing strategies, and project management. Life cycles and process models. A team project serves as a case study. (*Spring only*)

**CS 483 Software Testing (3.00 cr.)**

*Prerequisite:* CS 482. Techniques for evaluating software and verifying that software conforms to its requirements: static and dynamic analysis, theoretical foundations, and formal proofs; error, fault, and failure classification; test planning; software quality assurance; metrics; consistency.

**CS 484 Artificial Intelligence (3.00 cr.)**

*Prerequisite:* CS 302. An introduction to basic concepts and techniques of artificial intelligence. Topics include search, logic for knowledge representation and deduction, and machine learning. Some current application areas such as natural language, vision, and robotics are surveyed.

**CS 485 Database Management Systems (3.00 cr.)**

*Prerequisite:* CS 302. Concepts and structures necessary to design, implement, and use a database management system: logical and physical organization; various DB models with emphasis on the relational model; data description languages; query facilities including SQL; the use of embedded SQL.

**CS 486 Computer Graphics (3.00 cr.)**

*Prerequisite:* CS 302; MA 301 or written permission of the instructor. An introduction to the mathematics and algorithms required to create two- and three-dimensional computer images. Covers the modeling and display of objects, scenes, and lighting in high-level computer languages.

**CS 487 Local-Area Computer Networks (3.00 cr.)**

*Prerequisite:* CS 202, MA 252. Local area networks of computers. An introduction to telecommunications. Network architectures: physical, data link, network, transport, session, presentation, and application layers.

**CS 488 Introduction to Coding Theory and Its Applications (3.00 cr.)**

*Prerequisite:* CS 301; MA 301 or equivalent. An introduction to the theory of error-correcting codes. Topics include linear, general algebraic, cyclic, Hamming, and BCH codes; bounds on minimum and maximum distances on code word weight; encoding and decoding algorithms; and circuitry. Additional topics may be drawn from Goppa, Reed-Soloman, QR, convolutional and trellis codes.

**CS 489 Topics in Computer Science (3.00 cr.)**

*Prerequisite:* Junior or senior standing in computer science or written permission of the instructor. An advanced course in computer science. *May be repeated for credit.*

**CS 490 Wide-Area Computer Networks (3.00 cr.)**

*Prerequisite:* CS 202, MA 252. Network layers protocols including routing; internetworking (IP); transport layers (TCP); application layer internals including DNS, electronic mail, and the Web.

**CS 496 Computer Science Project I (3.00 cr.)**

*Prerequisite:* CS 482. A project-oriented course which may be taken on or off campus under the supervision of a faculty adviser. Requires a proposal and progress reports. An oral presentation and a formal paper conclude the course. Weekly seminar on social and ethical issues in computer science and reading, writing, critiquing, and presenting technical literature.

**CS 497 Computer Science Project II (3.00 cr.)**

*Prerequisite:* CS 496. A continuation of CS 496.

**CS 498 Computer Science Seminar (1.00 cr.)**

*Prerequisite:* Senior standing in computer science. The capstone course for computer science majors. Topics include social issues and ethics; reading writing, critiquing, and presenting technical literature. (*Fall only*)

# ECONOMICS

**OFFICE:** Sellinger Hall, Room 318

**TELEPHONE:** 410-617-2357

**CHAIR:** Nancy A. Williams, Associate Professor

**PROFESSORS:** Frederick W. Derrick; Thomas J. DiLorenzo; John C. Larson (emeritus); Charles E. Scott; Stephen J. K. Walters

**ASSOCIATE PROFESSORS:** Arleigh T. Bell, Jr. (emeritus); Francis G. Hilton, S.J.; John M. Jordan (emeritus); Nancy A. Williams

**ASSISTANT PROFESSORS:** John D. Burger; Norman H. Sedgley; Marianne Ward

**AFFILIATE FACULTY:** G. Edward Dickey; Soheila K. Fardanesh; Ruth A. Hartcorn; Ephraim Leibtag; Daniel Mercer; Michael F. Schneider

The Bachelor of Arts (B.A.) in Economics provides students with a versatile, powerful set of analytic tools. This program is appropriate for those who intend to enter professional programs (e.g., Law) or graduate schools, will pursue careers as managers or economic analysts in government or business, or seek rigorous training in a social science. To fulfill the major requirements, students may follow the program outlined below or create special interdisciplinary programs combining studies in economics with other social sciences, computer science, or mathematical sciences. Students with questions about economics are invited to consult the economics chair.

Students who wish a broad, business-oriented program may elect to pursue the Bachelor of Business Administration (B.B.A.) in business economics. The B.B.A. is described in the section detailing the offerings of the Sellinger School of Business and Management. Students who plan doctoral work in preparation for a career in research or teaching are encouraged to meet with the department chair to discuss a dual major in economics and mathematics.

## MAJOR IN ECONOMICS

To earn the B.A. in Economics, students must take twelve economics courses in addition to their core requirements. The five required courses are EC 102 and EC 103, EC 220, EC 301 and EC 302. Seven additional courses may be selected from the remaining offered. Economics majors may not count 200-level courses taken during the senior year toward the twelve required courses. Three of these courses must be at the 400-level. Students are cautioned to choose courses wisely, with the help of their major adviser, to insure that their career objectives are best served.

At the discretion of the adviser or department chair, certain courses offered by other departments may qualify toward upper-division requirement. Students may also design interdisciplinary programs involving related fields of interest, subject to approval of the relevant department chair.

In addition to twelve economics courses, students must take either MA 151 or MA 251. Students with good mathematical skills are encouraged to take MA 251 and MA 252.

## BACHELOR OF ARTS

Requirements for a major and an example of a typical program of courses are as follows:

### Freshman Year

#### Fall Term

- CM 100 Effective Writing\*\*
- EC 102 Microeconomic Principles\*
- MA 151 Applied Calculus for Business and Social Sciences\* *or*
- MA 251 Calculus I\* (recommended if considering graduate study)
- Language Core
- Elective

#### Spring Term

- EC 103 Macroeconomic Principles\*
- HS 101 History of Modern Western Civilization\*\*
- Language Core
- Math/Science Core
- Elective

**Sophomore Year***Fall Term*

- EC 220 Business Statistics\*
- EN 101 Understanding Literature
- PL 201 Foundations of Philosophy
- TH 201 Introduction to Theology\*\* *or*  
Elective
- History Core\*\*

*Spring Term*

- PL 200-Level Philosophical Perspectives Course
- EC 200-Level Elective\*
- English Core
- Math/Science Core
- Theology Core\*\* *or*  
Elective

**Junior Year***Fall Term*

- EC 302 Microeconomics\*
- TH 201 Introduction to Theology\*\* *or*  
Elective
- Fine Arts Core
- Economics Elective\*  
Elective

*Spring Term*

- EC 301 Macroeconomics\*
- Theology Core\*\* *or*  
Elective
- Economics Elective\*
- Non-Departmental Elective  
Elective

**Senior Year***Fall Term*

- Ethics Core
- Economics Elective\*
- Economics Elective\*
- Non-Departmental Elective  
Elective

*Spring Term*

- Economics Elective\*
- Economics Elective\*
- Non-Departmental Elective  
Elective
- Elective

\* Required for major.

\*\* Terms may be interchanged.

**MINOR IN ECONOMICS**

The following courses are required for a Minor in Economics:

- EC 102 Microeconomic Principles
- EC 103 Macroeconomic Principles
- EC 301 Intermediate Macroeconomics *or*  
EC 302 Intermediate Microeconomics
- EC Elective (200-level or above)\*
- EC Elective (300-level or above)
- EC Elective (300-level or above)

\* EC 220 approved only if EC 420 is completed.

To plan the set of courses that is most appropriate to the student's needs, the student should consult the economics department chair or minor adviser.

**COURSE DESCRIPTIONS****EC 102 Microeconomic Principles (3.00 cr.)**

Investigates how individuals in market economies make decisions about what goods will be produced, how they will be produced, and for whom they will be produced. Students learn to analyze the impacts of changes in markets; illustrate the concepts of consumer demand and production; and explain the process of profit maximization under various market structures. Topics include the laws of supply and demand; behavior of firms in competitive and noncompetitive markets; functioning of labor and capital markets; poverty and income inequality; economics and the environment; economic systems in other countries.

**EC 103 Macroeconomic Principles (3.00 cr.)**

*Prerequisite:* EC 102. Introduces macroeconomic equilibrium, its impact on unemployment and inflation, and the effect of economic policy initiatives on that equilibrium. Students learn to predict the qualitative effect on changes in economic aggregates on each other and on GDP. Topics include the business cycle; national income and product accounting; equilibrium in the aggregate demand—aggregate supply model; the multiplier; the national debt; financial intermediaries; money and its creation; fiscal and monetary policy; comparative advantage and the gains from international trade; commercial policy; foreign exchange markets; and the balance of payments. Effects of international transactions are incorporated with each topic.

**EC 210 American Economic History (3.00 cr.)**

*Prerequisite:* EC 102 or written permission of the instructor. Examines the economic forces underlying historical development in America from the pre-Colombian period to modern times. Students develop skills in the use of economic tools of analysis and an enhanced understanding of the application of the laws of economic behavior to events of historical significance. Topics include problems of exploration and migration; the economics of revolution; the institution of slavery; entrepreneurship and development; causes and consequences of the Great Depression; and the economics of political and cultural change.

**EC 220 Business Statistics (3.00 cr.)**

*Prerequisite:* MA 109 or equivalent. Introduces the concepts and application of statistics in management. Students learn to apply estimation and hypothesis testing to univariate and multivariate business problems. Topics include descriptive statistics and statistical inference; linear regression; correlation; and trend and seasonal time series analysis.

**EC 250 Capitalism and Its Critics (3.00 cr.)**

*Prerequisite:* EC 102. Provides students with an opportunity to read and think carefully about some of the major writings that defend and criticize capitalism, especially on moral and philosophical grounds. Topics for discussion include the industrial revolution; causes and consequences of the Great Depression; economic justice; wealth creation; environmentalism; economics and race; and the social responsibility of business.

**EC 260 Law and Economics (3.00 cr.)**

*Prerequisite:* EC 102. An application of the tools of economic analysis to several key areas of the law. Topics include contracts, environmental policy, criminal law and crime deterrence, discrimination in employment and housing, landlord-tenant laws, property law, torts, and zoning.

**EC 280 Economic Problems of Cities (3.00 cr.)**

*Prerequisite:* EC 102. An application of the tools of economic analysis to the most pressing problems of American cities: poverty, crime, diminished employment opportunities, and low educational attainment. Additional topics include housing segregation, welfare policy, homelessness, and urban government. International comparisons are drawn.

**EC 290 European Economic History (3.00 cr.)**

*Prerequisite:* EC 102 or written permission of the instructor. Combines an examination of historical events with basic economic tools and principles to provide a different perspective on European development. Attention is focused on important economic processes that help to shape the European historical record. Students gain an introduction to economic reasoning and methods from the perspective of their relevance to an understanding of history. Students have the opportunity to use economic concepts to obtain a deeper understanding of historical questions. Topics include the effects of European nationalism; the nature and consequences of the Industrial Revolution; the effects of the Transportation Revolution; the economics of European migration patterns; and the creation of an international economy.

**EC 301 Intermediate Macroeconomics (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, MA 151 or MA 251. Analyzes the economy-wide forces, policies, and institutions that directly determine and otherwise influence long-term economic trends and short-term fluctuations. Students learn the central lessons of contemporary macroeconomics; gain confidence in their ability to discuss economic policies in professional settings; and acquire the skills needed to begin macroeconomic studies. Topics include the key ideas of Nobel Prize winners; national income and product accounting; balance of payments; unemployment; employment; labor force participation; international trade and finance; monetary fiscal policies; facts and theories of long-term economic growth; facts and theories of business cycles; the powerful role of expectations and policy credibility; and modern electronic connections among all types of international markets. (*Spring only*)

**EC 302 Intermediate Microeconomics (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, MA 151 or MA 251. Analyzes the motives, constraints, and behaviors of consumers and producers. Students learn the foundations of supply and demand analysis, cost analysis, and pricing strategy; refinements of these foundations under different market structures and regulation environments; and basic market and policy research. Topics include consumer preferences, budget constraints, work incentives, and demand patterns; producer input-output technology, cost of production, factor demand, and product supply patterns; entrepreneurial behavior; market structures such as perfect competition, monopolistic competition, oligopoly, and monopoly; antitrust law and regulation institutions; international markets;



property rights; and economic notions of voter behavior. (Fall only)

**EC 320 Mathematical Economics (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, MA 151 or MA 251. Investigates the use of applied mathematics in economics; serves as an introduction to economics for science and mathematics majors; and strengthens the mathematics skills of economics majors taking it as an elective. Students learn to structure, discuss, and analyze fundamental economic lessons using algebra and calculus. Topics include the structure of constrained optimization problems; market equilibrium analysis; quality characteristics of economic models; distinctions between stocks and flows; dynamics and laws of motion in equilibration processes.

**EC 360 Environmental Economics (3.00 cr.)**

*Prerequisite:* EC 102. Examines contemporary issues of environmental quality, natural resource allocation, and conservation from the economic perspective. Students develop an understanding of the history of the environmental movement and learn to analyze environmental issues using economic tools. Topics include benefit-cost analysis, property rights, incentive-based pollution control policies, and a review of government regulatory performance.

**EC 370 Cost-Benefit Analysis (3.00 cr.)**

*Prerequisite:* EC 102. Presents the foundations and methods of cost-benefit analysis (CBA) used to evaluate environmental, health, and safety regulations. Students learn to develop and use cost-benefit analysis. Topics include the economic and ethical principles underlying CBA; the distinction between real costs and transfers; alternative methods for estimating benefits and costs; the discounting of benefits and costs; risk assessment; and federal guidelines for conducting CBA.

**EC 380 Sports Economics (3.00 cr.)**

*Prerequisite:* EC 102. *Recommended Pre- or Corequisite:* EC 220. Applies the tools of price theory and statistical analysis to professional and amateur sports. Students develop analytic tools useful in both the management of sports enterprises and the evaluation of strategy in the contests themselves. Topics include demand analysis; pay and performance; economic impact analysis and government subsidies for franchises; discrimination; and the implications of elementary game theory for strategic decision-making in sports.

**EC 420 Econometrics (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, EC 220. Develops and applies the tools of economic theory, mathematics, and statistics to economic phenomena. Students learn to investigate the specification, estimation, and interpretation of empirical economic relationships using least squares techniques. Simple and multiple regression, alternative specifications, and simultaneous equations are used in case studies to form a foundation of experience for students to become applied statisticians and economists.

**EC 430 Monetary Economics (3.00 cr.)**

*Prerequisite:* EC 103. Examines micro- and macroeconomic monetary issues, problems, and theory. Students learn to predict the effect of monetary events on financial markets and the real economy. Topics include functions and measures of money; interest rates, present value, and yield; capital asset pricing model; diversification; risk and term structure of interest rates; financial intermediaries; creation and determination of the money supply; the Federal Reserve System; tools, goals, and targets of monetary policy; demand for money; money and real GDP; transmissions mechanisms.

**EC 435 Public Sector Economics (3.00 cr.)**

*Prerequisite:* EC 102. Examines the non-market provision of goods and services. Students learn to analyze public expenditure and tax policies and investigate their impact on income distribution and resource allocation. Topics include the analysis of collective decision-making and the application of cost-benefit analysis.

**EC 440 International Financial Economics (3.00 cr.)**

*Prerequisite:* EC 103. *Recommended Prerequisite:* EC 301. Examines the financial side of international economic activity. Topics include balance of payments; foreign exchange; spot markets and forward markets; covered and uncovered interest parity conditions; monetary and portfolio balance models of exchange rate determination; macroeconomic policy in an open economy; under fixed and flexible exchange rates; optimum currency areas; and issues surrounding the European Monetary Union.

**EC 446 International Trade (3.00 cr.)**

*Prerequisite:* EC 102 or EC 103. Investigates the theory and practice of international trade. The course begins with an analysis of the basis and gains from trade and considers trade policy and obstructions to trade. It reaches focus on special topics such as the relation-

ship between trade and the environment and the development of other economies.

**EC 448 Development Economics (3.00 cr.)**

*Prerequisite:* EC 102 or EC 103. Examines the theory and practice of the economic development of nations. The first segment focuses on the meaning of development. The second segment considers the internal and external forces that encourage or discourage economic development. The course closes with a consideration of special topics such as the link between development, environment, education, and income distribution.

**EC 450 Managerial Economics (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, EC 220. Develops expertise in applying microeconomic analysis to practical business management decisions using a combination of economic theory, quantitative tools, and practical exercises. Students identify and analyze aspects of business strategy decisions. Topics include demand and cost, including the theory and how to apply it in a practical way; pricing; competitive strategies; and the impact of the environment of business and governmental actions on business decision-making.

**EC 460 Business and Government (3.00 cr.)**

*Prerequisite:* EC 102. Examines the nature of business behavior in competitive and noncompetitive markets and the nature and consequences of government regulation of this behavior. Students acquire tools useful in the development of competitive strategies and develop a sophisticated understanding of regulatory institutions and behavior. Topics include collusion, mergers and acquisitions, predatory behavior and monopolization, emerging deregulation of public utilities, and health and safety regulations.

**EC 480 Labor Economics (3.00 cr.)**

*Prerequisite:* EC 102. Focuses on the labor market with emphasis on the economic incentives related to work and the individual and institutional responses to them. Students learn to identify the critical economic aspects of individual, firm, and governmental decisions relating to work and the investment in human capital. Topics include supply and demand for labor; labor markets; investment in human capital, including college; unions; unemployment; welfare; public policies related to labor; and the importance of incentives for behavior in each of these contexts.

**EC 490 Health Economics (3.00 cr.)**

*Prerequisite:* EC 102. Examines the basic concepts and models of health economics. Students learn to understand and critique the health care industry and proposed policies. Topics include the institutional and economic structure of the health care industry; the incentives by the market, government, and insurance; the private and public demand; production; and the political economy of health care.

**EC 498 Economics Independent Study (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, EC 220, junior standing in economics (B.A. or B.B.A.), and written permission of the instructor. An individual research project with an economics faculty member in a specific area of mutual interest. The student must begin with a written plan for the project and conclude with a written research report and presentation. Arrangements for supervision with a faculty member must be made prior to registration. *Ordinarily, no more than one independent study may be counted toward the major requirements.*

**EC 499 Economics Internship (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, EC 220, junior standing in economics (B.A. or B.B.A.), and written permission of the instructor. Provides students with preparation for careers in business, law and public policy through practical work experience, rigorous study of the economic theories related to the internship, and individual reflection for career planning. *Ordinarily, interns spend approximately 10 hours per week at the internship site and spend additional time each week meeting with the faculty sponsor and producing the required academic components. Arrangements for supervision with a faculty member must be made prior to registration. Only one internship course may count toward graduation requirements.*

## EDUCATION

**OFFICE:** Beatty Hall, Room 104

**TELEPHONE:** 410-617-5095

**CHAIR:** Victor R. Delclos, Professor

**INTERNSHIP COORDINATORS, PROFESSIONAL**

**DEVELOPMENT SCHOOLS:** Deborah Anthony; Peggy Golden; Lisa C. Schonberger; Kathleen Sears

**PROFESSORS:** Victor R. Delclos; Donald B. Hoffer (emeritus); Donald J. Reitz (emeritus); Beatrice E. Sarlos (emerita)

**ASSOCIATE PROFESSORS:** L. Mickey Fenzel; David Marcovitz; Michael L. O'Neal; Sharyn Simpson Rhodes; Elana E. Rock

**ASSISTANT PROFESSORS:** Marie Celeste; Debby I. Deal; Stephanie A. Flores-Koulish; Peter L. Rennert-Ariev; Lisa C. Schonberger (visiting); H. Lovell Smith; Wendy M. Smith

**INSTRUCTORS:** Deborah Anthony; Catherine Castellan; Eleanor S. Kaufmann

**AFFILIATE FACULTY:** Joyce Agness; Katharine J. Cobert; Dorothy Dorman; Margaret C. Dumler; Susan A. Gallagher; Ellen A. Harrison; Jamie M. John; Sam Polack; Maryanne Ralls; Mary L. Roby; Richard T. Satterlee; Pritchett R. Stacy; Jack Woodward

The Reverend Peter-Hans Kolvenbach, S.J., Superior General of the Society of Jesus, has described the goal of Jesuit Education with the following words: "We aim to form...men and women of competence, conscience and compassionate commitment." In recognition of our connection to the Jesuit mission of the Loyola College community, the Education Department has adopted the three words, Competence, Conscience, Compassion as its motto.

### MISSION

Within the Jesuit traditions of intellectual excellence, social justice, ethical responsibility, and *cura personalis*, the Education Department promotes leadership and scholarship in the development of teachers, counselors, administrators, and other educators.

Elementary education majors are prepared for teaching through a program which blends theory with practice. The program has been approved by The Council for Exceptional Children and the Maryland State Department of Education using recognized state or national standards and includes the Maryland approved reading courses. Students completing the program satisfy course requirements for certification in the state of Maryland and are eligible for certification in many other states that participate in the interstate reciprocity agreement.

To enable education majors to respond to the needs of exceptional children within a school environment, courses in special education are required. Education majors seeking additional study in this area may choose to minor in special education. However, Maryland certification requirements for special education are not completely met by this minor.

A program minor in secondary education allows students from other disciplines to complete degree requirements for their major while taking education courses required for certification.

Consonant with Loyola's emphasis on high quality teacher preparation, elementary education majors and students who choose a secondary education minor are required to:

- maintain a 2.500 overall average in order to remain in good standing and be eligible for Phase II of the Internship or the Practicum in Special Education;
- complete all required education coursework, including field experience; and

- achieve a score that meets or exceeds the Maryland composite cutoff on the Reading, Writing, and Mathematics portions of the PRAXIS I examination prior to beginning the internship.

During the spring of the senior year, elementary education majors who are not eligible for Phase II of the Internship register for the 15-credit, Non-Certification Option, as follows:

SE 481 Differentiating Curriculum and Instruction for Diverse Learners  
Two Departmental Electives (in consultation with the adviser)  
Two Electives

Students who complete this option do not complete the Maryland approved program and cannot be recommended for certification.

Qualifying students completing either a Major in Elementary Education or a Minor in Secondary Education complete their internships in a Professional Development School (PDS). The PDS is a collaborative effort between the local schools and the Education Department of Loyola College. This yearlong, intensive internship experience integrates theory and practice.

The Education Department of Loyola College is fully accredited by the National Council for Accreditation of Teacher Education. The department's elementary and secondary education programs have been approved by the Maryland State Department of Education using recognized state or national standards and include the Maryland approved reading courses.

#### ACCREDITATION

The Education Department at Loyola College in Maryland is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC, 20036; phone: 202-466-7496. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

## MAJOR IN ELEMENTARY EDUCATION

### BACHELOR OF ARTS

Requirements for a major and an example of a typical program of courses are as follows:

#### Freshman Year

##### *Fall Term*

CM 100 Effective Writing  
ED 100 Introduction to Elementary Education  
MA 110 Introduction to Statistical Methods and Data Analysis  
PH 110 Physical Science I  
Language Core

##### *Spring Term*

BL 106 Science of Life  
ED 101 Education II: Field Experience  
ED 302 Human Growth and Development  
EN 101 Understanding Literature  
HS 101 History of Modern Western Civilization  
Language Core

#### Sophomore Year

##### *Fall Term*

ED 203 Math Methods Lab I  
ED 430 Field Experience: Science  
MA 103 Fundamental Concepts of Mathematics I  
PH 111 Physical Science II  
PL 201 Foundations of Philosophy  
RE 419 Foundations of Reading and Language Arts  
Elective

##### *Spring Term*

AH 100 Introduction to Art History  
ED 204 Math Methods Lab II  
ED 300 Learning Theory  
ED 438 Field Experience: Special Education  
MA 104 Fundamental Concepts of Mathematics II  
SE 496 Introduction to Special Education  
EN 200-Level Elective

**Junior Year***Fall Term*

- ED 416 Elementary Social Studies Methods
- ED 431 Field Experience in Education
- HS 340 America Through Reconstruction *or*
- HS 341 The U.S. Since the Civil War
- RE 442 Instruction for Reading: Methods, Materials, and Resources
- TH 201 Introduction to Theology
- Non-Departmental Elective

*Spring Term*

- ED 401 Beginning PDS Placement
- PL 200-Level Philosophical Perspectives Course
- RE 444 Instruction of Reading
- Ethics Core (PL 300–319 or TH 300–319)
- Theology Core
- Non-Western History Elective

**Senior Year***Fall Term*

- ED 404 Internship I and Seminar
- ED 421 Comprehensive Classroom Management
- GY 201 Principles of Geography
- RE 420 Assessment for Instruction of Reading
- English Elective
- Elective

*Spring Term*

- ED 445 Internship II and Seminar *and*
- SE 481 Differentiating Curriculum and Instruction for Diverse Learners *or*
- Non-Certification Option (15 credits)

**MINOR IN SPECIAL EDUCATION**

The Education Department offers a Minor in Special Education which provides students with a basic understanding of special education, the diverse learner, and assessment and instructional strategies for children with special needs. The Minor in Special Education is available to all majors and includes the following courses:

- ED 421 Comprehensive Classroom Management\*
- SE 481 Differentiating Curriculum and Instruction for Diverse Learners\*
- SE 482 Assessment and Instructional Planning for Special Education
- SE 483 Collaboration and Consultation for Students with Special Needs
- SE 496 Introduction to Special Education\*  
Field Experience in Special Education

\* Taken as part of the elementary education major. The minor is available for students in other majors. Please contact the coordinator of special education for advisement.

**MINOR IN SECONDARY EDUCATION**

The Department offers students majoring in certain academic disciplines the opportunity to undertake the coursework needed to become certified to teach on the secondary level in Maryland. The Minor in Secondary Education requires the following coursework, regardless of major:

- ED 301 Educational Psychology
- ED 429 Secondary Methods of Teaching
- ED 432 Field Experience in Education
- ED 439 Field Experience: Special Education (Secondary Level)
- RE 474 Teaching Reading in the Content Area I
- RE 475 Teaching Reading in the Content Area II
- SE 496 Introduction to Special Education
- Content Area Teaching Methods
- Internship (Secondary Level)

Before deciding on electives, students who wish to minor in education should contact the adviser of secondary minors. Specific elective courses may be required to meet certification requirements in certain content areas.

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**COURSE DESCRIPTIONS**
**EDUCATION****ED 100 Introduction to Elementary Education (4.00 cr.)**

An overview of current educational issues integrated with a required service-learning project. An introduction to educational technology is included. *Prerequisite for all fieldwork.*

**ED 101 Education II: Field Experience (1.00 cr.)**

*Prerequisite: ED 100.* An introduction to classroom observational skills and preparation for future field experiences. Students focus on the culture of the classroom and on planning.

**ED 201 Foundational Perspectives on Education (3.00 cr.)**

Provides exposure to philosophical, historical, and sociological perspectives on education. Studies antecedents of current American educational thought and practice. Includes key concepts and values underlying American schooling, responses to change in a multicultural society and fundamental characteristics of group process.

**ED 203 Mathematic Methods Lab I (2.00 cr.)**

*Prerequisite: Restricted to students taking MA 103.* Focuses on developing both conceptual and procedural understanding of math concepts essential for elementary school teachers and on methods to teach those concepts to young children. Problem-solving, hands-on learning, lesson planning, and assessment are included. *Designed to run concurrently with MA 103.*

**ED 204 Mathematic Methods Lab II (2.00 cr.)**

*Prerequisite: Restricted to students taking MA 104.* Designed to run concurrently with MA 104. Focuses on developing both conceptual and procedural understanding of math concepts essential for elementary school teachers and on methods to teach those concepts to young children. Problem-solving, hands-on-learning, lesson planning and assessment are included.

**ED 300 Learning Theory (3.00 cr.)**

An examination of the various interpretations of the learning process. Explores major theories and principles of learning, motivation, and assessment. Includes historical perspectives but focuses on the application of theoretical knowledge and current research.

**ED 301 Educational Psychology (3.00 cr.)**

*Prerequisite: Restricted to secondary education minors or written permission of the instructor.* Explores major theories and principles of learning, motivation, and assessment. Focuses on the theoretical knowledge and the current research and their application to learning and teaching.

**ED 302 Human Growth and Development (3.00 cr.)**

An in-depth review of theories and issues involving the growth and development of human beings. Current trends in research involving development from early childhood through adolescence are highlighted. Students have several practical opportunities to apply knowledge gained from the course to experimental situations.

**ED 303 Educational Technology (2.00 cr.)**

A survey of the development and use of computers in the educational environment. In addition to providing an historical perspective, lectures discuss a variety of applications for the use of computers in the classroom: e.g., record keeping, tutorials, drill and practice and simulations. Requires some programming using computer assisted instruction (CAI).

**ED 324 Substance Abuse and Its Effects in Adolescence (3.00 cr.)**

An interdisciplinary service learning course that addresses the biology and psychology of drug abuse and addiction among adolescents. Trains students (in teams of three) to teach a seven-hour unit on different drugs and their effects to middle school classes in Baltimore City. Sexual behaviors in the context of alcohol and other drug use are also addressed. *Same course as BL 324.*

**ED 401 Beginning PDS Placement (1.00 cr.)**

Elementary majors begin their half-day a week placement in a Professional Development School (PDS). Students teach lessons according to skills and techniques demonstrated during the Methods courses. Includes observations and discussions of teaching in the PDS setting.

**ED 404 Internship I and Seminar (1.00 cr.)**

Students teach lessons according to skills and techniques demonstrated during the Methods courses. Includes observations and discussions of teaching in the PDS school setting.

**ED 412 Elementary Math Methods (2.00 cr.)**

Presents the program of the modern elementary school as an integrated whole, organized to eliminate unnecessary duplication. Adequate arrangements are made



to cover the specific body of knowledge peculiar to the teaching of each subject in the curriculum. Develops the underlying principles of teaching and learning through observation and participation in the regular classroom; supplemented by reading and discussion.

**ED 416 Elementary Social Studies Methods (3.00 cr.)**

Studies the teaching of social studies from a developmental point of view. Methods and materials are presented for children K–8. Emphasizes inquiry approach of teaching and hands-on techniques.

**ED 421 Comprehensive Classroom Management (3.00 cr.)**

*Prerequisite:* RS 496. Students demonstrate a thorough understanding of the various models, theories, and principles of behavior management. Students recognize the impact of student cultural background, classroom environment, and instruction on classroom behavior. Each student develops an applied classroom management plan including appropriate classroom design, effective rules, routines, and logical consequences. Social skill development and instruction is modeled and practiced. Students create behavioral intervention plans using skills such as selecting target behaviors, measurement and recording techniques, strategies for increasing or decreasing behavior, and evaluating plan effectiveness. Methods to insure generalization and maintenance of behavioral skills are also described.

**ED 422 The Teaching of Science (3.00 cr.)**

Presents the general theory of education as applied to the teaching of science. Consideration given to the selection and organization of content and the methods and the techniques associated with national and state standards for science instruction. *One of the six methods courses is required by the State Department of Education for secondary school teachers.*

**ED 423 The Teaching of English (3.00 cr.)**

Presents the general theory of education as applied to the teaching of English. Consideration given to the selection and organization of content and the methods and the techniques associated with national and state standards for English instruction. *One of the six methods courses is required by the State Department of Education for secondary school teachers.*

**ED 424 The Teaching of Social Studies (3.00 cr.)**

Presents the general theory of education as applied to the teaching of social studies. Consideration given to the selection and organization of content and the methods

and the techniques associated with national and state standards for social studies instruction. *One of the six methods courses is required by the State Department of Education for secondary school teachers.*

**ED 426 The Teaching of Modern Foreign Language (3.00 cr.)**

Presents the general theory of education as applied to the teaching of modern foreign language. Consideration given to the selection and organization of content and the methods and the techniques associated with national and state standards for foreign language instruction. *One of the six methods courses is required by the State Department of Education for secondary school teachers.*

**ED 427 The Teaching of Mathematics (3.00 cr.)**

Presents the general theory of education as applied to the teaching of mathematics. Consideration given to the selection and organization of content and the methods and the techniques associated with national and state standards for mathematics instruction. *One of the six methods courses is required by the State Department of Education for secondary school teachers.*

**ED 428 The Teaching of Music (3.00 cr.)**

Presents the general theory of education as applied to the teaching of music in grades K–12. Consideration is given to the selection and organization of content and the methods and techniques associated with the teaching of music. *One of the six methods courses is required by the State Department of Education for secondary school teachers.*

**ED 429 Secondary Methods of Teaching (3.00 cr.)**

Introduces students to the general concepts required for teaching at the secondary level. Includes objectives of secondary education, unit and lesson planning, varied instructional techniques, dealing with individual differences, and assessment. *A pre- or corequisite for content methods in specific subjects.*

**ED 430 Field Experience: Science (2.00 cr.)**

*Prerequisite:* Restricted to students taking PH 111. A school-based involvement in science education for three to four hours per week. Students work with children in the classroom in a variety of ways including one-on-one instruction and small group teaching. They become acquainted with resources and participate in the preparation of learning materials. Problems and techniques of classroom management are experienced in a realistic setting.

**ED 431 Field Experience in Education**  
(Elementary Level)

(1–2.00 cr.)

*Prerequisite:* ED 100. A school-based involvement in the educational process for three to four hours per week. Students work with children in the classroom in a variety of ways that include one-to-one instruction and small group teaching. They become acquainted with existing clerical support systems and media resources, and participate in the preparation of learning materials. Problems and techniques of classroom management are experienced in a realistic setting. (*Pass/Fail*)

**ED 432 Field Experience in Education**  
(Secondary/Middle Level)

(1.00 cr.)

The first phase of a two-semester internship in a specified area of certification. Interns observe, reflect, and begin to gain teaching experience in both a middle and a high school placement. They become acquainted with support systems, school climate, and resources in both placements as well as participate in the preparation of learning materials and in classroom instruction. Problems and techniques of classroom management are experienced in realistic settings. (*Pass/Fail*)

**ED 433 Internship in Music**

(12.00 cr.)

The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of college coordinators and experienced mentor teachers.

**ED 435 Internship in Art**

(12.00 cr.)

The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of college coordinators and experienced mentor teachers.

**ED 436 Leadership Seminar I**

(1.00 cr.)

*Prerequisite:* Written permission of the instructor. The purpose of the course is to improve the effectiveness of student instructors of FE 100 and the Alpha seminars. In addition to serving as student instructors and working with the seminar's faculty instructor, students attend training sessions, prepare readings on leadership in the context of Jesuit education, attend discussion sessions, and submit reflection papers. *Does not count toward graduation requirements.*

**ED 437 Leadership Seminar II**

(1.00 cr.)

*Prerequisite:* Written permission of the instructor. The purpose of the course is to improve the effectiveness of student instructors of FE 100 and the Alpha seminars. In addition to serving as student instructors and working with the seminar's faculty instructor, students attend training sessions, prepare readings on leadership in the context of Jesuit education, attend discussion sessions, and submit reflection papers. *Does not count toward graduation requirements.*

**ED 438 Field Experience: Special Education**

(Elementary Level)

(1.00 cr.)

*Corequisite:* RS 496. A school-based involvement in special education for three or four hours per week. Students work with children in the classroom in a variety of ways, including one-on-one instruction and small group teaching. They become acquainted with resources and participate in the preparation of learning materials. Problems and techniques of classroom management are experienced in a realistic setting.

**ED 439 Field Experience: Special Education**

(Secondary Level)

(1.00 cr.)

*Corequisite:* RS 496. A school-based involvement in special education for three or four hours per week. Students work with children in the classroom in a variety of ways, including one-on-one instruction and small group teaching. They become acquainted with resources and participate in the preparation of learning materials. Problems and techniques of classroom management are experienced in a realistic setting.

**ED 443 Field Experience: Special Education**

(1.00 cr.)

*Corequisite:* RS 496. A school-based involvement in special education for three or four hours per week. Students work with children in the classroom in a variety of ways, including one-on-one instruction and small group teaching. They become acquainted with resources and participate in the preparation of learning materials. Problems and techniques of classroom management are experienced in a realistic setting. *For special education minors who are not elementary education majors.*

**ED 445 Internship II and Seminar**

(12.00 cr.)

*Prerequisite:* Cumulative GPA of 2.500, passing score on PRAXIS I, and completion of major coursework. Students continue their intensive yearlong internship in this closely supervised, full-time experience. During this second phase, students gradually assume all of the responsibilities of their cooperating teacher. Seminars are held on

a regular basis, and topics focus on concerns relevant to the beginning teacher.

**ED 452 Internship II: Student Teaching**  
(Secondary Level): Science (12.00 cr.)

*Prerequisite:* Cumulative GPA of 2.500 and passing score on PRAXIS I. The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of college coordinators and experienced mentor teachers.

**ED 453 Internship II: Student Teaching**  
(Secondary Level): English (12.00 cr.)

*Prerequisite:* Cumulative GPA of 2.500 and passing score on PRAXIS I. The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of college coordinators and experienced mentor teachers.

**ED 454 Internship II: Student Teaching**  
(Secondary Level): Mathematics (12.00 cr.)

*Prerequisite:* Cumulative GPA of 2.500 and passing score on PRAXIS I. The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of college coordinators and experienced mentor teachers.

**ED 455 Internship II: Student Teaching**  
(Secondary Level): Social Studies (12.00 cr.)

*Prerequisite:* Cumulative GPA of 2.500 and passing score on PRAXIS I. The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of college coordinators and experienced mentor teachers.

**ED 456 Internship II: Student Teaching**  
(Secondary Level):  
Modern Foreign Language (12.00 cr.)

*Prerequisite:* Cumulative GPA of 2.500. The second phase of the internship where interns continue to translate

academic theory into practice in both a middle school and a high school placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of college coordinators and experienced mentor teachers.

**ED 463 Independent Study in Education (1–6.00 cr.)**

*Prerequisite:* Written permission of the adviser and the department chair. Individual projects geared to specific needs or interests of students. Specific requirements related to each independent study approved on an individual basis.

**ED 464 Geology and Geoarchaeology**  
of Baltimore Area Cathedrals (3.00 cr.)

An introduction to the earth and human history contained in the building stone of Catholic churches and cathedrals in the Baltimore area. Classroom lectures, discussions, hands-on laboratory activities, and on-site field excursions focus on basic principles of geology, geoarchaeology, and global climate change as well as local, regional, and global earth history. *Counts toward Catholic Studies minor.*

**ED 503 Evil: Its Nature and Manifestation (3.00 cr.)**

Provides a framework for an academic exploration, investigation, and definition of evil. In the shadow of a century of atrocities—from the millions killed in Joseph Stalin’s purges and gulags, to Adolf Hitler’s extermination of six million Jews and the three million lives obliterated in the killing fields of Pol Pot’s Cambodia, to “ethnic cleansing” in Bosnia and hate crimes in America—scholars are seeking answers as urgent as they are profound. If we all have the capacity for evil, why does it become a reality in only some? Why does it occur at all? This is a multidisciplinary course which includes knowledge derived from philosophy, religion, fiction, drama, biology, psychology, anthropology, and sociology. *Counts toward Catholic Studies minor.*

**GEOGRAPHY**

**GY 201 Principles of Geography (3.00 cr.)**

A broad view of the earth and its inhabitants in their most important relationships; the reasons for the wind systems, the natural vegetation regions, the centers of population; physical and human factors characteristic of various regions; map readings and interpretation.

**READING****RE 419 Foundations of Reading and Language Arts (3.00 cr.)**

An introduction to the teaching of reading that addresses current research in language development, phonemic awareness, phonics, reading acquisition, and writing. The interactive nature of the reading process and related brain research is explored through readings, discussions, modeling, and class projects. (Formerly ED 419)

**RE 420 Assessment for Instruction of Reading (3.00 cr.)**

*Prerequisite:* RE 419. *Restricted to seniors.* Students are introduced to a variety of formal and informal assessments including running records, informal reading inventories, and norm-referenced tests. Students administer, score, and interpret reading assessments and make instructional recommendations based on the data collected. Additionally, they discuss the ethical and legal requirements, role of professionals, and implications of culture and diversity in the assessment process. (Formerly ED 420)

**RE 442 Instruction for Reading: Methods, Materials, and Resources (3.00 cr.)**

*Prerequisite:* RE 419. Explores various methods, materials, and resources available when developing a balanced reading program. Lectures, demonstrations, and active student participation constitute course procedures. Emphasizes instructional methods and techniques, and a variety of materials and resources are used to implement a balanced reading program. (Formerly ED 442)

**RE 444 Instruction of Reading (3.00 cr.)**

*Prerequisite:* RE 419 and concurrent field experience. Classroom instruction focuses on the four components of the language arts: listening, speaking, reading, and writing with emphasis on the integration of the language arts throughout the curriculum. In-school experiences focus on the application of theories learned in methods classes relating to the development, implementation, and assessment of language arts instructional programming. (Formerly ED 444)

**RE 474 Teaching Reading in the Content Area I (3.00 cr.)**

*Prerequisite:* ED 301 or written permission of the instructor. Designed for pre-service teachers of content subjects. Emphasizes the interactive nature of the reading process in content areas. Particular attention given to the link between assessment and instruction, the significance

of vocabulary/concept development, and various strategies for gaining information from text and for developing intrinsic motivation with students. (Formerly ED 474)

**RE 475 Teaching Reading in the Content Area II (3.00 cr.)**

*Prerequisite:* RE 474. Designed for pre-service teachers of content subjects. Provides an application of current theory and research into the teaching of reading, writing and study skills to the classroom situation. Through the development of assessment techniques and an awareness of individual differences of students, teachers develop a knowledge base which allows for the teaching of various strategies necessary for the understanding of content material. (Formerly ED 475)

**SPECIAL EDUCATION****SE 481 Differentiating Curriculum and Instruction for Diverse Learners (3.00 cr.)**

*Prerequisite:* ED 302, SE 496. Emphasizes the benefits of and methods for differentiating curriculum across three domains: curriculum content, instructional processes, and student products. Students develop unit and lesson plans to differentiate across the three domains to address differences in student readiness, learning styles, and student interests. A variety of instructional and management strategies for differentiation are examined including curriculum compacting, independent projects, interest groups, tiered assignments, flexible skills grouping, and learning centers. Students are expected to select, develop, adapt, and evaluate curriculum materials and technology to address cognitive, social, affective, and psychomotor characteristics of diverse learners. (Formerly RS 481)

**SE 482 Assessment and Instructional Planning for Special Education (3.00 cr.)**

*Prerequisite:* SE 496. Students demonstrate understanding of the principles, ethics, and limitations of assessment, as well as the process of special education eligibility, progress evaluation, and dismissal. Students demonstrate understanding and knowledge of various formal and informal assessment instruments, their administration, and their interpretation. Students construct goals and objectives for students with learning and behavior problems by using assessment information and input from parents and other professionals. Students design adaptations and accommodations to meet unique needs. Emphasis is placed on linking assessment information to the designing of appropriate instruc-

tional programs that meet the unique needs of children with disabilities. (Formerly RS 482)

**SE 483 Collaboration and Consultation for Students with Special Needs (3.00 cr.)**

*Prerequisite:* SE 496. Students become familiar with parents' needs and concerns and demonstrate the ability to communicate with parents, as well as assist and encourage them to become active participants in the educational process. Students demonstrate understanding of parent rights, ethical concerns, and professional practices. Students explain the various roles and responsibilities of special and regular educators, other professionals, and parents. Students demonstrate the principles and techniques of collaboration and consultation necessary to work effectively with interdisciplinary teams as well as the ability to use various models of service delivery including inclusive education, resource services, team teaching, consultation, and itinerant programming. (Formerly RS 483)

**SE 496 Introduction to Special Education (3.00 cr.)**

*Corequisite:* ED 438 required for elementary education majors. ED 439 required for secondary education minors. ED 443 required for special education minors who are not elementary education majors. Students identify and describe major philosophies, theories, and trends in the field of special education. Topics include cultural impact, delivery of service, and past to present knowledge and practices. For each area of disability, students become familiar with general information on physical and psychological characteristics; incidence and etiology; diagnostic and therapeutic services; interventions and educational programs; technology; and findings of recent research. Students demonstrate understanding of issues related to the assessment, identification, and placement of students with various exceptionalities. In addition, students are expected to identify the federal laws and regulations relative to rights and responsibilities, student identification, and delivery of services. (Formerly RS 496)





**INSTITUTION LEVEL PASS-RATE DATA: REGULAR TEACHER PREPARATION PROGRAM**

**Academic Year and Testing Period:** 2002–2003

**Number of Program Completers:** 76 Submitted; 69 Found and Used in Passing Rate Calculations\*

According to Section 207 of the Title II of the federal Higher Education Act, each institution of higher education is required to publish students' results on the teacher licensing examination, known as PRAXIS. The following describes both undergraduate and graduate students' scores on the PRAXIS test(s).

TYPE OF ASSESSMENT	ASSESSMENT CODE NO.	NO. TAKING ASSESSMENT	NO. PASSING ASSESSMENT	INSTITUTIONAL PASS RATE	STATEWIDE PASS RATE
<b>Professional Knowledge</b>					
Elementary Education Content Area Exercises	012	42	40	95%	97%
Mathematics Pedagogy	065	13	11	85%	85%
<b>Academic Content Areas</b>					
Elementary Education Content Knowledge	014	42	42	100%	100%
Mathematics Content Knowledge	061	15	14	93%	89%
<b>Aggregate Scores</b>					
Aggregate – Basic Skills		64	63	98%	99%
Aggregate – Professional Knowledge		65	59	91%	96%
Aggregate – Academic Content Areas (Math, English, Biology, etc.)		68	67	99%	98%
<b>Summary Totals and Pass Rates<sup>5</sup></b>		76	69	91%	95%

\* The number of program completers found, matched, and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.



# ENGINEERING SCIENCE

**OFFICE:** Donnelly Science Center, Room 125A

**TELEPHONE:** 410-617-2464

**CHAIR:** Robert B. Pond, Jr., Assistant Professor

**PROFESSORS:** Paul J. Coyne, Jr.; Wayne L. Elban; Bernard J. Weigman (emeritus)

**ASSOCIATE PROFESSOR:** Glenn S. Kohne

**ASSISTANT PROFESSORS:** Suzanne E. Keilson; Robert B. Pond, Jr.

The department offers one engineering degree, The Bachelor of Science in Engineering Science (B.S.E.S.). The program provides a strong background in various engineering subjects, with the opportunity to concentrate in computer, electrical, mechanical, or materials engineering. Course choices for concentrations begin in the second half of the sophomore year. The engineering program is accredited by the Engineering Accreditation Commission of Accreditation Board for Engineering and Technology (ABET).

**Development and Integration of the Design Experience into the Curriculum:** The elements of engineering design are presented and coordinated in a sequence of courses that build on each other and demand increasingly sophisticated analysis and design skills. Several design activities are assigned to freshman students in Introduction to Engineering (EG 101) to stimulate critical thinking about designing. Significant design components are contained in several engineering courses taken in the sophomore and junior years. For instance, design elements are covered in Linear Circuits Analysis and its laboratory (EG 331/EG 031). Additionally, design-related engineering issues and experiences are encountered in Engineering Systems Analysis (EG 441).

All seniors participate in a major two-semester design experience (EG 497/EG 498). Seniors are responsible for the conceptualization and preparation of a detailed proposal, including problem statement and specifications for a large-scale, open-ended design project in the fall semester. The completion, testing and evaluation of the project are finished in the spring semester. Projects follow realistic constraints, considering factors of economics, fabricability, life cycle manage-

ment, ethics, industrial and public health and safety, environmental safety, social relevance, politics, and aesthetics. Consideration of alternate design solutions is required. Periodically, engineering professionals speak to the design class to acquaint the students with actual engineering design experiences. The design proposals and results are presented each semester to the faculty and to the department's Industrial Advisory Board, and each project result is displayed on the department's webpage.

Each senior design project is consistent with the discipline and concentration of a student. The topic and technical basis for the design project are derived from the 400-level engineering courses in the junior and senior years. Each student has a faculty technical advisor who serves as a consultant for the design project.

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## MAJOR IN ENGINEERING SCIENCE

The course requirements are identical for all concentrations in the freshman year and the first semester of the sophomore year. Course selection for concentrations begins in the second half of the sophomore year, when a selected course will send the student toward computer engineering and electrical engineering concentrations, or selection of another course will direct the student toward mechanical engineering and materials engineering concentrations. In the first semester of the junior year and all subsequent semesters, the student is required to select engineering courses in one chosen concentration. The program of study is shown for the freshman year and the first semester of the sophomore year.

## BACHELOR OF SCIENCE

### Freshman Year

#### *Fall Term*

- CM 100 Effective Writing\*\*
- EG 101 Introduction to Engineering\*
- MA 251 Calculus I\*
- PH 201 General Physics I\*
- PH 291 General Physics Lab I\*
- Language Core

*Spring Term*

- CS 201 Computer Science I\*  
 HS 101 History of Modern Western  
 Civilization\*\*  
 MA 252 Calculus II\*  
 PH 202 General Physics II\*  
 PH 292 General Physics Lab II\*  
 Language Core

**Sophomore Year***Fall Term*

- CH 101 General Chemistry I\*  
 CH 105 General Chemistry Lab I\*  
 EG 031 Linear Circuit Analysis Lab\*  
 EG 301 Engineering Mechanics I\*  
 EG 331 Linear Circuit Analysis\*  
 EN 101 Understanding Literature  
 MA 351 Calculus III\*

**Computer Engineering and Electrical Engineering Concentrations**

The course requirements are identical for computer engineering and electrical engineering concentrations in the second semester of the sophomore year. Required courses for computer engineering and electrical engineering concentrations begin in the first semester of the junior year.

**Sophomore Year***Spring Term*

- EG 051 Materials Science Lab\*  
 EG 071 Digital Logic and Computer Systems  
 Lab\*  
 EG 333 Signals and Systems\*  
 EG 351 Introduction to Engineering  
 Materials\*  
 EG 471 Digital Logic and Computer Systems\*  
 MA 301 Introduction to Linear Algebra\*

**Junior Year***Fall Term*

- EG 032 Electronics I Lab\*  
 EG 390 Experimental Methods\*  
 EG 432 Electronics I\*  
 EG 481 Probability and Statistics\*  
 MA 295 Discrete Structures\*  
 PL 201 Foundations of Philosophy  
 Engineering Concentration Elective\*  
 Engineering Elective\*

*Spring Term*

- EG 441 Engineering Systems Analysis\*  
 PL 200-Level Philosophical Perspectives Course\*  
 English Core\*\*  
 History Core\*\*  
 Social Science Core\*\*\*\*\*  
 Engineering Concentration Elective\*

**Senior Year***Fall Term*

- EG 497 Engineering Design Project I\*  
 TH 201 Introduction to Theology  
 Fine Arts Core\*\*  
 Social Science Core\*\*\*\*\*  
 Engineering Concentration Elective\*  
 Non-Departmental Elective\*\*\*

*Spring Term*

- EG 498 Engineering Design Project II\*  
 Ethics Core\*\*  
 Theology Core  
 Engineering Concentration Elective\*  
 Non-Departmental Elective\*\*\*  
 Non-Departmental Elective\*\*\*

The engineering elective may be any 300- or 400-level engineering course for which prerequisite/corequisite requirements have been satisfied and may be taken at any time during the final four semesters. The engineering concentration and non-departmental electives may be taken in any order, but consideration should be given to the effect this will have on selection of a capstone design project in EG 497–498 during the senior year. The senior design topic must be derived from the 400-level engineering courses taken prior to beginning the senior design course sequence. These courses and 400-level engineering courses taken during the senior year provide the technical basis for the project. The junior and senior years should be planned during the second semester sophomore year when a formal concentration, from one of the four (4) engineering concentration electives, is selected. Concentration courses in computer engineering and electrical engineering are listed below:

**Computer Engineering:**

- EG 472 Computer Interfacing and Lab  
 EG 474 Introduction to Microprocessor-Based  
 Systems  
 EG 476 Electronic Digital Circuits  
 EG 477 Data Networks

**Electrical Engineering:**

- EG 434 Digital Signal Processing I
- EG 436 Digital Signal Processing II
- EG 484 Analog Communication Systems
- EG 486 Digital Communication Systems

With the approval of the department chair, other engineering courses may be pursued through the Baltimore Students Exchange Program (BSEP). Electives must be at the junior-senior level, and care must be taken to ensure that institutional course prerequisites are satisfied. A formal plan of study should be formulated during the second semester of freshman year. Study abroad programs may be available, depending on the courses that are available. Study abroad programs require review and approval of the department chair.

**Mechanical Engineering and Materials Engineering Concentrations**

The course requirements are identical for all engineering concentrations through the first semester of the sophomore year. The course requirements for the second semester of the sophomore year are the same for mechanical engineering and materials engineering concentrations. Required courses for individual concentrations in mechanical engineering or materials engineering begin in the first semester of the junior year.

**Sophomore Year***Spring Term*

- EG 501 Materials Science Lab\*
- EG 302 Engineering Mechanics II\*
- EG 351 Introduction to Engineering Materials\*
- EG 380 Engineering Thermodynamics\*
- MA 301 Introduction to Linear Algebra\*
- MA 304 Differential Equations\*

**Junior Year***Fall Term*

- EG 320 Mechanics of Materials Lab\*
- EG 390 Experimental Methods\*
- EG 420 Mechanics of Materials\*
- EG 481 Probability and Statistics\*
- PL 201 Foundations of Philosophy
- Engineering Concentration Elective\*
- Engineering Elective\*

*Spring Term*

- EG 441 Engineering Systems Analysis\*
- PL 200-Level Philosophical Perspectives Course\*
- English Core\*\*
- History Core\*\*
- Social Science Core\*\*\*\*
- Engineering Concentration Elective\*

**Senior Year***Fall Term*

- EG 497 Engineering Design Project I\*
- TH 201 Introduction to Theology
- Fine Arts Core\*\*
- Social Science Core\*\*\*\*
- Engineering Concentration Elective\*
- Non-Departmental Elective\*\*\*

*Spring Term*

- EG 498 Engineering Design Project II\*
- Ethics Core\*\*
- Theology Core
- Engineering Concentration Elective\*
- Non-Departmental Elective\*\*\*
- Non-Departmental Elective\*\*\*

The engineering elective may be any 300- or 400-level engineering course for which prerequisite/corequisite requirements have been satisfied and may be taken at any time during the final four semesters. The engineering concentration and non-departmental electives may be taken in any order, but consideration should be given to the effect this will have on selection of a capstone design project in EG 497–498 during the senior year. The senior design topic must be derived from the 400-level engineering courses taken prior to beginning the senior design course sequence. These courses and 400-level engineering courses taken during the senior year provide the technical basis for the project. The junior and senior years should be planned during the second semester sophomore year when a formal concentration, from one of the four (4) engineering concentration electives, is selected. Concentration courses in mechanical engineering and materials engineering are listed below:

**Mechanical Engineering:**

- EG 421 Fluid Mechanics
- EG 422 Transfer Processes
- EG 423 Engineering Materials and Manufacturing Processes
- EG 424 Mechanics of Structures

**Materials Engineering:**

- EG 452 Electrical and Magnetic Properties of Materials  
 EG 453 Structure of Solids  
 EG 454 Mechanical Properties of Materials  
 EG 455 Transformations in Solids

With the approval of the department chair, other engineering courses may be pursued through the Baltimore Students Exchange Program (BSEP). Electives must be at the junior-senior level, and care must be taken to ensure that institutional course prerequisites are satisfied. A formal plan of study should be formulated during the second semester of freshman year. Study abroad programs may be available, depending on the courses that are available. Study abroad programs require review and approval of the department chair.

- \* Required for major.  
 \*\* Terms may be interchanged.  
 \*\*\* Math-science area not excluded.  
 \*\*\*\* EC 102/EC 103 strongly recommended.

1. Engineering science cannot be taken as an interdisciplinary major.
2. In the event that a student withdraws from a corequisite course, the student must also withdraw from the engineering course requiring that corequisite.

**MINOR IN ENGINEERING SCIENCE****Prerequisite Courses:**

- CH 101 General Chemistry I  
 CH 105 General Chemistry Lab I  
 CS 201 Computer Science I  
 EG 101 Introduction to Engineering  
 MA 251 Calculus I  
 MA 252 Calculus II  
 MA 301 Introduction to Linear Algebra  
 MA 351 Calculus III  
 PH 201 General Physics I  
 PH 202 General Physics II  
 PH 291 General Physics Lab I  
 PH 292 General Physics Lab II

**Required Courses:**

- EG 031 Linear Circuit Analysis Lab  
 EG 051 Materials Science Lab  
 EG 301 Engineering Mechanics I

- EG 331 Linear Circuit Analysis  
 EG 351 Introduction to Engineering Materials  
 EG 380 Engineering Thermodynamics  
 EG 390 Experimental Methods  
 Two 400-level Engineering Electives

**Note:** Nine more courses and two labs are required for the major.

**COURSE DESCRIPTIONS****EG 031 Linear Circuit Analysis Lab (1.00 cr.)**

*Corequisite:* EG 331. A laboratory course which accompanies EG 331. Lab safety, measurement error, and error propagation in the experimental analysis of electric circuits are explored. Ohm's law, Kirchoff's laws, equivalent circuits, analysis techniques, and superposition are reinforced with actual circuits. Transient response and steady-state response in energy storage circuits are measured. Transfer functions are measured for simple filtering circuits. The course concludes with two small design problems in which the student constructs circuits to meet some design specifications.

**EG 032 Electronics I Lab (1.00 cr.)**

*Corequisite:* EG 432. A laboratory course which accompanies EG 432. Experiments involve measuring I-V characteristics of semiconductor diodes, using diodes as wave shapers, evaluation of piecewise linear transfer characteristic, measuring BJT characteristic curves, measuring BJT performance as a voltage amplifier, determining frequency response of BJT amplifier, and other selected topics.

**EG 051 Materials Science Lab (1.00 cr.)**

*Corequisite:* EG 351. A laboratory course which accompanies EG 351. Hands-on experiments are performed that help visualize and reinforce basic materials science concepts. Topics covered include crystallography, effect of temperature on material properties, phase diagrams/solidification structures, metallographic sample preparation/examination, and deformation/fracture behavior of materials. Emphasizes analysis of results and developing conclusions in response to questions in written laboratory exercises.

**EG 071 Digital Logic and Computer Systems Lab (1.00 cr.)**

*Corequisite:* EG 471. A laboratory course which accompanies EG 471. Experiments include basic logic gates; combinatorial logic design; N-bit adder/subtractor circuits; parity generation and detection; flip flops; sequen-

tial design and implementation of state machines; special counters and registers; design and testing of a 4-bit ALU; and applications of programmable chips. Electronic circuit design software is used to aid the design and testing of the circuits.

**EG 101 Introduction to Engineering (3.00 cr.)**

An introduction to engineering as a discipline and profession. Using case studies, readings, discussions, teamwork, design contests, and student portfolios, the processes of design, creative problem solving, and innovation are studied. Emphasis is given to the historical and societal contexts of engineering design and its impact on our society for computer, electrical, materials, and mechanical engineering. Skills necessary for success such as creativity, teamwork, and communication are developed. Introductions to the tools and requirements of the four engineering degree concentrations are provided.

**EG 103 Engineering and Society: Engineering, Design, and Creative Problem Solving in the Built World (3.00 cr.)**

The pyramids and Gothic cathedrals as well as transportation, communication, and sanitation systems are just some examples of our engineered world. Students explore what makes engineering unique from the sciences—the elements of design and creative problem-solving. Emphasis is given to the historical and social contents of engineering design and its impact on our society. Students also explore the connections engineering has to visual thinking—graphic and industrial design. *Open to majors and non-majors.*

**EG 270 Introduction to Programming (2.00 cr.)**

An introduction to programming using the C language. Programming fundamentals are applied to small-scale problems. Covers program design and basic algorithm development, data types, flow control, loops, functions, and arrays. Rudiments of matrix algebra and elements of MATLAB are also discussed.

**EG 301 Engineering Mechanics I (3.00 cr.)**

*Prerequisite: MA 252, PH 201. Corequisite: MA 351.* Covers force vectors, equilibrium of a particle, force system resultants, equilibrium of a rigid body, simple structural analysis, internal forces, friction, center of gravity and centroid, and moments of inertia.

**EG 302 Engineering Mechanics II (3.00 cr.)**

*Prerequisite: EG 301.* Covers kinematics and kinetics of a particle and planar kinematics and kinetics of a rigid body.

**EG 320 Mechanics of Materials Laboratory (2.00 cr.)**

*Prerequisite: EG 051, EG 301, EG 351. Corequisite: EG 420.* A lecture-laboratory providing an empirical foundation for mechanics of materials. Includes testing techniques, experiments in elastic and plastic deformation, stress measurements, and computer-aided design.

**EG 331 Linear Circuit Analysis (3.00 cr.)**

*Prerequisite: MA 252, PH 202. Corequisite: EG 031.* Basic techniques of lumped-parameter circuit analysis are presented. Signal waveforms, electrical element models, Kirchoff's laws are exercised. Mesh equations, node equations, and techniques based on the properties of circuit linearity are used extensively. The utility of Norton and Thevenin equivalent circuits, proportionality, and superposition are presented. The transient and steady-state responses of second-order energy storage circuits are explored. Concludes with sinusoidal steady-state analysis and the role of phasors in circuit analysis.

**EG 333 Signals and Systems (3.00 cr.)**

*Prerequisite: EG 031, EG 331.* Basic models for continuous-time signals and systems are presented. Complex exponential, singularity, and piecewise functions are discussed. The classification of signals, signal measurements, and signal representations discussed. System representation, system classification, and input/output calculations are presented. Convolution, Fourier series, Fourier transform, and Laplace transform are used extensively. Describes and characterizes simple discrete-time signals and systems. Covers convolution and difference equations for linear time-invariant systems. Develops frequency-domain representations of discrete-time signals and linear time-invariant systems. Discusses ideal sampling of continuous-time signals. Introduces the use of the z-transform in linear systems analysis.

**EG 351 Introduction to Engineering Materials (3.00 cr.)**

*Prerequisite: PH 202. Corequisite: EG 051.* Covers fundamentals of materials science, including bonding, crystal structure, x-ray diffraction, mechanical behavior, defects in solids, phase diagrams, phase transformations, and electrical behavior. Emphasizes the properties of ferrous and nonferrous metals and alloys, ceramics, polymers, and composites and their engineering applications.

**EG 380 Engineering Thermodynamics (3.00 cr.)**

*Prerequisite: PH 202.* Covers thermodynamic systems, phase changes, equations of state, the first law of thermodynamics, adiabatic processes, the second law of thermodynamics, the Carnot cycle, and entropy.

**EG 390 Experimental Methods (2.00 cr.)**

*Prerequisite:* MA 351, PH 202. A lecture-laboratory introducing the fundamentals of experimental design and experimentation. Emphasizes uncertainty analysis and statistical methods, as well as the techniques of writing and delivering an engineering report. Introduces basic engineering tests and procedures.

**EG 420 Mechanics of Materials (3.00 cr.)**

*Prerequisite:* EG 051, EG 301, EG 351. *Corequisite:* EG 320. Covers stress, strain, mechanical properties of materials, axial load, torsion, bending, and transverse shear.

**EG 421 Fluid Mechanics (3.00 cr.)**

*Prerequisite:* EG 302, EG 380. Introduces kinematics and dynamics of viscous fluid flows. Includes turbulence, boundary layers, and solutions of practical engineering problems.

**EG 422 Transfer Processes (3.00 cr.)**

*Prerequisite:* EG 421. Presents theory and modeling methods for mass and heat transfer in physical systems. Includes conduction, forced and free convection, radiation transfer, and time dependent effects for thermal transfer and diffusion mechanisms for mass transfer. MATLAB software is used for problem solutions and modeling.

**EG 423 Engineering Materials and Manufacturing Processes (3.00 cr.)**

*Prerequisite:* EG 051, EG 351. *Corequisite:* EG 420. Introduces the major methods and economics of shaping and treating engineering materials to optimize their use. Examines wrought processes, welding and casting processes, diffusion-related shaping, machining, and thermo-mechanical treatment. Covers the origin of manufacturing defects and their effects on service life and reliability. Employs case studies of engineering experiences and practices.

**EG 424 Mechanics of Structures (3.00 cr.)**

*Prerequisite:* EG 423. Covers elasticity and plasticity of engineering structures. Examines structural vibration and resonance, elastic buckling, and plasticity. Introduces failure modes including overload, brittle fracture, and analysis using fracture mechanics.

**EG 431 Continuous-Time Signals and Systems (3.00 cr.)**

*Prerequisite:* EG 031, EG 331. Basic models for continuous-time signals and systems are presented. Complex exponential functions, singularity functions, and piecewise functions are discussed. The classification of signals, signal measurements, and signal representations is discussed. System representation, system classification,

and input/output calculations are presented. Convolution, Fourier series, Fourier transform, and Laplace transform are used extensively.

**EG 432 Electronics I (3.00 cr.)**

*Prerequisite:* EG 031, EG 331. *Corequisite:* EG 032. An introduction to the theory of operation of various active components such as diodes, BJT, and MOSFET. Discusses transistor amplifier design based on small signal models. Studies special topics such as power supply, pulse, and digital circuit designs. Uses the operational amplifier as the fundamental building block in the system level design.

**EG 433 Discrete-Time Signals and Systems (3.00 cr.)**

*Prerequisite:* EG 270, EG 431. Describes and characterizes simple discrete-time signals and systems. Covers convolution and difference equations for linear time-invariant systems. Develops frequency-domain representations of discrete-time signals and linear time-invariant systems. Discusses ideal sampling of continuous-time signals. Introduces the use of the z-transform in linear systems analysis.

**EG 434 Digital Signal Processing I (3.00 cr.)**

*Prerequisite:* EG 333 or EG 433. Treats sampling and quantization of continuous-time signals. Time-domain and frequency-domain representations of discrete-time signals and systems are reviewed. The discrete Fourier transform (DFT) is defined and methods for its efficient computation are derived. Techniques for designing non-recursive digital filters are considered.

**EG 435 Electronics II (3.00 cr.)**

*Prerequisite:* EG 032, EG 432. A continuation of EG 432. Covers field effect transistors (FETs) with a concentration on n-channel metal-oxide semiconductor FETs; differential amplifiers; the frequency response of amplifiers that use bipolar junction transistor and FET devices; the general concept of feedback and feedback in electronic circuits. Concludes with the study of different classes of output stages.

**EG 436 Digital Signal Processing II (3.00 cr.)**

*Prerequisite:* EG 434, EG 481. A continuation of EG 434. Considers design techniques for recursive digital filters. Sample-rate conversion and multirate signal processing are treated. The implementation of digital filters using finite precision digital hardware is considered.

**EG 437 Field Theory (3.00 cr.)**

*Prerequisite:* MA 351, PH 202. A study of electromagnetic theory with special emphasis on electrostatics and some topics in magnetostatics. Covers vector analysis and repre-



sensation in Cartesian, cylindrical, and spherical coordinates; Coulomb's law; Gauss' law; divergence theorem; potential fields and gradients; dielectric properties of matter; Poisson's and Laplace's equations; curl; Ampere's law. Culminates in the presentation of Maxwell's equations and the spectrum of electromagnetic radiation and its engineering applications.

**EG 441 Engineering Systems Analysis (3.00 cr.)**

*Prerequisite:* EG 481, PH 202. Introduces the use of mathematical models to analyze and optimize real world systems. Studies deterministic systems, microeconomics, forecasting, and reliability and decision analyses. Case studies and projects may be used.

**EG 452 Electrical and Magnetic Properties of Materials (3.00 cr.)**

*Prerequisite:* EG 051, EG 351. Studies electrical properties of conductors and semiconductors including the solid-state description of modern electronic devices. Develops the magnetic and optical properties of modern materials and their applications.

**EG 453 Structure of Solids (3.00 cr.)**

*Prerequisite:* EG 051, EG 351. Studies x-rays, crystallography, x-ray diffraction, and experimental techniques and analysis with emphasis on the Laue single crystal and Debye-Scherrer powder specimen methods of x-ray diffraction and their applications to problems of crystal orientation, crystal quality, lattice parameter measurement, and phase analysis.

**EG 454 Mechanical Properties of Materials (3.00 cr.)**

*Prerequisite:* EG 051, EG 301, EG 351. Covers stress-strain relationships for materials, crystallographic aspects of plastic deformation, dislocation theory, fracture and materials testing techniques.

**EG 455 Transformations in Solids (3.00 cr.)**

*Prerequisite:* EG 051, EG 351, EG 380. Covers equilibrium multicomponent systems and their phase diagrams, transport phenomena, and nucleation and growth processes.

**EG 461 Introduction to Control Theory (3.00 cr.)**

*Prerequisite:* EG 431. An introduction to control theory with emphasis on analog systems. Topics include Laplace transform techniques, signal flow graphs, state variable methods, second-order systems, feedback control, system stability, steady-state error, linear system characteristics, root locus method, and frequency response methods. The theory is applied to a variety of electrical, mechanical, and biological systems.

**EG 463 Introduction to Communications (3.00 cr.)**

*Prerequisite:* EG 270, EG 433. *Corequisite:* EG 481. Provides an introduction to analog and digital communication systems. Amplitude modulation (AM) and demodulation, frequency modulation (FM) and demodulation, and superheterodyne receivers are considered for transmitting analog messages. Digital signaling formats, match-filter detection in noise-limited channels, band-limited digital communications, intersymbol interference, and pulse shaping are studied. Concludes with a treatment of passband digital modulation techniques.

**EG 471 Digital Logic and Computer Systems (3.00 cr.)**

*Prerequisite:* MA 252, PH 202. *Corequisite:* EG 071. Number systems, logic gates, integrated circuits, combinatorial logic design, flip flops, registers, and the design of sequential systems. Emphasizes state machines and state diagrams. Applications are taken from large digital systems in general and digital computer systems in particular. Design projects are used to illustrate techniques throughout the course.

**EG 472 Computer Interfacing and Lab (3.00 cr.)**

*Prerequisite:* EG 471. Analog and digital circuits are interfaced to a digital computer. Operational amplifiers, digital-to-analog converters (DAC), and analog-to-digital converters (ADC). Interfacing of serial ports, parallel ports, timers, and other digital devices. Programming is carried out using both assembly language and high level languages. The role of interrupts and direct memory access (DMA) in data collection. An associated laboratory includes experiments with peripheral address decoding, parallel and serial I/O interface design, applications of timers and counters, interrupt structures, and a final project. *Same course as CS 472.*

**EG 474 Introduction to Microprocessor-Based Systems (3.00 cr.)**

*Prerequisite:* EG 071, EG 471. The design and organization of everything inside a microprocessor. Covers hardware topics such as memory address registers, data registers, the instruction register, the program counter, the stack pointer, the control unit, the status register, multiplexing, and the internal architecture of a CPU. Assemblers, editors, and simulation software are used to explore the instruction set and addressing modes of a complex instruction set computer (CISC). Elements of assembly language programming, including the structure of data and algorithm implementation. Programming assignments are carried out on a 16-bit microprocessor.

**EG 475 Microcomputer Systems and Lab (3.00 cr.)**

*Prerequisite:* EG 471. Design of a computer system using a microprocessor unit (MPU) and everything outside the MPU, including the system clock, external memory design, input/output (I/O) design, the data bus, and the system control bus. Generation and detection of maskable and non-maskable priority interrupts. Covers elements of assembly language and high level languages required for exercising hardware control. Laboratory includes design and testing of memory, serial and parallel I/O, clock generation, priority interrupts, and direct memory access (DMA). *Same course as CS 475.*

**EG 476 Electronic Digital Circuits (3.00 cr.)**

*Prerequisite:* EG 031, EG 032, EG 071, EG 331, EG 471. *Corequisite:* EG 432. NMOS Inverter, CMOS Inverter, CMOS Multivibrator, MOS RAM/ROM, BJT switching, TTL family characteristics and behavior, ECL, Discrete BJT Multivibrator circuits, and A/D and D/A circuit design. Design and testing of complex sequential state machines including machine controllers, modulator/demodulator circuits, and CPUs using HDL.

**EG 477 Data Networks (3.00 cr.)**

*Prerequisite:* EG 071, EG 333, EG 471. The course begins with an overview of data and computer communications including an introduction to the TCP/IP protocol architecture. The area of data communication is surveyed including data transmission, transmission media, data encoding, data communication interface, data link control, and multiplexing. Wide area networking, including both circuit switched and packet switched implementation, is covered. Local area networking technology and implementations are reviewed. The course concludes with a look at Internet protocols, transmission control protocols, and security issues.

**EG 481 Probability and Statistics (3.00 cr.)**

*Prerequisite:* CS 201 or EG 270, MA 351. Random experiments and probability measure. Random variables, probability density functions, and expectation. Sample statistics, confidence intervals, and hypothesis testing.

**EG 484 Analog Communication Systems (3.00 cr.)**

*Prerequisite:* EG 333 or EG 433. *Corequisite:* EG 481. Principles of analog communications are developed. Topics include review of continuous-time signals and systems in communications, electromagnetic and propagation media, spectral analysis, amplitude and angle modulation concepts, transmitters and receivers, and performance of analog modulation in noise.

**EG 486 Digital Communication Systems (3.00 cr.)**

*Prerequisite:* EG 484. Principles of digital communications are developed. Topics include review of discrete-time signals and systems in communications, multimode propagation media, spectral analysis, ideal sampling, practical sampling, pulse amplitude modulation, quantization, pulse coded modulation, matched filters, digital carrier modulation techniques, and performance of digital communication systems in noise.

**EG 490 Introduction to Engineering Design (3.00 cr.)**

*Prerequisite:* EG 031, EG 270, EG 301, EG 331, EG 481. Introduces students to the design experience by considering engineering case studies, engineering ethics, engineering economics, reliability, the design of experiments, and small-scale projects.

**EG 495 Engineering Research I (1-3.00 cr.)**

*Prerequisite:* Written permission of a sponsoring faculty member. Prior to the course, a preliminary paper is required describing the nature and scope of the topic, as well as the associated procedures with reference literature. Requires periodic progress reports and a final research paper.

**EG 496 Engineering Research II (1-3.00 cr.)**

*Prerequisite:* EG 495 and written permission of a sponsoring faculty member. A continuation of EG 495.

**EG 497 Engineering Design Project I (3.00 cr.)**

*Prerequisite:* EG 490. The first of a two-semester senior engineering design project. Includes the selection of a useful project and generation of a detailed engineering design specification; necessary work elements, schedule, and budget are generated in a written proposal followed by a presentation to the faculty. Requires a demonstration of skills in developing and controlling a project plan to support the goals, scheduling, and budgeting of an engineering project. The course product is a written and oral project proposal, a project workbook, and the initiation of a web document about the project.

**EG 498 Engineering Design Project II (3.00 cr.)**

*Prerequisite:* EG 497. The culmination of the senior engineering design project. Requires the application of project engineering tools to generate a technically challenging and socially relevant product. Requires the completion of a project plan, the measurement of a performance specification against a nominal specification, and adherence to budget and schedule. The course product is the finished project, a written and oral summary of the project, a project workbook, and a completed webpage description of the project.

# ENGLISH

**OFFICE:** Humanities Building, Room 234

**TELEPHONE:** 410-617-2418

**CHAIR:** Paul Lukacs, Associate Professor

**PROFESSORS:** Carol N. Abromaitis; David C. Dougherty; Charles B. Hands (emeritus); Phillip McCaffrey; Robert S. Miola; Brennan

O'Donnell; Mark W. Osteen; Thomas E. Scheye

**ASSOCIATE PROFESSORS:** Bryan L. Crockett; Juniper Lee Ellis; Kathleen Forni; Paul Lukacs; Gayla McGlamery; Nicholas A. Miller

**ASSISTANT PROFESSOR:** Jean Lee Cole

**INSTRUCTOR:** Angela O'Donnell

**AFFILIATE FACULTY:** Louis Hinkel, Jr.; Lisa Renee Kenyon; Warren K. Moore; Loxley F. Nichols

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## MAJOR IN ENGLISH

In addition to the College core requirement in English, majors take a minimum of ten upper-division classes. One of these must be English Literary History before 1800 (EN 300), which students are urged to take early in their careers as majors. Four of the remaining courses must be chosen from courses covering primarily literature written before 1800 (EN 300–359), and five from courses covering primarily English, American, and post-Colonial literature written after 1800 (EN 340–399). Two of the required minimum of ten upper-division classes must be seminars.

Students choosing an interdisciplinary major take a minimum of five upper-division English classes while at the same time fulfilling the interdisciplinary requirements of a second department. Two of the five required English classes must cover primarily literature written before 1800, and two must cover primarily literature written after 1800. One of the five required courses must be a seminar.

An honors option, involving a seminar and a thesis, is available to qualified seniors. Students are invited to enroll in the seminar at the close of their junior year. A prelaw double major option, in conjunction with the Department of Philosophy, is also available. Students interested in this option should consult with the prelaw adviser.

## BACHELOR OF ARTS

Requirements for a major and an example of a typical program of courses are as follows:

### Freshman Year

#### *Fall Term*

CM 100 Effective Writing  
EN 101 Understanding Literature  
Language Core  
Social Science Core  
Elective

#### *Spring Term*

EN 200-Level Core Course  
HS 101 History of Modern Western Civilization  
Language Core  
Math/Science Core  
Elective

### Sophomore Year

#### *Fall Term*

EN 300 English Literary History before 1800  
PL 201 Foundations of Philosophy  
TH 201 Introduction to Theology *or*  
Elective  
Math/Science Core  
Social Science Core

#### *Spring Term*

Upper-Division English  
PL 200-Level Philosophical Perspectives Course  
History Core  
Math/Science Core  
Theology Core *or*  
Non-Departmental Elective

### Junior Year

#### *Fall Term*

TH 201 Introduction to Theology *or*  
Elective  
Upper-Division English  
Upper-Division English  
Non-Departmental Elective  
Elective

*Spring Term*

Upper-Division English  
 Upper-Division English  
 Theology Core *or*  
 Non-Departmental Elective  
 Non-Departmental Elective  
 Elective

**Senior Year***Fall Term*

Upper-Division English  
 Upper-Division English  
 Ethics Core  
 Elective  
 Elective

*Spring Term*

Upper-Division English  
 Upper-Division English  
 Fine Arts Core  
 Elective  
 Elective

1. All students must take EN 101 before taking a 200-level core course.
2. EN 101 and one EN 200-level core course are the prerequisites for all EN 300- and 400-level courses.

**MINOR IN ENGLISH**

- EN 101
- One EN 200-level core course
- Five upper-division English courses; normally two are in pre-romantic literature and two are in post-romantic literature

**COURSE DESCRIPTIONS****EN 004 Directed Reading (1.00 cr.)**

A reading course covering major texts in a specific area—e.g., “the Literary Bible.” Designed to help students fill in gaps in their knowledge of basic material. Students read independently and take short answer tests on content. No papers or exams. *Course credit does not apply toward graduation requirements. (Pass/No Credit)*

**EN 099 English Internships (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* Qualified students, ordinarily seniors, can enrich their education by taking advantage of available English department internships in areas such as publishing, public relations, and advertising. Internships in law offices, judicial chambers, and governmental agencies also are available. Internships give students an opportunity for intensive, hands-on experience in possible career options. Interns work closely with a faculty member to design a course which provides them with an opportunity to learn skills specific to a career. *Positions are unpaid. May be taken once for degree credit, but does not count toward the English major or minor.*

**EN 101 Understanding Literature (3.00 cr.)**

An introduction to literature and literary analysis, focusing primarily on poetry and short fiction. The course teaches critical concepts and methods. It is writing intensive, with an emphasis placed on students’ ability to develop clear and persuasive arguments in prose.

**EN 165 Grammar of the English Language (3.00 cr.)**

A close study of traditional English grammar including mechanics, syntax, diction, and rhetoric.

**EN 180 Introduction to Film and Literature (3.00 cr.)**

Introduces cinematic techniques and critical methods by exploring the relationships between film and literature. The course may be organized around themes, genres, or periods; writing assignments range from screenplay treatments to a research paper. *Counts toward Film Studies minor.*

**EN 201 Major Writers: English Literature (3.00 cr.)**

*Prerequisite: EN 101.* A study of selected works written by major English writers from two or more historical periods, ranging from the Middle Ages to the twentieth century. The course may be organized chronologically, thematically, or by genre. Specific readings and periods covered vary with the instructor.

**EN 203 Major Writers: American Literature (3.00 cr.)**

*Prerequisite:* EN 101. A study of selected works written by major American writers, focusing primarily on the nineteenth and twentieth centuries. The course may be organized chronologically, thematically, or by genre. Specific readings vary with the instructor. *Students who take EN 203 may not count EN 366 toward their English major.*

**EN 205 Major Writers: Shakespeare (3.00 cr.)**

*Prerequisite:* EN 101. Readings of selected plays by England's greatest dramatist. In this approach designed specifically for the non-English major, the focus is on the human and artistic elements of Shakespeare's world. Readings include selected tragedies and comedies; histories and sonnets may be read as well. Performance and film adaptations may be considered. At least one brief research paper is required. *Students majoring in English, or seriously contemplating such a major, should take EN 310 or EN 311 rather than EN 205.*

**EN 211 Major Writers: Classical Mythology (3.00 cr.)**

*Prerequisite:* EN 101. A study of the traditional stories of the Greeks and Romans as expressed in their literature and art, with an emphasis on the relationship of mythology to rituals and religious beliefs, legends, and folktales. *Art elective for elementary education majors. Counts toward Gender Studies minor. Same course as CL 211.*

**EN 212 Major Writers: The Classical Epics (3.00 cr.)**

*Prerequisite:* EN 101. A study of the epic poetry of Homer and Virgil in translation, with an emphasis on the poetry's background, value, and influence. The course may include a short survey of other epics. *Same course as CL 212.*

**EN 213 Major Writers: Greek Drama (3.00 cr.)**

*Prerequisite:* EN 130. A study of selected plays in English translation by Aeschylus, Sophocles, Euripides, and others, with an emphasis on the literature's background, value, and influence. Specific readings vary with the instructor. *Same course as CL 213.*

**EN 218 Major Writers: The Golden Age of Rome (3.00 cr.)**

*Prerequisite:* EN 101. A study of selected works in translation by some of Rome's greatest writers, with special emphasis on Virgil, Ovid, and Livy. The course may be organized chronologically or thematically. Specific readings vary with the instructor. *Same course as CL 218.*

**EN 300 English Literary History before 1800 (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A survey of some of the most important pre-Romantic authors in English literature in their historical context, thus offering students a coherent "overview" as well as an introduction to individual writers and texts. *Required for English majors.*

**EN 301 Chaucer (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. An intensive study of *The Canterbury Tales* and *Troilus and Criseyde*. Also includes selected readings from Chaucer's other works. *Counts toward Medieval Studies minor.*

**EN 302 Medieval Love (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A survey of the major authors and works of the period, exclusive of Chaucer. Readings may include medieval drama, especially the English "mystery plays"; lyric love and religious poetry; romances; and major works such as *Sir Gawain and the Green Knight*, *Pearl*, and William Langland's *Piers Ploughman*. *Counts toward Gender Studies and Medieval Studies minors.*

**EN 304 Arthur and Other Heroes (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. Beginning with the Teutonic hero Beowulf, this course traces the development and changes in the story of the Arthurian heroes. Topics include chivalry, the conflict of medieval values, and the different depictions of the major characters of the legends. *Counts toward Medieval Studies minor.*

**EN 305 Masterpieces in World Literature (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A study of selected literary masterworks, mainly in the western tradition. Students read works from a variety of major figures who represent different periods and cultures. The course may be organized chronologically, thematically, or by genre.

**EN 306 Topics in Medieval Literature (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. An intensive study of an author, theme, or movement in medieval literature. *Topic announced each time the course is offered. Counts toward Medieval Studies minor. May be repeated once for credit with different topic.*

**EN 307 Seminar in Medieval Literature (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. Close and intensive study of a theme, issue, problem or author in medieval literature. *Topic announced each time the course is offered. Counts toward Medieval Studies minor. May be repeated once for credit with different topic.*

**EN 308 Critical Methodologies (Pre-1800):****Special Topics (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level course. A study of an author, theme, genre, or movement, with particular emphasis placed on the differences between distinct critical approaches to the topic at hand. Roughly half of the class material consists of primary texts, and roughly half consists of critical works. *Topic announced each time course is offered.*

**EN 310 Shakespeare I (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. The achievement of Shakespeare, primarily the tragedies, set against the background of his time and the works of his contemporaries.

**EN 311 Shakespeare II (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. The achievement of Shakespeare, primarily the comedies, set against the background of his time and the works of his contemporaries.

**EN 312 Seminar in Shakespeare (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A close and intensive study of a theme, issue, or problem in Shakespearean literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 313 Renaissance Literature (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A study of Renaissance poetry, drama, and prose, with primary emphasis on English literature but possible consideration of influential continental traditions and masterworks. Readings may include Dante, Petrarch, Erasmus, Castiglione, Machiavelli, Rabelais, Montaigne, More, Marlowe, Sidney, Spenser, Shakespeare, Jonson, and Milton.

**EN 317 Seminar in Renaissance Literature (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A close and intensive study of a theme, issue, problem or author in Renaissance literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 320 Milton (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. Through epic and tragedy, Milton reigns supreme in English. After a brief excursion through his lyrics, this course focuses on his major works—*Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*.

**EN 322 Seventeenth-Century****Poetry and Prose (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A survey of the major poets and prose writers between the Renaissance and the Restoration, excluding Milton. Poets covered usually include Donne, Jonson, Herbert, and Marvell; prose writers usually include Bacon, Browne, Hobbes, Burton, and Donne.

**EN 325 Topics in Seventeenth-Century****Literature (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. An intensive study of an author, theme, or movement in seventeenth century literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 327 Seminar in Seventeenth-Century****Literature (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A close and intensive study of a theme, issue, problem, or author in seventeenth century literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 328 Seminar in Literature and Catholicism****(Pre-1800) (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A close and intensive study of a theme, issue, problem, or author who wrote before 1800, reflecting literary representations of Catholic thought and/or practice. *Topic announced each time the course is offered. Counts toward Catholic Studies minor. May be repeated once for credit with different topic.*

**EN 329 Poetry and Drama, 1660–1800 (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A survey of poetry and drama from the Restoration through the end of the eighteenth century. Readings typically are from Congreve, Dryden, Etherege, Gay, Farquhar, Goldsmith, Johnson, Pope, Sheridan, Swift, Thomson, and Wycherly, with attention to both the development of drama following its suppression as well as satire and the sublime in poetry.

**EN 332 Literature and the Catholic Imagination****(Pre-1800) (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A study of literature that reflects the sacramental vision of Catholic thought before 1800. *Topic announced each time course is offered. Counts toward Catholic Studies minor. May be repeated once for credit with different topic.*



**EN 334 Novels of the Eighteenth-Century (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. Prose fiction from Swift to Austen, including Defoe, Richardson, Fielding, Sterne, Smollett, Johnson, Walpole, and others.

**EN 335 Topics in Eighteenth-Century Literature (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. An intensive study of an author, theme, or movement in eighteenth century literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 336 Seminar in Literature and Film (Pre-1800) (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A close and intensive study of a theme, issue, problem, or author before 1800 involving both literature and film. *Topic announced each time the course is offered. Counts toward Film Studies minor. May be repeated once for credit with different topic.*

**EN 337 Seminar in Eighteenth-Century Literature (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A close and intensive study of a movement, issue, problem, or figure in eighteenth century literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 338 Intensive Independent Study (Pre-1830) (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. *Written permission of the instructor is required.* A close and rigorous study of a literary theme, problem, or author before 1830. *May be repeated once for credit with different topic.*

**EN 339 Seminar in Literary Topics before 1800 (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A close and intensive study of a literary theme, topic, problem, or author before 1800. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 341 History and Structure of the English Language (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. English was first spoken in prehistoric times by a small number of Germanic tribes; but today, it is a major language on every continent and the second most commonly spoken language in the world. Traces the story of English from prehistoric times to the present,

emphasizing the significant changes in the development of the English sound system, vocabulary, and grammar.

**EN 345 Literary Criticism and Theory (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. An examination of major schools, movements, and trends in modern literary criticism. Emphasis is placed on the competing practical claims made by literary and critical theory.

**EN 346 Seminar in Literary Criticism and Theory (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A close and intensive study of a movement, issue, problem, or figure in literary criticism and theory. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 347 Seminar in Romantic Literature (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. Close and intensive study of a theme, issue, problem or author in Romantic literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 348 Seminar in Literature and Film (Pre- and Post-1800) (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A close and intensive study of a theme, issue, problem, or author involving both literature and film. *Topic announced each time course is offered. Counts toward Film Studies minor. May be repeated once for credit with different topic.*

**EN 350 The Romantic Movement (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A study of British literature written during the revolutionary era, 1780–1830, with special attention paid to the poetry and poetic theory of the age. Major figures include Blake, Wordsworth, Coleridge, Byron, Percy Bysshe Shelley, and Keats.

**EN 354 Topics in Romanticism (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. An intensive study of an author, theme, or movement in romantic literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 360 Nineteenth-Century English Novels (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A study of the contribution made by English nineteenth century novelists to the evolution of the novel as a genre. Authors studied are likely to include Dickens, Thackeray, Trollope, the Brontes, Hardy, and Eliot.

**EN 361 Topics in Victorian Literature (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. An intensive study of an author, theme, or movement in Victorian literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 362 Victorian Poetry (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A study of poetry and poetic theory of the middle and late nineteenth century, including Tennyson, Browning, Arnold, Hopkins, and others.

**EN 363 Seminar in Victorian Literature (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A close and intensive study of a theme, issue, problem or author in Victorian literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 364 Literature and the Catholic Imagination (Post-1800) (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A study of literature that reflects the sacramental vision of Catholic thought since 1800. *Topic announced each time course is offered. Counts toward Catholic Studies minor. May be repeated once for credit with different topic.*

**EN 365 Seminar in Literature and Catholicism (Post-1800) (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A close and intensive study of a theme, issue, problem, or author or group of writers who wrote after 1800, reflecting literary depictions of Catholic thought and/or practice. *Topic announced each time the course is offered. Counts toward Catholic Studies minor. May be repeated once for credit with different topic.*

**EN 366 American Literature to the First World War (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A survey of primarily nineteenth century American literature, with special emphasis on the writers of the American Renaissance and the rise of American realism. *Students who take EN 203 may not count EN 366 toward their English major.*

**EN 367 Topics in American Literature (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. An intensive study of an author, theme, or movement in American Literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 368 Critical Methodologies (Post-1800): Special Topics (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level course. A study of an author, theme, genre, or movement, with particular emphasis placed on the differences between distinct critical approaches to the topic at hand. Roughly half of the class material consists of primary texts, and roughly half consists of critical works. *Topic announced each time course is offered.*

**EN 369 English Literary History after 1800 (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A survey of the most important Romantic and post-Romantic authors in English literature in their historical context, thus offering students a coherent "overview" as well as an introduction to individual writers and texts.

**EN 370 Modern British and American Fiction (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. The development of English and American fiction from 1900 to 1950, with an emphasis on the evolution of an aesthetic that values poetic composition and experimentation with narrative methods above traditional concepts of narrative structure. Authors studied may include Conrad, Dos Passos, Faulkner, Hemingway, Joyce, Lawrence, and Woolf.

**EN 371 Post-Modern British and American Fiction (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. An examination of the reaction against modernism in fiction since 1950, this course studies a range of books as both repudiations of certain attitudes of modern fiction and developments of the possibilities of the experimental novel. Authors studied may include Bellow, DeLillo, Elkin, Heller, Pynchon, and Updike.

**EN 372 Modern British and American Poetry (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. An intensive study of a coherent revolution in taste that challenged almost every traditional concept of style, theme, attitude, and structure in poetry. Extensive attention to Yeats, Pound, Eliot, Williams, and Stevens. Other authors are studied as well.

**EN 374 Modern Drama (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. Charts the two major streams of naturalism and absurdism in twentieth century drama. Also examines significant developments in contemporary theater. With the exception of works by such influential playwrights as Chekhov and Brecht, the course focuses on modern

and contemporary plays by British, Irish, and American authors.

**EN 375 Twentieth-Century Irish Literature (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. Examines the Irish literary tradition since 1900, with special attention paid to political, social, historical, and religious contexts and their effect on Irish literature during times of violence and revolution. Intensive study of Yeats, Joyce, and Beckett, with readings in other authors, often including George Moore, Synge, O'Casey, O'Brien, Kavanagh, and Heaney.

**EN 376 Post-Colonial Literature (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. An introduction to writing about the colonized world, from the perspectives of both colonizers and colonized peoples, in order to locate the sources and discuss the conditions of post-Colonial thought.

**EN 377 Topics in Twentieth-Century Literature (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. An intensive study of an author, theme, or movement in twentieth century literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 378 Other Voices: Minority Literature in America (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. Designed to compliment traditional survey courses of American literature, this course examines literature by authors from specific ethnic minority groups, e.g., African-Americans, Hispanic-Americans, Native-Americans.

**EN 379 American Women Writers (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A survey of American women writers from the Colonial period to the present, including an introduction to feminist literary theory. Selected readings might include Susanna Rowson, H.B. Stowe, Charlotte Perkins Gilman, Kate Chopin, Emily Dickinson, Edith Wharton, Willa Cather, Tillie Olsen, Alice Walker, and Toni Morrison. *Counts toward Gender Studies minor.*

**EN 380 The History of Narrative Cinema (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. An exploration of the origins and development of narrative film, covering the technology of the moving image from sixteenth century flipbooks to contemporary digital media. Focus is on cinema's importance as a storytelling medium and includes investigation of narra-

tive genres, national film movements, the influence of the classical Hollywood style, and related topics. *Counts toward Film Studies minor.*

**EN 381 Fiction and Film (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. Explores the cross-fertilization of fiction and film as modern and post-modern modes of artistic expression. Examines cinematic adaptations of novels, especially films that translate fictional techniques into specifically cinematic ones. Also analyzes the use of film techniques and the fictional portrayal of Hollywood. *Counts toward Film Studies minor.*

**EN 382 Topics in Literature and Film Studies (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. An intensive study of a theme, issue, movement, or tradition in literature and film. *Topic announced each time the course is offered. May be repeated once for credit with different topic. Counts toward Film Studies minor.*

**EN 383 Seminar in Modern Twentieth-Century Literature (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A close and intensive study of a theme, issue, problem, or author in modern literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 384 Topics in Post-Colonial Literature (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. An intensive study of an author, theme, or movement in post-colonial literature, often focusing on literature from a specific geographical area. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 385 Seminar in Post-Colonial Literature (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A close and intensive study of a theme, issue, problem, or author in post-colonial literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 386 Seminar in Literature and Film (Post-1800) (3.00 cr.)**

*Prerequisite:* EN 101, one EN 200-level core course. A close and intensive study of a theme, issue, problem, or author after 1800 involving both literature and film. *Topic announced each time the course is offered. Counts toward Film Studies minor. May be repeated once for credit with different topic.*

**EN 387 Seminar in Post-Modern Twentieth-Century Literature (3.00 cr.)**

*Prerequisite: EN 101, one EN 200-level core course.* A close and intensive study of a theme, issue, problem, or author in post-modern literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 388 Seminar in Minority American Literature (3.00 cr.)**

*Prerequisite: EN 101, one EN 200-level core course.* A close and intensive study of a writer, theme, issue, movement, or tradition in minority literature in America. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 389 Seminar in Literature and Gender (3.00 cr.)**

*Prerequisite: EN 101, one EN 200-level core course.* A close and intensive study of a writer, theme, issue, movement, or tradition involving literary representations of gender. *Topic announced each time the course is offered. Counts toward Gender Studies minor. May be repeated once for credit with different topic.*

**EN 390 Seminar in Post-Colonial Literature (3.00 cr.)**

*Prerequisite: EN 101, one EN 200-level core course.* A close and intensive study of a writer, theme, issue, movement or tradition in post-Colonial literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 391 The American West in Art and Literature (3.00 cr.)**

*Prerequisite: EN 101, one EN 200-level course.* This team-taught course explores visual and verbal images of the West in the unfolding history of American culture. *Same course as AH 391.*

**EN 397 Seminar in American Literature (3.00 cr.)**

*Prerequisite: EN 101, one EN 200-level core course.* A close and intensive study of a theme, issue, problem, or author in American literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 398 Intensive Independent Study (Post-1800) (3.00 cr.)**

*Prerequisite: EN 101, one EN 200-level core course, and written permission of the instructor.* A close and rigorous study of a literary theme, problem, or author after 1800. *May be repeated once for credit with different topic.*

**EN 399 Seminar in Literary Topics after 1800 (3.00 cr.)**

*Prerequisite: EN 101, one EN 200-level core course.* A close and intensive study of a literary theme, problem, or author after 1800. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN 409 Senior Honors Seminar (3.00 cr.)**

*Prerequisite: EN 101, one EN 200-level core course.* An intensive study of an author, topic, or theme, the specifics of which will be determined by the instructor. Students are required to make extensive use of both primary and secondary materials. *By invitation only.*

**EN 410 Senior Honors Thesis (3.00 cr.)**

*Prerequisite: EN 101, one EN 200-level core course.* An intensive study of an author, topic, or theme, culminating in a written thesis and an oral defense. Students are expected to confront scholarship and do research at an advanced level. *By invitation only.*

# FINE ARTS

**OFFICE:** College Center, Room W035E

**TELEPHONE:** 410-617-2031

**CHAIR:** Janet A. Headley, Associate Professor

**PROFESSORS:** Edward J. Ross (emeritus);  
Anthony D. Villa

**ASSOCIATE PROFESSORS:** Mary Beth Akre;  
Mary G. Atherton (emerita); James E. Dockery  
(emeritus); Janet A. Headley; Janet Maher; Ronald  
Pearl; Daniel Schlapbach; Martha C. Taylor

**ASSISTANT PROFESSORS:** James R. Bunzli;  
Charles P. Mitchell; Barnaby Nygren

**AFFILIATE FACULTY:** Letty Bonnell; Virginia  
Brown; Viviana Holmes; Ernest J. Liotti; Linda  
Lloyd-Lee; Christopher Lonegan; Carol Miller-  
Frost; Mary Skeen; Nanette Thrush; John Viles

**THEATRE MANAGER:** Stuart Dawkins

Fine arts majors and minors and interdisciplinary majors choose to concentrate in any of five areas: art history, music, photography, studio arts, and theatre. Requirements for the concentrations differ by discipline. Although the individual areas within the department are quite diverse, the faculty emphasize the development of interpretive and performance skills, creative, and critical thinking.

Internships are available throughout the department. Students seeking internships should contact a faculty director in the semester prior to the internship.

The department offers an optional senior project course for majors. Students interested in undertaking a senior project must consult with faculty in the appropriate discipline during junior year to develop their proposed projects. Students present their proposals to the fine arts faculty for approval during the spring semester of their junior year. Work on the senior project continues over both semesters of the student's senior year.

## MAJOR IN FINE ARTS

### BACHELOR OF ARTS

Major, minor, and interdisciplinary requirements for each concentration and an example of a typical program for each discipline are as follows:

### ART HISTORY CONCENTRATION

#### Freshman Year

*Fall Term*

AH 110 Survey of Art: Paleolithic to Gothic  
CM 100 Effective Writing  
Language Core  
Math/Science Core  
Elective

*Spring Term*

AH 111 Survey of Art: Renaissance to Modern  
EN 101 Understanding Literature  
HS 101 History of Modern Western Civilization  
Language Core  
Non-Departmental Elective

#### Sophomore Year

*Fall Term*

AH 200-Level Course (or higher)  
PL 201 Foundations of Philosophy  
English Core  
History Core  
Non-Departmental Elective

*Spring Term*

AH 200-Level Course (or higher)  
PL 200-Level Philosophical Perspectives Course  
Math/Science Core  
Social Science Core  
Non-Departmental Elective

#### Junior Year

*Fall Term*

AH 300-Level Course (or higher)  
PT 275 Basic Photography *or*  
SA 224 Two-Dimensional Design  
TH 201 Introduction to Theology  
Social Science Core  
Non-Departmental Elective

*Spring Term*

AH 300-Level Course (or higher)  
 AH 300-Level Course (or higher)  
 Math/Science Core  
 Theology Core  
 Elective

**Senior Year***Fall Term*

AH 300-Level Course (or higher)  
 AH 300-Level Course (or higher)  
 Ethics Core  
 Elective  
 Elective

*Spring Term*

AH 300-Level Course (or higher)  
 AH 412 Senior Project in Art History *or*  
 AH 300-Level Course (or higher)  
 Elective  
 Elective  
 Elective

1. Fine arts majors with an art history concentration take three lower-division courses (AH 110, AH 111, and PT 275 or SA 224) and nine upper-division courses (200-level or above). Students must take one upper-division course in classical or medieval art, one in Renaissance or baroque art, and one in art postdating the eighteenth century. Majors are strongly encouraged to take at least one course in non-Western art.
2. Interdisciplinary fine arts majors with an art history concentration take AH 110, AH 111, and five upper-division courses (200-level or above). Students must take one upper-division course in classical or medieval art, one in Renaissance or baroque art, and one in art postdating the eighteenth century. Students are strongly encouraged to take at least one course in non-Western art.
3. Fine arts minors with an art history concentration take AH 110, AH 111, and four upper-division courses (200-level or above).

**THEATRE CONCENTRATION****Freshman Year***Fall Term*

CM 100 Effective Writing  
 DR 251 Experience of Theatre  
 Language Core  
 Math/Science Core  
 Social Science Core

*Spring Term*

DR 100 Stagecraft  
 EN 101 Understanding Literature  
 HS 101 History of Modern Western Civilization  
 Language Core  
 Math/Science Core

**Sophomore Year***Fall Term*

DR 250 Introduction to Theatre History  
 DR 350 Acting I  
 PL 201 Foundations of Philosophy  
 English Core  
 Math/Science Core

*Spring Term*

DR 270 Scene Design  
 DR 275 Theatre Practicum (#1)  
 DR 351 Directing  
 PL 200-Level Philosophical Perspectives Course  
 History Core  
 Social Science Core

**Junior Year***Fall Term*

DR 275 Theatre Practicum (#2)  
 TH 201 Introduction to Theology  
 Upper-Division Theatre Literature/History  
 Course  
 Theatre Elective  
 Non-Departmental Elective  
 Elective

*Spring Term*

DR 354 Acting II  
 Upper-Division Theatre Performance Course  
 Theology Core  
 Theatre Elective  
 Non-Departmental Elective



**Senior Year***Fall Term*

- DR 275 Theatre Practicum (#3)  
 Upper-Division Theatre Performance Course  
 Theatre Elective  
 Theatre Elective  
 Elective  
 Elective

*Spring Term*

- DR 374 Theatre Production Internship  
 Ethics Core  
 Theatre Elective  
 Non-Departmental Elective  
 Elective

1. Fine arts majors with a theatre concentration must take seven required courses (DR 100, DR 250, DR 251, DR 275/three times, DR 350, DR 351, DR 374) and five theatre electives.
2. Fine arts interdisciplinary majors with a theatre concentration take seven required courses (DR 100, DR 250, DR 251, DR 275/three times, DR 350, DR 351, DR 374) and two theatre electives.
3. Fine arts minors with a theatre concentration must take six required courses (DR 100, DR 250, DR 251, DR 275/three times, DR 350, DR 351).

**MUSIC CONCENTRATION****Freshman Year***Fall Term*

- CM 100 Effective Writing  
 MU 101 Ear Training I (1 credit)  
 MU 200 Loyola Chorale I *or*  
 MU 211 Jazz Ensemble I *or*  
 MU 220 Chamber Ensemble I *or*  
 MU 230 Classical Guitar Ensemble I (1.5 credits)  
 MU 201 Music Fundamentals  
 MU 203 Mozart to Mahler: Music of the  
 Classical and Romantic Periods  
 MU 219 Applied Music (1 hour)  
 Language Core  
 Math/Science Core

*Spring Term*

- HS 101 History of Modern Western Civilization  
 MU 102 Ear Training II (1 credit)  
 MU 200 Loyola Chorale I *or*  
 MU 211 Jazz Ensemble I *or*  
 MU 220 Chamber Ensemble I *or*  
 MU 230 Classical Guitar Ensemble I (1.5 credits)  
 MU 219 Applied Music (1 hour)  
 MU 302 Structure of Music: Theory I  
 MU 300-Level Music History Course  
 Language Core  
 Math/Science Core

**Sophomore Year***Fall Term*

- EN 101 Understanding Literature  
 MU 103 Ear Training III (1 credit)  
 MU 219 Applied Music (1 hour)  
 MU 300 Loyola Chorale II *or*  
 MU 311 Jazz Ensemble II *or*  
 MU 320 Chamber Ensemble II *or*  
 MU 330 Classical Guitar Ensemble II  
 (1.5 credits)  
 MU 300-Level Music Theory Course  
 PL 201 Foundations of Philosophy  
 TH 201 Introduction to Theology *or*  
 Math/Science Core

*Spring Term*

- MU 104 Ear Training IV (1 credit)  
 MU 219 Applied Music (1 hour)  
 MU 300 Loyola Chorale II *or*  
 MU 311 Jazz Ensemble II *or*  
 MU 320 Chamber Ensemble II  
 MU 330 Classical Guitar Ensemble II  
 (1.5 credits)  
 MU 300-Level Music History Course  
 PL 200-Level Philosophical Perspectives Course  
 History Core (300-Level)  
 Social Science Core  
 Theology Core

**Junior Year***Fall Term*

- MU 300 Loyola Chorale II *or*  
 MU 311 Jazz Ensemble II *or*  
 MU 320 Chamber Ensemble II *or*  
 MU 330 Classical Guitar Ensemble II  
 (1.5 credits)  
 MU 319 Applied Music (1 hour)  
 TH 201 Introduction to Theology  
 English Core

MU 300-Level Elective  
 Non-Departmental Elective  
 Non-Departmental Elective

*Spring Term*

MU 300 Loyola Chorale II *or*  
 MU 311 Jazz Ensemble II *or*  
 MU 320 Chamber Ensemble II *or*  
 MU 330 Classical Guitar Ensemble II  
 (1.5 credits)  
 MU 307 Music of the Romantic Period  
 MU 319 Applied Music (1 hour)  
 Upper-Level Music Course  
 Theology Core  
 Non-Departmental Elective  
 Elective

**Senior Year**

*Fall Term*

AH 111 Survey of Art: Renaissance to Modern *or*  
 DR 260 Introduction to Dance *or*  
 DR 350 Acting I *or*  
 ED 428 The Teaching of Music  
 MU 300 Loyola Chorale II *or*  
 MU 311 Jazz Ensemble II *or*  
 MU 320 Chamber Ensemble II *or*  
 MU 330 Classical Guitar Ensemble II  
 (1.5 credits)  
 MU 319 Applied Music (1 hour)  
 Ethics Core  
 MU 300-Level Elective  
 Elective  
 Elective

*Spring Term*

MU 300 Loyola Chorale II *or*  
 MU 311 Jazz Ensemble II *or*  
 MU 320 Chamber Ensemble II *or*  
 MU 330 Classical Guitar Ensemble II  
 (1.5 credits)  
 MU 319 Applied Music (1 hour)  
 MU 412 Senior Project in Music *or*  
 Upper-Level Music Course  
 Non-Departmental Elective  
 Elective  
 Elective  
 Elective

1. Music students take MU 201, MU 203, and nine upper-division courses. A minimum of six additional courses in applied music (two lower-and four upper-division), six in ensembles

(two lower-and four upper-division), and four semesters of ear training are also required. After declaring the music major, students are required to enroll in an ensemble and an applied music course each semester they attend Loyola.

2. Music students choose a particular area of concentration: an instrument, voice, theory/composition, or music history. For students concentrating in music, a junior year standing recital is required for admittance to upper applied and ensemble courses.

Those concentrating on an instrument usually take one-hour lessons (MU 219 or MU 319). Those concentrating in theory, composition, or music history are required to take half-hour lessons at the minimum (MU 218 or MU 318). Students who enter the program after freshman year may be given credit for lower division applied music at the discretion of the department chair, usually after an audition. Students who wish to complete a degree in music education should consult with music faculty to discuss course requirements.

3. A fine arts minor with a concentration in music requires two lower- and four upper-division courses, as well as four semesters of applied music (two lower- and two upper-division), ensembles (two lower- and two upper-division), and two semesters of ear training.
4. Ear Training (MU 101, MU 102, MU 103, MU 104); Applied Music (MU 218, MU 219, MU 318, MU 319); and ensembles (MU 200, MU 211, MU 220, MU 230, MU 300, MU 311, MU 320, MU 330) are taken in addition to the regular five-course load since they are not three-credit courses. Students should register for these courses during the regular registration period.

Ensemble requirements are satisfied by taking Concert Choir, Chamber Ensemble, or Jazz Ensemble. Two semesters of Classical Guitar Ensemble may be substituted for the lower division ensemble requirements.

5. **A fee is charged for all Applied Music courses which is paid directly to the instructor at the first lesson.** A semester jury is required of all Applied Music students beginning with their second semester of Applied Music study.
6. **Students who wish to enter Loyola as a fine arts major concentrating in music should submit a clearly marked audition tape or call the department to arrange an audition.**

### PHOTOGRAPHY CONCENTRATION

#### Freshman Year

##### Fall Term

CM 100 Effective Writing  
 PT 275 Basic Photography  
 PT 319/AH 319 History of Photography  
 Language Core  
 Math/Science Core

##### Spring Term

EN 101 Understanding Literature  
 HS 101 History of Modern Western Civilization  
 PT 375 Intermediate Photography  
 SA 224 Two-Dimensional Design  
 Language Core

#### Sophomore Year

##### Fall Term

PL 201 Foundations of Philosophy  
 PT 300-Level Course  
 English Core  
 History Core  
 Art History Course

##### Spring Term

PL 200-Level Philosophical Perspectives Course  
 PT 300-Level Course  
 Math/Science Core  
 Social Science Core  
 Non-Departmental Elective

#### Junior Year

##### Fall Term

PT 300-Level Course (or higher)  
 TH 201 Introduction to Theology  
 Social Science Core  
 Non-Departmental Elective  
 Elective

##### Spring Term

PT 300-Level Course (or higher)  
 Math/Science Core  
 Theology Core  
 Non-Departmental Elective  
 Elective

#### Senior Year

##### Fall Term

PT 390/SA 390 Artist's Survival Seminar  
 (1 credit)  
 PT 300-Level Course (or higher)  
 PT 300-Level Course (or higher)  
 Ethics Core  
 Non-Departmental Elective  
 Elective

##### Spring Term

PT 300-Level Course (or higher)  
 PT 412 Senior Project in Photography *or*  
 PT 300-Level Course (or higher)  
 Art History Course  
 Elective  
 Elective

1. Fine arts majors with a concentration in photography take PT 275, PT 319, PT 375, PT 390, SA 224, one additional art history course, and seven additional upper-division photography courses.
2. Interdisciplinary fine arts majors with a concentration in photography take PT 275, PT 319, PT 375, PT 390, SA 224, and four additional upper-division photography courses.
3. Fine arts minors with a concentration in photography take PT 275, PT 319, PT 375, and four additional upper-division photography courses.
4. Fine arts majors and minors with a concentration in photography are strongly encouraged to take one semester of computer science to fulfill one of the math/science core requirements.
5. Students interested in photojournalism should declare a fine arts major with a concentration in photography and a communication minor, or a communication major with a specialization in journalism and a fine arts minor with a concentration in photography.

**STUDIO ARTS CONCENTRATION****Freshman Year***Fall Term*

AH 110 Survey of Art: Paleolithic to Gothic  
 CM 100 Effective Writing  
 SA 224 Two-Dimensional Design  
 Language Core  
 Math/Science Core

*Spring Term*

AH 111 Survey of Art: Renaissance to Modern  
 EN 101 Understanding Literature  
 HS 101 History of Modern Western Civilization  
 SA 225 Drawing I  
 Language Core

**Sophomore Year***Fall Term*

PL 201 Foundations of Philosophy  
 SA 300-Level Course  
 TH 201 Introduction to Theology  
 English Core  
 History Core

*Spring Term*

PL 200-Level Philosophical Perspectives Course  
 SA 300-Level Course  
 Math/Science Core  
 Social Science Core  
 Theology Core

**Junior Year***Fall Term*

SA 326 Life Drawing I  
 SA 300-Level Course  
 Social Science Core  
 Non-Departmental Elective  
 Elective

*Spring Term*

AH 200-Level Course (or higher)  
 SA 300-Level Course  
 Math/Science Core  
 Theology Core *or*  
 Non-Departmental Elective

**Senior Year***Fall Term*

SA 390/PT 390 Artist's Survival Seminar  
 (1 credit)  
 SA 300-Level Course

SA 300-Level Course  
 Ethics Core  
 Non-Departmental Elective  
 Elective

*Spring Term*

SA 300-Level Course  
 SA 412 Senior Project in Studio Art *or*  
 SA 300-Level Course  
 Non-Departmental Elective  
 Elective  
 Elective

1. Fine arts majors with a concentration in studio arts take AH 110, AH 111, SA 224, SA 225, SA 326, SA 390, eight additional upper-division studio arts courses, and one additional upper-division art history course.
2. Fine arts minors and interdisciplinary majors with a concentration in studio arts take SA 224, SA 225, four additional upper-division studio arts courses, and one art history course.

**COURSE DESCRIPTIONS****ART HISTORY****AH 100 Introduction to Art History (3.00 cr.)**

An introduction to the technical and formal properties of materials employed in painting, graphics, sculpture, and architecture, and a broad survey of recurring styles in the history of art. *Required of and restricted to elementary education majors. Fulfills fine arts core requirement for elementary education majors only.*

**AH 110 Survey of Art: Paleolithic to Gothic (3.00 cr.)**

A broad overview of art from the Paleolithic age to the Gothic era, focusing on Egyptian, Greek and Roman, early Christian, and medieval art and architecture. *Same course as CL 241.*

**AH 111 Survey of Art: Renaissance to Modern (3.00 cr.)**

A survey of major artistic styles from the beginning of the Renaissance to the modern era. *Fulfills fine arts core requirement.*

**AH 200 Women in Art (3.00 cr.)**

Since antiquity, women have been among the most popular subjects for painters and sculptors, most of whom have been male. Examines the multiple roles that have been assigned by male artists to women in

art, both positive and negative—as objects of beauty (and sometimes passivity), and as images of power (and sometimes powerlessness). In the final course segment, students explore the self-consciously feminist response of modern artists to the representation of women in art. *Counts toward Gender Studies minor.*

**AH 201 The Nude in Art (3.00 cr.)**

The nude body has been celebrated in art since antiquity. Examines multiple interpretations of the nude throughout history: as reflection of divine beauty, object of desire, symbol of truth and chastity, image of sensual and visual pleasure, object of pure form and, at times, as a hinge point for the topic of censorship. *Counts toward Gender Studies minor.*

**AH 202 African Art (3.00 cr.)**

An introduction to the great variety of both the ancient and living arts of Africa focusing primarily on those traditions in sub-Saharan Africa. An overview of African art exploring its distinctive genesis, history, and evolution by emphasizing such traditional media as sculpture, architecture and fiber, and body arts. Looking at African art in its cultural context reveals its importance as an integral part of African society, as well as awakening an awareness of the great beauty, refinement, and aesthetic appeal of the arts of Africa. *Counts toward Gender Studies minor.*

**AH 203 The Arts of East Asia (3.00 cr.)**

Examines East Asian civilization through the visual arts. Discusses selected masterpieces of Chinese, Korean, and Japanese painting, calligraphy, sculpture, bronzes, ceramics, and architecture. Through analytical study of these objects, students come to an understanding of the shapes and shaping of East Asian civilization and the characteristics that distinguish the separate traditions of China, Korea, and Japan. *Counts toward Asian Studies minor.*

**AH 205 Colonial Art of Latin America (3.00 cr.)**

Incorporating the rich legacy of art from Spain, artists of the Colonial Period blended European forms and native sensibilities. Fueled by both a passion for wealth and the drive to convert souls to Christianity, colonization spread rapidly throughout Mexico and South America, giving rise to a pressing need for churches and the sculpture and paintings to adorn them. *Counts toward Catholic Studies minor.*

**AH 206 The Pursuit of Paradise:**

**Art, Literature, and Landscape (3.00 cr.)**

Simultaneously natural and artificial, both earthly paradise and reflection of modern science, gardens illustrate a host of ideas from European social and intellectual history. This class focuses on built environments—including the gardens of ancient Rome and Pompeii, the medieval *hortus conclusus*, the villas of Renaissance Italy, and the parks and lawns of eighteenth century England and modern America—and discusses landscape architecture in light of contemporary politics, painting, and literature (ranging from Virgil to Tom Stoppard). Field trips to several gardens are included.

**AH 207 African-American Art (3.00 cr.)**

This survey of African-American art begins in the slave communities of eighteenth century colonial America, continues with African-American artists' adaptations of Western art in the nineteenth century, and ends with the political and aesthetic concerns of black artists in the twentieth century. Examples of architecture, decorative arts, folk art, painting, sculpture, graphic arts, and photography demonstrate how African-American artists have enriched the art and culture of America. The social and political place of African-Americans throughout America's history is also explored to provide a context for the struggle these artists experienced in pursuing their careers.

**AH 210 Survey of Architectural History (3.00 cr.)**

An examination of major architectural monuments from ancient Egypt to the present. Explores the relation between the appearance and function of buildings, the use of ornament in relation to materials, and the social and symbolic importance of architecture.

**AH 211 Survey of Painting I (3.00 cr.)**

Examines a select group of “Old Masters,” such as Masaccio, Jan van Eyck, Hieronymus Bosch, Michelangelo, Caravaggio, and Rembrandt, whose works were created between the fourteenth and eighteenth centuries. Focuses on the diverse traditions of “realism” and “idealism” that characterized the painting of Northern and Southern Europe over four hundred years.

**AH 212 Survey of Painting II (3.00 cr.)**

In the late eighteenth century, painters began to reevaluate artistic traditions that had existed for nearly five hundred years. By focusing on a select group of artists and through a variety of readings, students examine the ways by which modern artists challenged pictorial conventions of space, color, and form.

**AH 307 African-American Art (3.00 cr.)**

This survey of African-American art begins in the slave communities of eighteenth century colonial America, continues with African-American artists' adaptations of Western art in the nineteenth century, and ends with the political and aesthetic concerns of black artists in the twentieth century. Examples of architecture, decorative arts, folk art, painting, sculpture, graphic arts, and photography demonstrate how African-American artists have enriched the art and culture of America. The social and political place of African-Americans throughout America's history is also explored to provide a context for the struggle these artists experienced in pursuing their careers. *Upper-level students are expected to do extra research and a longer paper.*

**AH 308 Art of Ancient Greece (3.00 cr.)**

A survey of Greek art and architecture from the Bronze Age to the Hellenistic Era. Among the topics considered are Mycenaean tombs and palaces, the development of temple architecture, and the ways in which polytheistic religion shaped life in ancient Greece. *Same course as CL 308.*

**AH 309 Art of Ancient Rome (3.00 cr.)**

A survey of Roman art and architecture from the emergence of the Etruscan Civilization to the fall of the empire. Topics include the forging of a new Roman culture from Italic and Greek origins, the invention of new construction techniques, and the appropriation of art for propagandistic purposes. *A section of this course is offered in Rome. Same course as CL 309.*

**AH 311 Medieval Art: Early Christian through Gothic (3.00 cr.)**

Focuses on the emergence of early Christian art from its classical origins, and the development of a wholly integrated spiritual expression in the art of Byzantium, Romanesque, and Gothic Europe. *Counts toward Catholic Studies and Medieval Studies minors.*

**AH 312 The Renaissance in Italy (3.00 cr.)**

Investigates art's reflection of the rise of humanism, the rebirth of interest in antiquity, and a new concentration on the earthly world in thirteenth to sixteenth century Italy. Studies art and patronage in Republican Florence, Papal Rome, and the Ducal courts of Northern Italy, from the time of Giotto to the High Renaissance of Leonardo and Michelangelo, and on to Mannerism and the Counter-Reformation. *Counts toward Catholic Studies and Medieval Studies minors.*

**AH 313 Renaissance Art in Northern Europe (3.00 cr.)**

A study of the developing humanism of the fifteenth century in Flanders where the manuscript tradition of painting developed into the naturalistic and symbolic painting of the "late Gothic," as well as the increasing influence of Italian art on Northern Europe in the sixteenth century. *Counts toward Catholic Studies and Medieval Studies minors.*

**AH 314 Art of Baroque Europe (3.00 cr.)**

Studies painting, sculpture, and architecture in the seventeenth and early eighteenth centuries, the age of Absolute Monarchy in France and Spain, a Triumphant Papacy in Italy, and the Protestant Dutch Republic. Key artists include Caravaggio, Bernini, Velazquez, Rembrandt, and Vermeer. *Counts toward Catholic Studies minor.*

**AH 315 Art of the Revolutionary Era: Neoclassicism and Romanticism (3.00 cr.)**

Bracketed by two revolutions, this course explores the radical politics of art in France from 1780 to 1848 and the concurrent emergence of landscape painting and portraiture as art forms that reflected the values of the growing middle class in England, Germany, France, and Spain.

**AH 316 Realism and Impressionism (3.00 cr.)**

Throughout the second half of the nineteenth century, artists such as Courbet, Manet, and Monet struggled to free themselves from older art forms in an effort to become "modern," to capture the life and spirit of their own times. Investigates the artistic transformation that occurred in an era of rapid social change as artists struggled with new avenues for marketing their works (through dealers and galleries), mined new urban spaces and newly created suburbs, and combed the diminishing countryside for their images. *Counts toward Gender Studies minor.*

**AH 317 Modern Art in Europe: 1880–1945 (3.00 cr.)**

At the end of the nineteenth-century, artists prized self-expression over centuries-old conventions for art. Examines the dreamy world-weariness of Symbolist artists at the end of the nineteenth century; the assault on conventional art forms by artists such as Picasso, Matisse, and Duchamp in the early twentieth century; and the Surrealist effort to capture and objectify the subjective in art.

**AH 318 American Art: Art for a Democracy (3.00 cr.)**

Although American artists looked to European models for their inspiration, their art consistently reflected



the complexities of American culture. In America, English aristocratic portraits were transformed into Puritan celebrations of hard-earned and therefore, well-deserved wealth; American architects responded to the practical demands of climate and materials at hand; painters of American life glorified the wilderness even as it was disappearing; the democratic process was both glorified and satirized. Examines the American response to European art as it was assimilated and transformed by American artists from the seventeenth century to the Great Depression. *Same course as HS 356.*

**AH 319 History of Photography (3.00 cr.)**

An examination of the major technical and aesthetic movements in the history of photography since its invention. Covers the works of major artists working in this medium as well as the major styles. *Students in this class will not be expected to produce photographs. Same course as PT 319.*

**AH 320 Contemporary Art, 1945 to the Present (3.00 cr.)**

In the aftermath of World War II and with the advent of the Abstract Expressionists, American artists seemingly pioneered the successive waves of post-painterly and hard-edged abstraction, Pop and performance art, conceptual art, and earthworks. Explores the diversity of European and American art from 1945 to the present.

**AH 321 Modern Women Artists: From Impressionism to Post-Modern (3.00 cr.)**

Beginning with three women artists working in the 1870s, the course examines such issues as stereotypical iconography, politics of exhibiting, women's "traditional" arts, and artistic training for women. Continuing through the twentieth century using feminist art criticism, videotapes of the artists' artwork, and the art objects produced by women the course expands the history of the making of art by questioning previous models and constructing new ones. *Counts toward Gender Studies minor.*

**AH 322 Michelangelo (3.00 cr.)**

Michelangelo Buonarroti (1475–1564) was arguably the most important artistic figure of the sixteenth century. Active as a painter, sculptor, architect, draftsman, and poet, Michelangelo greatly influenced the development art in Italy (and Europe) both during and after his life. Works such as David and the Sistine Chapel ceiling are examined in the context of the political, religious, artistic, and philosophical concerns of the time. Michelangelo's art also is examined in relation to that of his predecessors, contemporaries, and followers, so that students may come to understand not

only his art but his impact on the art of the Renaissance and, more broadly, on Western European art.

**AH 325 Building the Eternal City:**

**Two Thousand Years of Rome (3.00 cr.)**

Marble capital of the Ancients, center of the Christian world under the popes, symbol of Fascist ambitions, Rome has a history unlike any other city. Topics include the uses of architecture to further ideologies, the reuse of antiquities in Christian urban planning, and the interests of visitors ranging from modern sightseers to eighteenth century Grand Tourists to Jubilee Year pilgrims. *Upper-level students are expected to undertake additional research and write a research paper. One section of this course is offered in Rome as a fine arts elective only. Counts toward Catholic Studies and Medieval Studies minors.*

**AH 391 The American West in Art and Literature (3.00 cr.)**

This team-taught course explores visual and verbal images of the West in the unfolding history of American culture. *Same course as EN 391.*

**AH 400 Methodology and Historiography (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* Through readings, discussions, museum and gallery visits, students examine the diverse methodologies of art history and the history of the discipline from its emergence in America in the 1930s to the present. *Strongly recommended for fine arts majors and minors with a concentration in art history.*

**AH 402 Special Topics (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* An intensive investigation of a special topic, artist, limited span of time, or a particular artistic "problem" in the history of art. *Combines a lecture and seminar format. May be repeated for credit with different topics.*

**AH 403 Internship: Art History (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* Students interested in an internship in the history of art or museum studies should contact the instructor.

**AH 412 Senior Project in Art History (3.00 cr.)**

Students develop an advanced research project under the direction of a faculty member. Work on the project continues throughout both semesters of the student's senior year. Proposals for senior projects must be approved by the fine arts faculty during the student's junior year.

## THEATRE

**DR 100 Stagecraft (3.00 cr.)**

Students apprentice on set construction, scene painting, lighting, and running crews. This entails hands-on, supervised work on the Evergreen Players' main-stage productions. Participants work with the professional set and lighting designers of Loyola productions.

**DR 210 American Musical Theatre: Uptown and Down (3.00 cr.)**

Studies the variety found in American musical theatre, including musical drama, opera, and musical comedy. Through readings, recordings, and video tapes, students investigate this lively art. At least one live performance is viewed during the semester. *Same course as MU 210.*

**DR 250 Introduction to Theatre History (3.00 cr.)**

The evolution of theatre as an art form is explored, from ancient Greek to contemporary performance. Major theatrical genres/movements, playwrights, directors, actors, and designers are covered. An emphasis is placed on the link between society and theatre, focusing on key moments in the Theatre's development. Includes attendance at theatre productions in the Baltimore/Washington area. *Fulfills fine arts core requirement. (Theatre tickets cost approximately \$50.)*

**DR 251 Experience of Theatre (3.00 cr.)**

Students experience theatre by performing different roles associated with theatrical production. Students act as readers, audience members, actors, reviewers, critics, playwrights, directors, and designers. An emphasis is placed on students understanding and experiencing all aspects of the theatrical process. Includes attendance at theatre productions in the Baltimore/Washington area. *Fulfills fine arts core requirement. Theatre tickets cost approximately \$50.)*

**DR 260 Introduction to Dance (3.00 cr.)**

Students are introduced to a variety of dance styles including ballet, modern, and some social and ritual dance. In addition to training students in dance technique, improvisation, and composition, the course is also recommended to actors for training in movement. Includes visits to dance performances and screening of dance videos.

**DR 261 Dance Movement and Technique (3.00 cr.)**

*Prerequisite: DR 260 or written permission of the instructor.* Students continue to study concepts and principles of dance as they apply to dance technique (ballet, mod-

ern, and jazz composition and improvisation). Dance history and styles are integrated into class and are the core of written assignments. Students broaden their knowledge of dance through movement, readings, video, writings, attendance at dance performances, and performance.

**DR 262 Choreography and Dance Composition (3.00 cr.)**

*Prerequisite: DR 260 or written permission of the instructor.* Students study the process of choreography (creating dances) by examining the techniques of dance pioneers and by completing several choreography assignments. Assignments involve the concepts of space, time, and force. Student choreography includes solo and group dance arrangements.

**DR 263 Modern Dance Technique (3.00 cr.)**

*Prerequisite: DR 260 or DR 261.* Students study modern dance technique based on the concepts of movement developed by modern dance pioneers. Students learn several modern dances during the semester and have an opportunity to perform them.

**DR 270 Scene Design (3.00 cr.)**

Studies problems of design and the use of the design imagination through projects involving various styles and periods. Emphasis is placed on the use of research techniques involving the preparation of designer elevations through basic design techniques, ground plans, models, and drawing skills. Concentration on the design process and the director-designer relationship is also covered.

**DR 271 Costume Design (3.00 cr.)**

Provides students with the tools for designing costumes for theatrical productions. Several areas are covered, including research techniques, script analysis, designer/director relationship, organizational paperwork, and rendering techniques. Students design costumes for scripts of varying periods and genres. *A textbook and art supplies are required.*

**DR 275 Theatre Practicum (1-2.00 cr.)**

A practicum requires supervised, hands-on backstage experience in a particular area of theatrical production for the main-stage Evergreen Players or Poisoned Cup production. Areas of concentration include set construction, lighting, installation, prop and costume construction, and running crews. The faculty supervisor details responsibilities, and grading is pass/fail. *Fine arts majors with a concentration in theatre must take three*

*practicums, each in a different area. May be repeated three times for credit.*

**DR 300 Shakespeare in Performance (3.00 cr.)**

A study in interpretation. Students explore the ways by which directors choose to bring out certain themes and how performance choices affect (and sometimes change) the meanings of plays. Focus is on the acting, design, and directing elements of interpretation and analysis.

**DR 301 Improvisation (3.00 cr.)**

Focuses on listening and responding, freeing the instrument, and collaborative problem solving in the creation of spontaneous performances. Improvisation is also applied to rehearsal of scripted material and actor training. Topics include scene building, character development, comedy, and storytelling. The final project is a public performance.

**DR 309 Opera and Theatre (3.00 cr.)**

Many operas are based on great literary and dramatic sources. Details the transformation of these works from spoken drama to musical setting. Traces the works' origins citing direct parallels, dissimilarities, omissions, condensations, and the musical conventions of opera. Addresses the association of librettist and composer. Compares various performances, both historic and current, and discusses the benefits and drawbacks of opera on film. *Same course as MU 309.*

**DR 350 Acting I (3.00 cr.)**

How does an actor prepare a performance? Through training of the physical and vocal instrument as well as exercises in concentration, perception, imagination, improvisation, emotion, and expression, students acquire the skills needed to analyze and perform scenes.

**DR 351 Directing (3.00 cr.)**

*Prerequisite: DR 350.* How does a director prepare a performance? Each step of directing—from play selection to casting; from rehearsal techniques to final costume, set, lighting, and sound design—is investigated and practiced. In addition to in-class composition and scene-work, students cast and stage scenes for the Loyola community.

**DR 354 Acting II (3.00 cr.)**

*Prerequisite: DR 350 or an audition with the theatre faculty.* This class focuses on advanced scene-work and period technique. Students choose monologues and scenes from a range of historical styles.

**DR 355 Theatre Criticism (3.00 cr.)**

*Prerequisite: DR 251.* Observing, discussing, and writing about contemporary performance. Topics include techniques for seeing performance in preparation for writing about it, research that supports critical writing, and formats for critiques/reviews in various publications. Students also read and analyze performance criticism being published in contemporary newspapers, magazines, and journals. Students attend productions in the Baltimore/Washington area.

**DR 357 Dramatic Adaptation and New Play Development (3.00 cr.)**

Topics include techniques for adapting non-dramatic texts for stage performance and special problems associated with specific source materials. Students collaborate to write a dramatic adaptation and initiate work on an individual adaptation project.

**DR 358 Performance Studies (3.00 cr.)**

By using critical tools from disciplines such as anthropology, psychology, sociology, and media studies, students learn to analyze performance events beyond the traditional dramatic text. Objects of study include religious and social rituals, rites of passage, festivals, political and media events, staged protests, advertising, and other examples of sociocultural performance. *Counts toward Gender Studies minor.*

**DR 360 Classic Hollywood Film (3.00 cr.)**

A course dedicated to the "golden age" of Hollywood. From the silent era to the advent of sound and color, this class examines some of the great films of the 1920s through the 1950s. Among the topics discussed are the roles of directors, costumers, cameramen, lighting directors, and actors. *Counts toward Film Studies minor.*

**DR 361 Voice and Movement (3.00 cr.)**

A studio course in vocal/physical training for the performer. Topics include vocal/physical freedom, the concept of "neutral," versatility and expression, and a growing sense of the voice/body/text connection. Students acquire skills in on-going vocal/physical improvement and apply course concepts to specific performance settings.

**DR 362 Special Topics in Dramatic History/Literature (3.00 cr.)**

Students focus on a specific period, genre, or playwright such as American theatre, contemporary performance, Vrecht, Absurdism, or farce. *May be repeated for credit with different topics.*

**DR 363 Special Topics in Performance (3.00 cr.)**

Students focus on a specific style of performance such as Shakespearean performance, mask work, or comedy of manners. *May be repeated for credit with different topics.*

**DR 364 Solo Performance (3.00 cr.)**

*Prerequisite:* DR 350. The history, theory, and creation of the one-person show. Topics include historical and contemporary solo performances; biographical solo works; multi-character solo works; autobiography in solo performances; and the development of frames, concepts, and approaches to the solo format. Students present part of a work-in-progress to the College community.

**DR 374 Theater Production Internship (3.00 cr.)**

A project based on major involvement in a Loyola College theatre production as an actor, director, assistant director/dramaturg, designer, or stage manager. In addition to full involvement in the rehearsal process, this course involves pre-production research/preparation and a post-production seminar presentation.

**MUSIC****MU 101 Ear Training I (1.00 cr.)**

Students learn to identify musical intervals, chords, melodies, and rhythms aurally. Sight singing and dictation exercises are an important part of this course.

**MU 102 Ear Training II (1.00 cr.)**

*Prerequisite:* MU 101. A continuation of MU 101.

**MU 103 Ear Training III (1.00 cr.)**

*Prerequisite:* MU 102. A continuation of MU 102.

**MU 104 Ear Training IV (1.00 cr.)**

*Prerequisite:* MU 103. A continuation of MU 103.

**MU 110 Class Piano (3.00 cr.)**

Group instruction in piano technique and repertoire for the beginning student. Covers basic skills including music reading. Students work both in groups and individually. *Restricted to beginning students.*

**MU 118 Vocal Fundamentals I (1.00 cr.)**

*Prerequisite:* An audition with the voice program director. An introduction to basic skills for beginning singers, including mechanics of breathing and posture, knowledge of vocal anatomy, health and care of the voice, vocal exercises and warm-ups, performance skills, and basic sight-singing skills (solfeggio). Songs are individually

assigned. *A fee is charged for private instruction and is payable directly to the instructor. Enrollment limited to six students.*

**MU 119 Voice Fundamentals II (1.00 cr.)**

*Prerequisite:* MU 118. A continuation of MU 118 with more emphasis on sight-singing skills, song preparation, communication of text, application of vocal techniques for assigned songs, stage deportment and dress, and performance anxiety management. Includes individual work with students during class and a recital for invited guests at the end of the semester. *A fee is charged for private instruction and is payable directly to the instructor. Enrollment limited to six students.*

**MU 200 Loyola Chorale I (1.50 cr.)**

*Prerequisite:* An audition with the instructor. The Concert Choir performs various times throughout the year including two major concerts with a professional instrumental ensemble. During the semester, rehearsals are on Tuesday evenings from 7:00 until 9:30. *May be repeated for credit.*

**MU 201 Music Fundamentals (3.00 cr.)**

Develops in the student an awareness of some of the systems within music: acoustical, tonal, rhythmic, melodic, harmonic, and formal, and how they relate in an inseparable way to make music. An integrated approach—hearing, seeing, writing, and performing—is the goal. *Fulfills fine arts core requirement.*

**MU 203 Mozart to Mahler: Music of the Classical and Romantic Periods (3.00 cr.)**

Most of the repertoire heard today in the concert hall or on recordings is taken from the span of time from Mozart to Mahler. Why do these composers and their works endure? How are the parts of their compositions put together to make a satisfying whole? Attempts to answer these questions through a study of masterworks from the Classical and Romantic periods. Emphasis on developing a more perceptive and informed listener. *Fulfills fine arts core requirement.*

**MU 210 American Musical Theatre: Uptown and Down (3.00 cr.)**

Studies the variety found in American musical theatre, including musical drama, opera, and musical comedy. Through readings, recordings, and video tapes, students investigate this lively art. At least one live performance is viewed during the semester. *Same course as DR 210.*

**MU 211 Jazz Ensemble I (1.50 cr.)**

*Prerequisite: An audition with the instructor.* The Loyola College Jazz Ensemble is open to all instrumentalists by audition. Repertoire includes standard jazz and fusion. Students are given opportunities for solo playing and should be able to read a chart. *May be repeated for credit.*

**MU 213 Concert Band I (1.50 cr.)**

*Prerequisite: An audition with the instructor.* An instrumental ensemble for winds, brass, and percussion instruments which performs traditional repertoire in concerts each semester. *Open to all students. May be repeated for credit.*

**MU 217 Scenes for Singers I (1.50 cr.)**

*Prerequisite: An audition with the instructor.* Instruction to develop ensemble skills in solo singers and in pianists interested in working with singers. Participants are assigned partners with whom they prepare chamber duets and trios by composers such as Schumann, Mendelssohn, and Vivaldi. Some American musical theatre repertoire may be included. Weekly meetings (1.5 hours) and an additional 1.5-hour rehearsal are required, with a recital given at the end of the semester. *A fee is charged for private instruction and is payable directly to the instructor. May be repeated for credit.*

**MU 218 Applied Music (1/2 hour) (1.00 cr.)**

Private instruction in musical instruments and voice. Each lesson is one-half hour per week with independent practice as prescribed by the teacher. All applied music courses are set up through, and require the permission of, the music director. *A fee is charged for private instruction and is payable directly to the instructor. May be repeated for credit.*

**MU 219 Applied Music (1 hour) (2.00 cr.)**

Private instruction in musical instruments and voice. Each lesson is one hour per week with independent practice as prescribed by the teacher. All applied music courses are set up through and require the permission of the music director. *A fee is charged for private instruction and is payable directly to the instructor. May be repeated for credit.*

**MU 220 Chamber Ensemble I (1.50 cr.)**

*Prerequisite: An audition with the instructor.* Provides performance opportunities for instrumentalists who wish to play as soloists or as members of small groups (two to eight players). Concerts are performed both on and off campus. *May be repeated for credit.*

**MU 230 Classical Guitar Ensemble I (1.50 cr.)**

Designed for classical guitarists to perform in small groups of two to eight players. Participants are grouped according to level of ability, and music from the classical repertoire is rehearsed and studied. There are performance opportunities each semester. *Open to students, faculty, and staff by audition. May be repeated for credit.*

**MU 300 Loyola Chorale II (1.50 cr.)**

*Prerequisite: Two semesters of MU 200 and an audition with the instructor.* A continuation of MU 200. *May be repeated for credit.*

**MU 301 Passion and Grace: Music of the Seventeenth and Eighteenth Centuries (3.00 cr.)**

In 1600, the musical Baroque was born. This new genre featured music of unprecedented emotion and passion. As it grew, new forms were added; it eventually evolved into the classical style which emphasized grace, poise, and balance. This remarkable development is traced with a focus on Monteverdi, Bach, Haydn, and Beethoven.

**MU 302 Structure of Music: Theory I (3.00 cr.)**

*Recommended Prerequisite: MU 201 or written permission of the department chair.* Music theory encompasses the study of melodic and harmonic practices common in the eighteenth and nineteenth centuries. Focuses on comprehension through the development of skills including exercises, drills, ear-training, sight-singing, and analysis as well as lecture.

**MU 303 American Jazz (3.00 cr.)**

Traces the origin and development of a truly American musical phenomenon: jazz. Topics include pre-jazz, rag-time, New Orleans and Chicago jazz, big band, bop, and contemporary styles. Discusses the effect of jazz on the popular music of the time.

**MU 305 Music in the Twentieth-Century (3.00 cr.)**

The most significant musical revolution in three hundred years took place at the beginning of the twentieth century. What was the revolution? How and why do we need to listen to new music in a different way? These questions will be addressed as the course investigates the music of Debussy, Schoenberg, Stravinsky, Gershwin, Copland, and Glass.

**MU 306 World Music: Common Ground, Separate Sound (3.00 cr.)**

Music is a worldwide phenomenon; however, there is no common musical language. Each culture develops

its own instruments and musical traditions which reflect that culture's needs and resources. Indeed, the very function of music changes from culture to culture. This course focuses on the music of non-Western cultures, principally India, Pakistan, Bali, West Africa, and the altiplano region of Peru/Ecuador.

**MU 307 Music of the Romantic Period (3.00 cr.)**

A comprehensive survey of nineteenth century Western Art Music, including social, political, and philosophical issues of the period which impacted the composers and their lives. Grading based on a series of listening/written exams as well as class participation.

**MU 309 Opera and Theatre (3.00 cr.)**

Many operas are based on great literary and dramatic sources. Details the transformation of these works from spoken drama to musical setting. Traces the works' origins citing direct parallels, dissimilarities, omissions, condensations, and the musical conventions of opera. Addresses the association of librettist and composer. Compares various performances, both historic and current, and discusses the benefits and drawbacks of opera on film. *Same course as DR 309.*

**MU 310 Theory II (3.00 cr.)**

*Prerequisite: MU 302.* Third music theory course in the curriculum. Students begin working with advanced techniques of analysis and composing short works. Topics include modulation, melodic development, composition in two and three voices, canon, and fugue.

**MU 311 Jazz Ensemble II (1.50 cr.)**

*Prerequisite: Two semesters of MU 211 and an audition with the instructor.* A continuation of MU 211. *May be repeated for credit.*

**MU 312 Jazz Improvisation I (3.00 cr.)**

*Prerequisite: MU 201 or written permission of the music director and the department chair.* Helps the student become a more musical improviser principally in the jazz idiom through a four-pronged approach which involves listening, theory, practice, and performance. Students study, play, and transcribe great jazz solos and invent new melodies. Covers the development of a basic vocabulary for improvising. Examines rhythm in jazz and improvisation in the Major, Dorian, Mixolydian modes and the Blues scale.

**MU 313 Concert Band II (1.50 cr.)**

*Prerequisite: An audition with the instructor.* An instrumental ensemble for winds, brass, and percussion instruments

which performs traditional repertoire in concerts each semester. *Open to all students. May be repeated for credit.*

**MU 314 Madrigals (1.50 cr.)**

*Prerequisite: An audition with the instructor. Corequisite: MU 200 or MU 300.* A vocal ensemble of selected student musicians which performs madrigals from the fifteenth and sixteenth centuries. Participants must also be active members of the Loyola Chorale. *May be repeated for credit.*

**MU 315 Conducting (3.00 cr.)**

Students study the art of conducting. Topics include score preparation, conducting, and rehearsal techniques. Students work with choral and/or instrumental ensembles in preparation for performance.

**MU 316 Symphonic Literature (3.00 cr.)**

A study and discussion of great works of the orchestral repertoire from the Baroque to the twentieth century. Covers forms and structures such as concerto grosso, suite, the classical symphony, the solo concerto, program music, and the Impressionists to the early Avant-garde of our century.

**MU 317 Scenes for Singers II (1.50 cr.)**

*Prerequisite: Two semesters of MU 217 and an audition with the instructor.* A continuation of MU 217. *A fee is charged for private instruction and is payable directly to the instructor. May be repeated for credit.*

**MU 318 Applied Music (1/2 hour) (1.00 cr.)**

*Prerequisite: Two semesters of MU 218 or MU 219 or a passed jury and written permission of the music director.* A continuation of MU 218 or MU 219. *A fee is charged for private instruction and is payable directly to the instructor. May be repeated for credit.*

**MU 319 Applied Music (1 hour) (2.00 cr.)**

*Prerequisite: Two semesters of MU 218 or MU 219 or a passed jury and written permission of the music director.* A continuation of MU 218 or MU 219. *A fee is charged for private instruction and is payable directly to the instructor. May be repeated for credit.*

**MU 320 Chamber Ensemble II (1.50 cr.)**

*Prerequisite: Two semesters of MU 220 and an audition with the instructor.* A continuation of MU 220. *May be repeated for credit.*



**MU 322 Jazz Improvisation II (3.00 cr.)**

*Prerequisite:* MU 312. A continuation of the development of the student as a more musical improviser. Examines II, V, I progressions; basic jazz forms and rhythm changes; the Locrian and Aeolian modes; and the minor, diminished, and whole tone scales.

**MU 323 Jazz Combo (1.50 cr.)**

*Prerequisite:* An audition with the instructor. *Corequisite:* MU 211 or MU 311. An instrumental Jazz group of four to eight players, representing the top Jazz musicians on campus. The Combo performs repertoire from "lead sheets," requiring performers to create arrangements collectively and to develop a musically mature improvisational language. Members must be active in the Jazz Ensemble. *May be repeated for credit.*

**MU 324 Composition (3.00 cr.)**

*Prerequisite:* MU 302. Student study the process of musical composition by examining master works and by completing a series of composition assignments and original works. Assignments progress from basic melody writing, through two- and three-part writing, to multi-voiced works for piano or small ensemble.

**MU 325 Counterpoint (3.00 cr.)**

*Prerequisite:* MU 302. Students study the art of imitative and non-imitative counterpoint by studying examples of polyphonic music from the Baroque to the present. Exercises focus on specific aspects of contrapuntal writing and the creation of original contrapuntal works.

**MU 326 Songwriting and Arranging (3.00 cr.)**

*Prerequisite:* MU 201. Students study the popular idiom of songwriting. Topics include melody writing, lyric setting, the melody/harmony connection, the production of a lead sheet, copyright procedures, and basic arranging. The works of such popular songwriters as Gershwin and Porter are considered.

**MU 330 Classical Guitar Ensemble II (1.50 cr.)**

Designed for classical guitarists to perform in small groups of two to eight players. Participants are grouped according to level of ability, and music from the classical repertoire is rehearsed and studied. There are performance opportunities each semester. *Open to students, faculty, and staff by audition. May be repeated for credit.*

**MU 350 Electronic Music Studio (3.00 cr.)**

*Prerequisite:* MU 201 or written permission of the department chair. Use of digital and analog synthesizers and samplers to create and modify original sounds. These

new timbres will then be used in both preexisting and original pieces of music. Students work in the studio both in and out of class.

**MU 351 Electronic Music Studio II: Digital Recording from Tracking to Mastering (3.00 cr.)**

*Prerequisite:* MU 350. Focuses on the application of advanced techniques in digital recording. Students complete musical assignments in live stereo recording, studio tracking, mixing, equalization, the use of effects, and mastering. A fully mixed and mastered CD is assigned as a culminating project.

**MU 412 Senior Project in Music (3.00 cr.)**

*Prerequisite:* Senior status and written permission of the department. Students develop an advanced project under the direction of a faculty member. Work on the project continues throughout both semesters of the student's senior year. Proposals for senior projects must be approved by the fine arts faculty during the student's junior year.

**PHOTOGRAPHY****PT 101 Films of Alfred Hitchcock I (1.00 cr.)**

Students view a selection of Hitchcock's films with discussions following the screenings. A paper is required.

**PT 102 Films of Alfred Hitchcock II (1.00 cr.)**

A continuation of PT 101.

**PT 103 Films of William Wyler (1.00 cr.)**

Martin Scorsese called William Wyler Hollywood's most respected director. Wyler, who was known as "the man who couldn't make a bad picture," directed more actors to Academy Awards than any other director. This overview introduces such classics as *Dodsworth*, *The Letter*, *The Best Years of Our Lives*, *Roman Holiday*, and *Funny Girl*.

**PT 104 Classic Horror Films (1.00 cr.)**

"Things that go bump in the night": a survey of the great films of the horror genre. From Max Schreck's *Nosferato* and Lon Chaney's *Phantom of the Opera* to Anthony Perkins' *Norman Bates*, these classic chillers are view and analyzed.

**PT 105 Classic Comedy of Hollywood (1.00 cr.)**

Examines the comedies filmed during the "golden" age of Hollywood. Films are introduced by the instructor and discussed after screening. A final paper is assigned by the instructor at the beginning of the semester.

**PT 106 Classic Hollywood (1.00 cr.)**

A survey of the golden age of Hollywood, from silent classics to the advent of sound. Some of the film genres viewed and discussed are horror, musicals, comedies, film noir, and westerns. Topics such as women's roles in film are also addressed.

**PT 275 Basic Photography (3.00 cr.)**

An introduction to black and white photography as an art, as a medium of communication, and as a tool for business and science. Students do their own dark-room work. Exposure, development, printing, filters, composition, and legal problems in photography are among the areas covered. Students who do not own an 35mm camera should contact the instructor prior to registering for the course to arrange to borrow one, if available. *Fulfills fine arts core requirement.*

**PT 276 Contemporary Photography: Issues and Images (3.00 cr.)**

A study of contemporary photography and the aesthetic developments which have influenced its development. Examines the relationship between photography and other art forms as well as the use of photography in advertising, public relations, and communication. Students do not make photographs. *Does not replace PT 275 for fine arts majors with a concentration in photography. Fulfills fine arts core requirement.*

**PT 278 History of Film (3.00 cr.)**

Explores the evolution of film from the development of silent films through contemporary works. Major directors and movements are investigated. *Counts toward Film Studies minor.*

**PT 279 Silent Cinema (3.00 cr.)**

Examines the formation of what is now the "Hollywood" industry—the development of the major studios and the star system. Discussions of major actors and directors center on films that highlight their strengths and weaknesses, as well as the difficulty experienced in making the transition to sound films.

**PT 319 History of Photography (3.00 cr.)**

An examination of the major technical and aesthetic movements in the history of photography since its invention. Covers the works of major artists working in this medium as well as the major styles. *Students in this class will not be expected to produce photographs. Same course as AH 319.*

**PT 331 Mixed Media (3.00 cr.)**

*Prerequisite: SA 200 or SA 224.* Ideas, events, and the creative uses of some materials which have given rise to the arts of our times. Through research and projects, students creatively explore wood, plaster, metal, mediums such as plastic, and traditional mediums such as drawing, painting, collage, or the various forms of printmaking. Encourages the development of personal interests and forms of investigation as well as creatively combining media. *Same course as SA 331.*

**PT 339 Digital Mixed Media (3.00 cr.)**

*Prerequisite: CD 352 or CM 222 or PT 384 or SA 224 or SA 349 or SA 384 or written permission of the instructor.* Computers are used as an integral part of the creative process, but work is completed through mixed media studio methods. Students create works on paper, artists' books, installations, or original works which exist only on the World Wide Web. *Some prior computer experience recommended. Same course as SA 339.*

**PT 340 Book Arts and Artists' Books I (3.00 cr.)**

*Prerequisite: SA 224 or written permission of the instructor.* Addresses both traditional and alternative processes in making visual books. Students learn several folding, stitching, enclosing, and binding methods which will serve as technical references for their own personalized projects. In addition to practical skills related to the craft of bookmaking, the art methods of collage, image layering, using the copier as a creative tool, and considering contemporary content in visual sequence are explored. *Same course as SA 340.*

**PT 351 Book Arts and Artists' Books II (3.00 cr.)**

*Prerequisite: PT 340.* A continuation of PT 340. *Same course as SA 351.*

**PT 375 Intermediate Photography (3.00 cr.)**

*Prerequisite: PT 275 or written permission of the department chair.* Study of advanced black and white photographic and photochemical techniques. Basic studio lighting for still lifes, portraits, fashion, and figure photography.

**PT 376 Directed Workshop (3.00 cr.)**

*Prerequisite: PT 375.* Designed to allow students to pursue an interest in a specific area of photography such as sports, portraits, landscape, nature, etc. Weekly critiques of ongoing projects and a final exhibition portfolio required. *May be repeated twice for credit.*

**PT 377 Landscape and Nature Photography (3.00 cr.)**

*Prerequisite:* PT 375. An intensive workshop in photographing the landscape and elements from it as an expression of personal statement. *Some weekend field trips required.*

**PT 378 Alternative Photographic Processes (3.00 cr.)**

*Prerequisite:* PT 375 or *written permission of the department chair.* A study of the early processes by which photographic images were recorded and displayed, including cyanotype, gum bichromate, and kallotype. Students make their own emulsions and coat their paper in addition to taking the original photographs. Explores the aesthetic and expressive possibilities of the older processes.

**PT 379 Color Photography I (3.00 cr.)**

*Prerequisite:* PT 375. Studies color photographic processes, both reversal (slide) and negative/positive. Includes producing prints from slides by cibachrome process. Students do their own darkroom work.

**PT 381 Photojournalism I (3.00 cr.)**

*Prerequisite:* PT 375. Photography in print media as illustration and narrative vehicle: the photo-essay and photo-documentary. Basic graphics in print journalism.

**PT 382 Interactive Photographic Presentations (3.00 cr.)**

*Prerequisite:* PT 375. An introduction to the techniques of working with combined audio and visual media. Students produce multimedia presentations of various lengths using two or more media (for example: music and slides, music and the spoken word, slides and live or recorded poetry). Emphasis on the creativity of the resulting works and the way in which the various media are combined to produce an effective, organic presentation. *Counts toward music or photography concentrations.*

**PT 383 The Photographic Essay (3.00 cr.)**

*Prerequisite:* PT 375. Under the instructor's direction, students develop a body of photographic images exploring, in depth, a specific photographic subject. Frequent classroom critiques of the ongoing project, technical demonstrations, and museum/gallery visits.

**PT 384 Digital Image I (3.00 cr.)**

Examines the ways in which the Macintosh computer and various software programs can be used to modify and enhance an image as a visual statement for artistic and photojournalistic use. In addition to their own images, images from other sources may be included in the final composition. The final works may be black

and white or color photographs or images from a computer printer. *Same course as SA 384.*

**PT 385 Digital Image II (3.00 cr.)**

*Prerequisite:* PT 384 or SA 384. A continuation of PT 384. *Same course as SA 385.*

**PT 386 Video Art (3.00 cr.)**

An examination of the aesthetics and history of video art, as well as a study of the techniques of video production. Students produce both analog and digital videos. *Counts toward Film Studies minor.*

**PT 390 Artist's Survival Seminar (1.00 cr.)**

A seminar for photography and studio arts majors. Students learn how to take slides, build their portfolios, and mat and frame their works with an aim at securing an exhibition for their works. *Required for fine arts majors and recommended for fine arts minors with a concentration in photography. Same course as SA 390.*

**PT 393 Portraiture (3.00 cr.)**

*Prerequisite:* PT 375. Provides a basic foundation for students interested in portraiture. By examining the evolving roles of the photographer and the person being photographed, students are acquainted with contemporary trends in portraiture. Students work on assignments that explore different ways of making portraits. Instruction includes slide presentations on the history and aesthetics of portrait photography. Students use the darkroom to process film and print photographs.

**PT 394 The Human Subject (3.00 cr.)**

*Prerequisite:* PT 375. Throughout history the human image has been the most important subject through which artists have expressed their personal visions. Students have an opportunity, through the use of lighting and composition, to study the human form as an artistic, photographic subject. *Students considering enrollment in this course are strongly encouraged to register for The Nude in Art (AH 301) prior to, or along with, this course.*

**PT 401 Color Photography II (3.00 cr.)**

*Prerequisite:* PT 379. A continuation of PT 379, including large prints and experimental color. *PT 379 taught concurrently.*

**PT 402 Photojournalism II (3.00 cr.)**

*Prerequisite:* PT 381. A continuation of PT 381 with greater emphasis on in-depth coverage of events and story creation.

**PT 403 Advanced Photography (3.00 cr.)**

*Prerequisite:* PT 375. An intensive study of advanced black and white techniques in the studio, darkroom, and on location. Emphasizes final print quality, technically and aesthetically.

**PT 411 Professional Photographic Practices (3.00 cr.)**

*Prerequisite:* Written permission of the instructor. An introduction to the business of photography, including finding and dealing with clients; copyright laws; portfolio creation and presentation; and image storage systems.

**PT 412 Senior Project in Photography (3.00 cr.)**

Students develop an advanced project under the direction of a faculty member. Work on the project continues throughout both semesters of the student's senior year. Proposals for senior projects must be approved by the fine arts faculty during the student's junior year.

**PT 481 Photojournalism Internship (3.00 cr.)**

*Prerequisite:* PT 381. The experience of photojournalism on a daily and weekly newspaper as well as magazine photojournalism. See department adviser about this course.

**PT 482 Special Projects in Journalism and Photojournalism (3.00 cr.)**

*Prerequisite:* Written permission of the instructor. An introduction to the type of research necessary for investigative reporting, for the production of television documentaries and for the public relations and industrial audiovisual presentations. Since the well researched script is the basis of such work, equal importance will be given to research, writing, and production of visuals. In some cases, students may be allowed to register as a team. May be repeated once for credit.

**STUDIO ARTS****SA 200 Introduction to Art Media (3.00 cr.)**

Familiarizes students with two- and three-dimensional media through the making of art. Simple methods of design, drawing, and printmaking are explored and sometimes combined with such media as wood, plaster, and found objects. This personal experience in creating art will also find expression in some written analyses of visual art. *Fulfills fine arts core requirement.*

**SA 224 Two-Dimensional Design (3.00 cr.)**

A study of the essential elements of design as they apply to a two-dimensional level: line, shape, color theory, texture, and integrity. A variety of materials appropriate for two-dimensional projects will be used. *Fulfills*

*fine arts core requirement. Prerequisite for most studio arts courses. Requirement for fine arts majors and minors with a concentration in studio arts.*

**SA 225 Drawing I (3.00 cr.)**

Through the education of hand and eye, students learn to draw in a manner that mirrors visual reality. Explores basic drawing principles through line and tone in pencil and charcoal. *Requirement for fine arts majors and minors with a concentration in studio arts.*

**SA 229 Calligraphy I (3.00 cr.)**

Through exercises that train the hand in the proper use of the lettering pen and the eye in the aesthetic shaping and spacing of letters; students learn two or more basic alphabets. Stresses page design.

**SA 300 Landscape I (3.00 cr.)**

*Prerequisite:* SA 200 or SA 224 or SA 225 or written permission of the department chair. Explores drawing and painting the landscape. Deals with naturalistic ideas, light being a primary concern. Students improve drawing and painting skills as they work in the classroom and at locations around the Loyola community. Slide lectures and a museum visit supplement outdoor sessions.

**SA 301 Drawing with Color I (3.00 cr.)**

*Prerequisite:* SA 225 or written permission of the instructor. Color as a vehicle for drawing and composing expressive imagery using colored pencils and inks. Subject matter drawn from nature and man-made forms.

**SA 302 Three-Dimensional Design (3.00 cr.)**

*Prerequisite:* SA 224 or written permission of the instructor. Students learn to recognize and use the elements that create a three-dimensional work of art, defining and using those principles in a variety of media. The problem-solving nature of this course includes both conceptual and observations-based assignments.

**SA 320 Printmaking I (3.00 cr.)**

*Prerequisite:* SA 224 or SA 225 or written permission of the instructor. Introduces materials, techniques, and equipment used in planographic, relief, and intaglio printmaking including, but not limited to, monotype, linocut, etching, and photographic transfer. Both water- and oil-based inks as well as black/white and color prints and editions are produced. *Prior drawing and/or painting experience recommended.*

**SA 324 Color: Practice and Theory (3.00 cr.)**

*Prerequisite:* SA 224. Through the practice of color usage, students come to a clear understanding of color relationships and interdependencies, their effect on form, placement, saturation, etc. Theory is accomplished through actual investigation.

**SA 325 Portraits I (3.00 cr.)**

*Prerequisite:* SA 224 or SA 225 or written permission of the instructor. A study of the human head and its structure in pencil, charcoal, and color. Students work from live models, photography, and drawings of old and modern masters.

**SA 326 Life Drawing I (3.00 cr.)**

*Prerequisite:* SA 225 or written permission of the instructor and the department chair. Skeletal and muscle sketches help familiarize students with the structure of the human form and lead into studies from the nude model. Pencil, charcoal, ink, and pastel.

**SA 327 Illustration (3.00 cr.)**

*Prerequisite:* SA 225 or written permission of the instructor and the department chair. Problem-solving sessions consider the development of concept into image, compositional invention, and appropriate media. Themes to be explored will be discussed at the first class meeting.

**SA 328 Watercolor I (3.00 cr.)**

*Prerequisite:* SA 224 or SA 225. An exploration of the techniques of watercolor painting. Through various projects involving composition, perspective, color theory, and creative experimentation, landscape, still-life, figure, and abstraction take on a new meaning.

**SA 329 Calligraphy II (3.00 cr.)**

*Prerequisite:* SA 229. This second semester study of calligraphy includes advanced alphabets, the embellished letter, and illustrative techniques.

**SA 331 Mixed Media (3.00 cr.)**

*Prerequisite:* SA 200 or SA 224. Ideas, events, and the creative uses of some materials which have given rise to the arts of our times. Through research and projects, students creatively explore wood, plaster, metal, mediums such as plastic, and traditional mediums such as drawing, painting, collage, or the various forms of printmaking. Encourages the development of personal interests and forms of investigation as well as creatively combining media. *Same course as PT 331.*

**SA 332 Watercolor II (3.00 cr.)**

*Prerequisite:* SA 328 or written permission of the instructor. A continuation of SA 328.

**SA 333 Clay I (3.00 cr.)**

Introduction to working with clay, glazes, and firing clayware. Emphasizes creativity and honesty in design through handbuilding and some experience of the potter's wheel.

**SA 334 Sculpture (3.00 cr.)**

*Prerequisite:* SA 224. A study of the essential elements of sculpture through projects which include the making of freestanding and relief forms according to both the additive and subtractive methods. Materials used include clay, plaster, wood, plastics, and cardboard.

**SA 335 Printmaking: Relief (3.00 cr.)**

*Prerequisite:* SA 224 or SA 225 or SA 320 or written permission of the instructor. A further exploration of relief printmaking beyond SA 320, using wood, linoleum, and other additive or subtractive matrices. *Some prior drawing and/or painting experience recommended.*

**SA 336 Printmaking: Intaglio (3.00 cr.)**

*Prerequisite:* SA 224 or SA 320 or written permission of the instructor. A further exploration of intaglio printmaking beyond SA 320, using nontoxic etching methods (copper plates, wax ground, and ferric chloride) and experimental processes using constructed plates and acrylic media. *Some prior drawing and/or painting experience recommended.*

**SA 337 Landscape II (3.00 cr.)**

*Prerequisite:* SA 300 or written permission of the instructor. A continuation of SA 300.

**SA 338 Drawing with Color II (3.00 cr.)**

*Prerequisite:* SA 301. A continuation of SA 301.

**SA 339 Digital Mixed Media (3.00 cr.)**

*Prerequisite:* CD 352 or CM 222 or PT 384 or SA 224 or SA 339 or SA 340 or written permission of the instructor. Computers are used as an integral part of the creative process, but work is completed through mixed media studio methods. Students create works on paper, artists' books, installations, or original works which exist only on the World Wide Web. *Some prior computer experience is recommended. Same course as PT 339.*

**SA 340 Book Arts and Artists' Books I (3.00 cr.)**

*Prerequisite:* SA 224 or written permission of the instructor.

Addresses both traditional and alternative processes in making visual books. Students learn several folding, stitching, enclosing, and binding methods which will serve as technical references for their own personalized projects. In addition to practical skills related to the craft of bookmaking, the art methods of collage, image layering, using the copier as a creative tool, and considering contemporary content in visual sequence are explored. *Same course as PT 340.*

**SA 341 Printmaking: Alternative Processes (3.00 cr.)**

*Prerequisite:* PT 378 or SA 224 or SA 225 or SA 320 or written permission of the instructor.

A further exploration of planographic printmaking beyond SA 320, with an emphasis on waterless lithography (based on drawing and painting) and various processes which incorporate photographic imagery into printmaking. *Some prior drawing and/or painting experience recommended.*

**SA 342 Drawing II: Drawing from Observation (3.00 cr.)**

*Prerequisite:* SA 225 or written permission of the instructor.

Students learn to translate the visual world into drawn images using traditional materials and tools but with a contemporary approach. Wet and dry media and color are used.

**SA 343 Drawing II: A Conceptual Approach (3.00 cr.)**

*Prerequisite:* SA 225 or written permission of the instructor.

Students learn the qualities of line, tone, and color which convey mood and surface effects. Formal understanding of drawing concepts combine with personal expression to develop a block of work that reflects the inner world of the artist.

**SA 345 Portraits II (3.00 cr.)**

*Prerequisite:* SA 325. A continuation of SA 325.

**SA 346 Life Drawing II (3.00 cr.)**

*Prerequisite:* SA 326. A continuation of SA 326.

**SA 348 Painting I (3.00 cr.)**

*Prerequisite:* SA 224 or written permission of the instructor.

A study of the nature of oil painting based on specific studio exercises, outside painting projects, class demonstrations, and group critiques.

**SA 349 Painting II (3.00 cr.)**

*Prerequisite:* SA 348 or written permission of the instructor.

A continuation of SA 348. Students, with individual

counseling, may elect to pursue specific interests in this medium.

**SA 350 Clay II (3.00 cr.)**

*Prerequisite:* SA 333. A continuation of SA 333 Clay I.

**SA 351 Book Arts and Artists' Books II (3.00 cr.)**

*Prerequisite:* SA 340. A continuation of SA 340. *Same course as PT 351.*

**SA 354 Graphic Design I (3.00 cr.)**

*Prerequisite:* SA 224. Begins with a brief history of design and the evolution of typography and letter forms. Includes problem-solving and development of those skills necessary to the production of work that is visually attractive and which fulfills an assigned function. Students learn to use the graphics computer as a tool, a means to an end, and to understand its role in contemporary design production. Students develop the ability to identify and produce good design. *Enrollment limited to 12 students.*

**SA 384 Digital Image I (3.00 cr.)**

Examines the ways in which the Macintosh computer and various software programs can be used to modify and enhance an image as a visual statement for artistic and photojournalistic use. In addition to their own images, images from other sources may be included in the final composition. The final works may be black and white or color photographs or images from a computer printer. *Same course as PT 384.*

**SA 385 Digital Image II (3.00 cr.)**

*Prerequisite:* PT 384 or SA 384. A continuation of SA 384. *Same course as PT 385.*

**SA 390 Artist's Survival Seminar (1.00 cr.)**

A seminar for studio arts and photography majors. Students learn how to take slides, build their portfolios, write resumes, and mat and frame their works with an aim at securing an exhibition for their works. *Required for fine arts majors and recommended for fine arts minors with a concentration in studio arts. Same course as PT 390.*

**SA 412 Senior Project in Studio Art (3.00 cr.)**

Students develop an advanced project under the direction of a faculty member. Work on the project continues throughout both semesters of the student's senior year. Proposals for senior projects must be approved by the fine arts faculty during the student's junior year.



# HISTORY

**OFFICE:** Humanities Building, Room 305

**TELEPHONE:** 410-617-2326

**CHAIR:** Katherine S. Brennan, Associate Professor

**PROFESSORS:** John R. Breihan; Charles W. Cheape; Kelly R. DeVries; Jane Hathaway (visiting); Steven C. Hughes; Thomas R. Pegram; Elizabeth Schmidt; R. Keith Schoppa; Nicholas Varga (emeritus)

**ASSOCIATE PROFESSORS:** Katherine S. Brennan; Bill M. Donovan; P. Andrew McCormick (emeritus); Martha C. Taylor; Joseph J. Walsh

**ASSISTANT PROFESSORS:** Charles Borges, S.J.; Angela M. Leonard; Matthew Burke Mulcahy

**INSTRUCTOR:** Jane Elizabeth Edwards

**AFFILIATE FACULTY:** Francis G. McManamin, S.J.

The history major, traditionally a preparation for careers in law, business, teaching and research, combines rigorous study with close personal interaction between students and faculty. In addition to classroom contacts, departmental colloquia held periodically during the academic year keep history majors, minors, and faculty members current with each other's research and other concerns.

History major and minor requirements are deliberately flexible in order to accommodate a wide variety of other subjects of study; history advisers will work with students to tailor the most appropriate individual program of work at Loyola. A departmental honors project, centered around an extensive research paper or senior thesis, is available to selected seniors. Application is made in the junior year.

**History majors take a minimum of thirteen history courses**, including the HS 101 core course and twelve upper-division (HS 300- and 400-level) courses. These are normally distributed as follows:

**HS 101** History of Modern Western Civilization

**HS 300-Level Courses:** Eight are required (including one fulfilling the second half of the core requirement). After completion of core requirement, any 400-level course except HS 400 may be substituted for any 300-level course.

**History Methods (HS 400):** Normally taken in sophomore year after the completion of the core requirement, this course provides a foundation for all other HS 300- and 400-level courses.

**Special Topics Courses (HS 410–459):** Two are required. These are more narrowly focused and professionally oriented than the HS 300-level intermediate courses.

**History Seminar (HS 460–499):** One is required. The seminar is a small, intensive course that is conducted largely through discussion and requires a major research paper.

Upper-division courses may be taken in any order, though students will usually take their special topics and seminar courses in the junior or senior years. Majors may elect to take extra seminars or special topics courses in place of HS 300-level courses. They may also decide to exceed the minimum number of history courses.

**Specialized and independent study courses**, which serve a particular purpose (HS 401–409) can be taken as part of the thirteen courses required for the history major but cannot be used in lieu of the two special topics courses or the seminar.

Among the upper-division courses selected, six must be taken according to the following **distribution requirements**:

European History: HS 300–339; HS 410–422;  
HS 470–479 (two courses required)

American History: HS 340–369; HS 423–439;  
HS 460–469 (two courses required)

Non-Western History: HS 370–399; HS 440–454;  
HS 480–489 (two courses required)

Useful courses for history majors offered by other departments include Introduction to Computers with Software Applications (CS 111), Introduction to Statistical Methods and Data Analysis (MA 110), and introductory courses in economics (EC), political science (PS), and sociology (SC).

**Split Majors** are required to take seven history courses:

HS 101 History of Modern Western Civilization  
 HS 300-Level Core Course (one required)  
 HS 300- or 400-Level Courses (two required)  
 HS 400 History Methods  
 HS 410–459 Special Topics Course (one required)  
 HS 460–499 Seminar Course (one required)

Among the upper-division courses selected, three must be taken according to the following **distribution requirements**:

European History: HS 300–339; HS 410–422;  
 HS 470–479 (one course required)  
 American History: HS 340–369; HS 423–439;  
 HS 460–469 (one course required)  
 Non-Western History: HS 370–399; HS 440–454;  
 HS 480–489 (one course required)

## MAJOR IN HISTORY

### BACHELOR OF ARTS

Requirements for a major and an example of a typical program of courses are as follows:

#### Freshman Year

##### *Fall Term*

CM 100 Effective Writing\*  
 HS 101 History of Modern Western  
 Civilization\*  
 Language Core  
 Math/Science Core  
 Elective

##### *Spring Term*

HS 300-Level Course\*\*  
 Language Core  
 Math/Science Core  
 Social Science Core  
 Elective

#### Sophomore Year

##### *Fall Term*

EN 101 Understanding Literature  
 HS 400 History Methods\*  
 PL 201 Foundations of Philosophy  
 Fine Arts Core  
 Math/Science Core

##### *Spring Term*

HS 300-Level Course\*  
 PL 200-Level Philosophical Perspectives Course  
 English Core  
 Social Science Core  
 Elective

#### Junior Year

##### *Fall Term*

HS 300-Level Course\*  
 HS 410–459 Special Topics Course\*  
 TH 201 Introduction to Theology  
 Non-Departmental Elective  
 Elective

##### *Spring Term*

HS 300-Level Course\*  
 HS 410–459 Special Topics Course\*  
 Theology Core  
 Non-Departmental Elective  
 Elective

#### Senior Year

##### *Fall Term*

HS 300-Level Course\*  
 HS 460–499 History Seminar\*  
 Ethics Core  
 Non-Departmental Elective  
 Elective

##### *Spring Term*

HS 300-Level Course\*  
 HS 405 History Internship\* *or*  
 HS 300-Level Course  
 Elective  
 Elective  
 Elective

\* Required for major.

\*\* HS 300-level course in freshman year, spring term requires department chair's permission.

1. **History Minors must take:** History of Modern Western Civilization (HS 101); a special topics course (HS 410–459) or a seminar (HS 460–499); and enough HS 300 or 400-level courses for a total of six history courses. The history core requirement must be completed before the special topics or seminar course may be taken. History Methods (HS 400), Intensive Independent Study (HS 401), and History Internship (HS 405) **do not** satisfy the special

topics/seminar requirement. History minors are invited to attend all department functions.

2. The **history core** requirement consists of History of Modern Western Civilization (HS 101) and one elective course at the intermediate (300) level. HS 101 is normally taken in the freshman year, but the timing of the history core elective, as well as its subject, is left up to the individual student after CM 100 or CM 101 and HS 101 are completed.
3. **History Methods** (HS 400) should be taken in either the fall or spring semester of the sophomore year. Emphasizing the development of critical thinking and research skills, this course provides crucial preparation for all other HS 300- and 400-level courses.
4. The completion of CM 100 or CM 101 and HS 101 are required for enrollment in all HS 300- and 400-level courses, unless special permission is granted by the department chair. Freshman history majors who wish to begin their intermediate level studies before completing CM 100 or CM 101 need the department chair's written permission to enroll in the HS 300-level courses that interest them. This history core must be completed before enrollment in HS 400-level courses.
5. Written permission of the instructor is required for Intensive Independent Study I/II (HS 401/HS 402), History Internship (HS 405), or any history seminars (HS 460–499).

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#### COURSE DESCRIPTIONS

##### **HS 101 History of Modern Western Civilization (3.00 cr.)**

A survey of western civilization since the end of the middle ages (about the year 1500), intended to establish a basic knowledge of modern social, cultural, political, and economic events, personalities, and movements. Introduces students to the skills of analyzing and criticizing different points of view about past events and offering and defending their own opinions. This knowledge of western civilization and these critical reading and writing skills may be drawn upon in other courses in the core curriculum.

##### **HS 300 Death of the Roman Republic (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. A study of the final century of the Roman Republic when Rome suffered under the struggles for personal power of men like Sulla, Mark Antony, and Julius Caesar. Focuses on primary sources with a particular emphasis on the writings of Cicero who documented the final years of the Republic in public speeches as well as private, biting personal letters. *Same course as CL 300.*

##### **HS 301 The Church and the Roman Empire (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. A tiny, new religion and a vast, old empire collide. An examination of the early Church in the context of the Roman Empire. Topics include women in pagan and Christian societies; places and forms of worship; reasons for and pace of the Church's expansion; orthodoxy and heterodoxy in the early Church; myths concerning the persecutions; the Christians' debt to pagan ways of thinking and doing; the earliest Christian art; class and race as factors in the Christianization of the empire; the organization of the early Church; the Church's response to the sexual mores of its pagan neighbors; origins of the Christians' reputation for bizarre sexual promiscuity and human sacrifice; Constantine. *Counts toward Catholic Studies, Gender Studies, and Medieval Studies minors. Same course as CL 301.*

##### **HS 303 The Early Middle Ages (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. When the Roman Empire fell to the barbarian invasions of the fourth century and later, a new age dawned on Europe. Cultural, religious, economic, social, intellectual, technological, military, and political changes all quickly occurred as Roman emperors were replaced by non-Roman chiefs. Into a western vacuum created by the fall of Rome rose the Catholic Church, which kept alive the ideals of morality, theology, and education. Into the eastern vacuum arose a different religious entity, Islam; it, too, presented a values structure similar to that of Catholicism. Eventually, these two religious entities would clash. But before that occurred, east and west had to develop their own characters. For Europe, this meant the rise of the Franks and eventually of their leader, Charlemagne. From his reign came the modern division of western European countries. But, even more importantly, from his reign came the modern division of the Middle Ages as an era which, despite the invasions of new barbarians (the Vikings and Magyars), would last for nearly 700 years after his death. *Counts toward Catholic Studies and Medieval Studies minors.*

### HS 304 Renaissance and Reformation in Europe

(3.00 cr.)

*Prerequisite:* CM 100 or CM 101, HS 101. Between the fourteenth and sixteenth centuries Europe changed. Continual warfare, rebellion, and disease altered societal norms at all levels. This, coupled with the rising power of an urban “middle class” and the declining power of the feudal nobility, meant that the traditional medieval society was coming to an end. Also changing during this time was the intellectual history of Europe. Education became more available and more individuals were able to take advantage of it. Universities multiplied and flourished. Humanism was taught and influenced all forms of intellectual expression: art, literature, philosophy, science, music, and even theology. In fact, it was in theology that the changes in intellectual thought made their most enduring impact, for ultimately they caused many to question medieval religious tradition. Martin Luther would respond by tacking the 95 Theses to the door of the Church of Wittenberg, and western Europe ceased to be unified in its Christianity. What followed was more than a century of religious upheaval and conflict. All of these themes are explored in depth. *Counts toward Medieval Studies minor.*

### HS 305 The Later Middle Ages

(3.00 cr.)

*Prerequisite:* CM 100 or CM 101, HS 101. Follows the history of Europe, Byzantium, and the Middle East from the end of the first millennium A.D. until c. 1500. From what some call “the Dark Ages” arose a more advanced western world, one which began to develop in new and progressive ways. Despite the continual fighting between Islamic and Christian forces, first in the Middle East and then in southeastern Europe, kingdoms and principalities flourished under the leadership of strong nobles; farms brought forth more grain and other produce; towns grew and gave birth to a “middle class”; the population was enlarged by a high birth rate and the lack of natural hindrances; and universities were founded and education began to reach all classes. At the same time, a strong Catholic Church dominated all of these institutions, while moving steadily toward the Reformation. *Counts toward Catholic Studies and Medieval Studies minors.*

### HS 306 Ivan the Terrible, Peter the Great, and Stalin

(3.00 cr.)

*Prerequisite:* CM 100 or CM 101, HS 101. An examination of the personalities, modernization tactics, and regimes of three of the most renowned leaders in Russian history: Ivan the Terrible, Peter the Great, and Stalin. Based upon the background readings, students conduct mock

trials at the conclusion of the semester to determine whether the three leaders should be found guilty of crimes against the Muscovite, Russian, and Soviet people.

### HS 307 Nationalism in Nineteenth-Century Europe

(3.00 cr.)

*Prerequisite:* CM 100 or CM 101, HS 101. From Ireland and Afghanistan to Israel and Poland, we live with the problems generated by the ideologies and passions of national identity. This course seeks to define nationalism and explain its extraordinary power by tracing its development through the nineteenth century. Using novels, poems, and operas to illustrate literary and linguistic roots of nationalism, the course studies how nationalism could be manipulated to serve a variety of political goals, including liberal reform, dynastic expansion, and economic regeneration. In particular, a comparison of national unity in Italy and Germany demonstrates the diversity and strength of nationalism as a creative force that would eventually become a source of destruction.

### HS 308 White Man’s Burden: Colonialism and the Historical Origins of Racism

(3.00 cr.)

*Prerequisite:* CM 100 or CM 101, HS 101. An analysis of the socially and politically constructed category of race as it developed in the wake of the Enlightenment and Counter-Enlightenment. Intellectual antecedents of this later “racialization of savagery” are investigated, with a focus on the treatment and literary stereotypes of such indigenous peoples as those from North America, Africa, and Asia. The insidious consequences of the “transcendental pretense,” from the European colonization of the concept of human nature to the political and economic colonization of cultures and individuals, are examined from the perspective of the history of ideas.

### HS 309 History of the Jesuits: 1590 to the Present

(3.00 cr.)

*Prerequisite:* CM 100 or CM 101, HS 101. From its inception in 1540 in Europe, the Society of Jesus made an indelible mark on the history of the church and also on the political, educational, and cultural life of the world. From an initial group of seven members under the leadership of Saint Ignatius of Loyola, the group grew in numbers and influence worldwide, reaching an all time high of 36,000 in 1965. This course deals with the work and lives of Jesuits in Europe, the Americas, Asia, Africa, and Australia. It explores their spiritual legacy; their contribution to the growth of the faith; and their humanitarian, educational, and cultural appeal. The problems they encountered in the course of their operations are also discussed. Suppressed by

the Papacy once for 41 years, persecuted in various parts of the world, and beset in recent years by a downturn in vocations, the Society of Jesus continues to be a vibrant force in church and world history.

**HS 311 Britain, Ireland, and America (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Four nations inhabit the British Isles: the English, Welsh, Scots, and Irish. In the Glorious Revolution of 1688, they (and their colonies in America) broke with the European pattern of absolute monarchy set by Louis XIV of France. Instead, they attempted to work together under a constitutional monarchy. Over the course of three centuries of success—and spectacular failures—they developed political institutions basic to free governments everywhere. This course focuses on such institutions as individual liberty, representative government, social welfare, and democracy. It also discusses the differences and hostilities that have existed among the five nations, especially Irish rebellions and famine, but also the American Revolution and political devolution in Scotland and Wales. Using contemporary newspapers and films, students follow these developments down to the present day.

**HS 312 History of Ancient Greece (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. A study of Greece from the Bronze Age to Alexander the Great, with special attention to the development of the Greek *polis* or city-state and the various constitutional, social, economic, and religious forms which this took. *Same course as CL 312.*

**HS 313 History of Christmas (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Is Christmas the commemoration of Jesus' birth? Or is it a pagan winter festival hiding behind a thin but deceptive veil of Christian images and ideas? Students will discover that the holiday is both of these things and a good deal more to boot. Students examine the origins and many transformations of the holiday and how the holiday has both reflected and helped determine the course of history. Topics include the Christmas tree, gift giving, the suppression of Christmas, the Nativity accounts, pagan precedents and, of course, Santa. *Counts toward Catholic Studies minor. Same course as CL 313.*

**HS 314 History of the Roman Empire (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. A survey of imperial history from the Principate of Augustus to the Reign of Constantine focusing on the development of Roman culture as seen through the surviving ancient sources, including inscriptions, historians, monuments,

and coins. *Counts toward Medieval Studies minor. Same course as CL 314.*

**HS 315 The French Revolution and Napoleon (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Detailed examination of both the violent end of the old regime in France and the Napoleonic triumph in Europe. The revolution reveals the conflict between the new capitalism and individualism and the solidarities of the old order and the despotism of the king. A study of the rich historical debates over the interpretations of the revolution demonstrates the challenge of interpreting history. Ends with the evolution of Napoleon's career and the impact of his occupation on local European politics.

**HS 316 Seeking Definition: Modern France, 1815–1945 (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Charts France's search for identity, from the defeat of Napoleon to liberation from Nazi occupation in 1945. A variety of novels and plays are used to examine the tension between the dynamic republican passion of revolutionary France and the more static Catholic conservative alternative. Using films and other sources, the course ends with an analysis of the construction and deconstruction of the legend of the French Resistance.

**HS 317 The Making of Modern Italy (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Italy is now the seventh largest industrial power in the world with a standard of living surpassing that of Great Britain. Traces the story of how a motley collection of kingdoms, principalities, and oligarchies bereft of basic natural resources managed to pull together into one of Europe's most stable—albeit confusing—democracies. Yet the past and present problems of Italy do not escape scrutiny. Deals with the historical development of the Mafia, fascism, and the red brigades, as well as the country's often misunderstood role as the leader of Euro-Communism. *Counts toward Catholic Studies minor.*

**HS 318 Creation of Modern Germany: 1770–1992 (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Traces the history of central Europe from the enlightenment to recent reunification. The rise of Prussia, the emergence of Bismarck, and the creation of Germany in 1871 are seen as the crucial foundations of the modern German state and as the prelude to the devastation of the two world wars. Examines the social and cultural issues resulting from Germany's own particular political development. Also examines the concept of "Germanness" in

the nineteenth and twentieth centuries and how it was altered by both “Nazification” and “De-Nazification.”

**HS 319 Nazi Germany and the Holocaust (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Students discuss not only what happened during the Holocaust, but how people talk about, write about, debate, and, finally, cope with it. Historical frameworks include Nationalism and anti-Semitism in Europe, World War I’s impact on German economics and politics, and Hitler’s rise to power. The structure and mechanics of the Third Reich as a racial state and the dynamics of the persecution of European Jews and other marginalized groups are examined. The personal experience of the Holocaust from the perspective of perpetrator, victim, and bystander are explored. Students also analyze current debates about the Holocaust, study popular culture and the Holocaust, and visit the U.S. Holocaust Memorial Museum in Washington, D.C.

**HS 320 Hellenistic History (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. A study of the Greek world from the death of Socrates (399 B.C.) to the Roman conquest (146 B.C.). Covers the fourth century struggle for supremacy of Greece, Alexander the Great, the waning of the city-state and the growth of federal government and monarchy, and the nature of and reasons for the Roman conquest of Greece. Emphasizes the cultural, social, artistic, and intellectual developments of the period: the status of women, Hellenistic philosophy and technology, the class struggle, the evolution of Greek art and literature, athletics, private life, Greek religion, and ancient warfare. *Same course as CL 320.*

**HS 321 Topics in Italian History (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. *Restricted to students studying in Rome.* The Italian peninsula boasts a long and interesting history stretching from the creative culture of the Etruscans to its present status as one of the top industrialized nations of the world. Some aspect of this story is examined (e.g., Roman, Medieval, Renaissance, or Modern), as determined by the expertise and interests of the specific visiting professor. The course attempts to maximize the obvious advantages of being taught in Rome, while fulfilling the research and writing objectives of a regular Loyola HS 300-level course.

**HS 322 Modern Russian History: Peter the Great to the Present (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. The course objective is to demonstrate that the Russian Federation’s repeated, failed reform attempts are indicative of prob-

lems dating back to the mid-seventeenth century. Students examine the recurring themes of reform, modernization, and Westernization in such areas as religion, education, serfdom, economics, law, and the military. These themes are studied through a chronological examination of modern Russian history beginning with the reign of Peter the Great (at the turn of the eighteenth century) through the era of women rulers (Catherine I, Elizabeth, Anna Ivanovna, and Catherine the Great); continuing with the nineteenth century, highlighting the Great Reforms period; and ending with an examination of the Soviet period—namely the Russian Revolution and the Stalinist, Khrushchev, Brezhnev, and Gorbachev periods—and ending with the dissolution of the Soviet Union in 1991.

**HS 324 History of Rus’, Muscovy, Imperial Russia, and the Soviet Union through Film (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. An examination of the history of Rus’, Muscovy, Imperial Russia, and the Soviet Union (ca. 650–1991) through an analysis of such Soviet masterpieces as *Alexander Nevskii*, *Andrei Rublev*, and *Ivan the Terrible*, as well as American and European films depicting major events of the various historical eras. Background readings place films in their historical context as well as discuss the production of specific films and cinema theory. *Counts toward Film Studies minor.*

**HS 325 Europe Since 1945 through Film (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Examines how Europeans have seen themselves since the end of World War II. A series of feature movies illustrate important developments and events. These include the destruction and poverty caused by the war; the “economic miracle” of European reconstruction; existentialism and surrealism; the revolts of Europe’s overseas colonies; domestic terrorism; the sexual revolution; European integration; violence between communities in Ireland and the Balkans; and the problems of affluence. Besides learning about these topics, students gain experience in viewing and interpreting films. *Counts toward Film Studies minor.*

**HS 326 The Golden Age of Athens (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. An examination of what has been called Athens’ golden age focusing on the political and cultural factors which made the fifth century unique. Subjects include the creation and workings of Athenian democracy, the victories of the Persian wars, the Greek “enlightenment,” Pericles’ rule of the best citizen, demagoguery and empire, the



Peloponnesian War, and the “end” of Athens symbolized by the execution of Socrates. *Same course as CL 326.*

**HS 327 Greek and Roman Religions (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101.* Investigates the varieties of religious experience, practice and belief in the ancient Mediterranean world. Students encounter, among other things, traditional Greek and Roman cults, exotic and even bizarre “mystery” cults, magic, and early Christianity. Students employ ancient texts and documents, archaeology and art, and modern interpretations of ancient attempts to make sense of a dangerous and puzzling world. *Same course as CL 327.*

**HS 329 Women in Greece and Rome (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101.* An examination of the lives of and attitudes toward women in ancient Greece and Rome. Classic texts of ancient literature are read, masterpieces of art are viewed, and the sociology of ancient women is probed. Topics include the family; prostitution; women of the imperial family; Cleopatra; health, child bearing, and birth control; the source and psychology of Greek misogyny; jet setters and women’s liberation under the early Roman Empire; women and work; women in myth; women in early Christianity; the legacy of classical civilization for modern women. *Counts toward Gender Studies minor. Same course as CL 329.*

**HS 330 Crime and Punishment in Modern Europe (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101.* From murder to mayhem, torture to transportation, and muggers to Mafiosi, historians have discovered that deviance and its prevention provide a unique perspective into the workings of past societies. Consequently, crime and punishment have become popular topics of historical investigation over the last few years. Explores the development of criminal justice in modern Europe in the context of changing social, political, and intellectual pressures. Examines evolving patterns of crimes, innovations in law enforcement, differing definitions of deviance, and the impact of ideology on forms of punishments. Concentrates on the growing role of the state with its emphasis on public justice over personal compensation, and analyzes the later shift from physical retribution, such as torture, to moral rehabilitation through incarceration.

**HS 331 Ideas in Conflict: European Thought Since the Eighteenth-Century (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101.* Examines the interaction of historically important ideas (and why we

conceive them to be so) with the social milieu from which they arose and which, in turn, they influenced. It thus places in historical context “Great Ideas” and people who developed them.

**HS 332 The Enlightenment in Europe (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101.* The eighteenth century is often described as the Age of Reason, for the Enlightenment institutionalized the methodology of critical analysis in all areas of human thought and action. Yet, the eighteenth century is both more and less than this triumph of reason implies, for any such monolithic interpretation belies the complex interrelationships and compromises on issues such as monarchical power, political equality, social reorganization, and the seductive power of science to transform the world of men and thereby liberate them. But as the Marquis de Sade suggests, liberation for what and for whom?

**HS 333 The Second World War (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101.* The Second World War, 1939–1945, was a colossal disaster that resulted in the premature death of perhaps a hundred million people. At the same time, the Allied victory prevented the spread of brutal, dictatorial regimes in Germany, Italy, and Japan. Students examine the origins of the war and particularly, military strategy and combat in both European and Asian theatres of war. Students confront historical controversies over appeasement, the Holocaust, and the decision to drop the atomic bomb. The course also deals with memorials to the war and its combatants.

**HS 334 Roman Private Life (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101.* A study of family and social life in Ancient Rome which focuses on how environment and custom determine one another. Topics include women, crime, racism, pollution, class structure, private religion and magic, Christianity, blood sports, medicine, travel, theater, and death. *Counts toward Gender Studies minor. Same course as CL 334.*

**HS 335 History of the Crusades (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101.* The international conflict known as The Crusades began as a Western European expedition to assist the Byzantine Empire to defend its borders against Middle Eastern Islamic enemies. However, instead of simply providing that small defensive force, two armies assembled, one of peasants and one of soldiers. Ultimately, the soldiers would achieve their goals: capturing Jerusalem, reclaiming the Holy Land, and establishing a number of Crusader

Kingdoms. Their expedition would also set the stage for centuries of warfare between those Crusaders (and their descendants) and forces, largely Islamic, which also held claim to the Holy Land. Students study the early history of the Crusades, from both the Christian and non-Christian view, as well as their effect on the early modern and modern history of the world.

**HS 336 Machines and Mankind: The History of Technology Since the Industrial Revolution (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Technology has always affected the way mankind has acted, helping to determine economic status, political policy, military strategy, scientific direction, social rank, and intellectual thought. This impact has never been stronger than in the two centuries since the Industrial Revolution when the world witnessed the invention and proliferation of the steam engine, the railroad, the automobile, the airplane, the telegraph, the telephone, electricity, the radio, the television, the computer, and nuclear weapons among other innovations. Examines the evolution of such technologies and their broader consequences for human history.

**HS 337 The Multicultural Roman Empire (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. In conquering and attempting to unify lands as diverse as Egypt, Iran, Britain, and Algeria, the Romans undertook one of the greatest social and political experiments in the history of the world. They assimilated some of the peoples they conquered, but the vanquished, in turn, assimilated their Roman conquerors—it is no accident that one third century emperor was named Philip the Arab. This course examines the strategies by which the Romans attempted to hold together their vast, multicultural empire, and the strategies by which many of their subjects preserved and even promulgated their cultures. Be prepared for clash and compromise, oppression and respect, culture and race, and, of course, some very astonishing customs. *Same course as CL 337.*

**HS 338 Magic, Science, and Religion: Cultural History of the Scientific Revolution (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Between the sixteenth and twentieth centuries, the cultural framework of European society was fundamentally altered from one in which magic permeated both religious beliefs and scientific inquiries, to one in which the scientific outlook dominated all intellectual pursuits. Focuses on the social, political, and intellectual changes which facilitated such a radical shift in the European

world view. Concentrates on the rise and decline of the witch craze, the scientific revolution, the growth of positivism, and recent attempts to deal with relativity in mathematics and physics.

**HS 339 Russia: Origins to Peter the Great (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. An examination of the five historic periods preceding the reign of Peter the Great: pre-Kievan background (–900); Kievan Rus' (900–1240); Mongol Conquest/early Muscovy (1240–1530); Lithuanian state/Ukraine and later Muscovy (1530–1689); Ivan the Terrible to the late seventeenth century. Also addresses thematic issues such as the multi-ethnic population of European Russia, major economic trends, social institutions (especially serfdom), social groups and categories (women), Russian uniqueness, and Christianization and Russia's religious heritage.

**HS 340 America through Reconstruction (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Between 1606 and 1877, two of the most important turning points in American history occurred: The American Revolution and the Civil War. These events were produced by the social, economic, political, and cultural developments that preceded them and in turn, they gave impetus to new developments in these fields. Analyzes the historical process for the light it sheds on basic questions such as: How and why was this land occupied by Europeans? What forms of economy and political governance were developed? How and why did the United States become an independent nation? After independence, how did the nation change and expand? Why did the Americans engage in a civil war and what were its immediate consequences? By what the American people did during these two centuries, they created the meaning for the terms "American" and the "United States."

**HS 341 The U.S. Since the Civil War (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Covers nearly a century and a quarter of American life. By examining U.S. social and economic life as well as its political, diplomatic, and cultural history, the course focuses on what present-day Americans share with their nineteenth century forebears, how our lives differ from theirs, and why and how the changes occurred. To study these questions and to analyze the continuing conflict of cultures and values within periods and across time, this course has a three-part framework: (1) the development of an urban, industrial society; (2) reaction and reform as a result of the new society; and (3) the concentration of power and its limitations.

**HS 343 American Environmental History (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Explores the changing relationship between people and the natural world from the Colonial Period to the present in the region that became the United States. The physical environment shaped the development of American culture even as different groups of Americans transformed that environment. Topics include Native American ideas about the natural world, European transformations of the environment, the rise of capitalism and its environmental consequences, water the West, the development of an environmental movement, and current debates about the natural world and our place in it.

**HS 344 American Women's History (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Surveys the history of American women and their relations with men from settlement to modern times. Two parallel questions will run through the semester: (1) How did gender differences mold the private worlds of women and men? (2) How did gender affect the public roles of women and men? The issues are examined through four chronological periods: 1607–1790, 1790–1880, 1880–1945, and 1945–1990s. Explores the wide diversity of experiences according to race, class, ethnicity, and region within each period. *Course counts toward Gender Studies minor.*

**HS 345 The Peoples of Early America (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Explores the peoples and cultures of early America (1550–1775). Examines how encounters, conflicts, and compromises between Europeans, Africans, and Native Americans shaped the development of Colonial society.

**HS 346 Revolutionary America (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. The social, economic, and political causes and consequences of the American Revolution are explored. The course is divided into three parts. The first investigates the events leading up to the Declaration of Independence. The second analyzes the social experience of war for different groups in American society and examines the new governments established at both the state and national levels. The third traces the transformations wrought (and not wrought) by the Revolution in American society and politics. Traditional lectures are occasionally given, but the bulk of class time is spent discussing the readings and documents as well as the ideas and arguments in them.

**HS 348 The Civil War and Reconstruction (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. This course is divided into three parts. The first asks what forces led to the American Civil War. The second examines various aspects of life during the war years. And the final part considers how the nation “reconstructed” itself in the postwar years. Students should recognize that relatively little time is devoted to military history.

**HS 350 World War II in America (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. The roots of contemporary American society took hold during the turbulent years of World War II. Examines the images of America and its enemies in popular culture, issues of race at home and abroad, changing experiences for workers and women, and the transformation of the economy, government, and foreign policy of the United States.

**HS 352 America Since 1945 (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Examines two vital threads in post-World War II American history: our evolving international role and the rapidly changing society at home. At one level, it tries to make sense of a bewildering series of important events, including: the Cold War, McCarthyism, the Civil Rights Movement, the War Against Poverty, the Vietnam War, the Peace Movement, the Sixties Counterculture, Feminism, Watergate, and Supply-Side Economics. At another level, it asks how these critical events—and broader demographic trends such as the baby boom and suburbanization—touched everyday Americans. How did life for the “person on the street” change during this tumultuous period?

**HS 353 History of Violence in America (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Violence has been a salient feature in America's past and present and portends to play a major role in the future. We can observe the history of violence from the invasion of the Americas; to the Puritans' exclusivity; to the legal and social subjugation of Africans into chattel slavery; to the rise and near fall of urban centers; to and through revolutionary and civil wars; to the chemical destruction of the physical environment at home and abroad; to a steady contemporary diet of enactments of violence in Hollywood films, television cartoons, comic strips, music videos, art exhibits, popular literature, etc.; and to the present revelation of the high incidence of violence in American families. This course increases students' understanding of the subtle dimensions and roots of violence and also enables them to

determine alternatives and solutions to violent thought and acts in American society.

**HS 356 American Art: Art for a Democracy (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Although American artists looked to European models for their inspiration, their art consistently reflected the complexities of American culture. In America, English aristocratic portraits were transformed into Puritan celebrations of hard-earned and therefore, well-deserved wealth; American architects responded to the practical demands of climate and materials at hand; painters of American life glorified the wilderness even as it was disappearing; the democratic process was both glorified and satirized. Examines the American response to European art as it was assimilated and transformed by American artists from the seventeenth century to the Great Depression. *Same course as AH 318.*

**HS 358 African-American History through the Civil War (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Surveys the history of African-Americans from the African Atlantic Diaspora to the end of the Civil War. Critical topics discussed include place, identity, memory, and the myriad ways in which African-Americans created a sense of community. The course canvases the national landscape to see African-Americans in states of freedom and enslavement, in the North and in the South, in cities and on plantations, in the “big house” and “in the field,” and as skilled artisans and unskilled laborers. At all times students are poised to consider the degree to which African-Americans possessed “agency” and how they used it to construct strategies of survival.

**HS 359 African-Americans and Jazz (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. This course begins with the Reconstruction and “roots” of jazz. It then emphasizes the period from the 1920s to the present. Topics include vaudeville, Jim Crow, the Great Migration, the Harlem Renaissance, the Great Depression, the New Deal, the Swing Era, Civil Rights, Hard Bop, and Rap. This course is interdisciplinary and uses music, film, autobiography, poetry, criticism, and works in other genres to examine and trace the relationship of jazz to the history of African-Americans and to political, social, economic, and legal developments in American culture and history.

**HS 361 Merchants and Farmers, Planters and Slaves: The Roots of American Business, 1600–1850 (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Surveys the development and structure of the United States economy and its business enterprise from the country’s formation through the advent of the industrial revolution and the railroad, focusing on such questions as: What was the framework of the economy of the American colonies and what impact did independence have on it? What were the major forces for change in the U.S. economy, 1600–1850? What patterns, if any, did that change assume? How, in turn, did the alterations influence the organization and operation of the U.S. economy? What impact did economic transformation have on American society by the 1950s?

**HS 362 Industrial and Big Business Economy (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Focuses on the organization and operation of the U.S. economy during the past one and one-third centuries. Consists of three major periods: (a) the impact of the American Industrial Revolution, 1850–1900; (b) the coming of big business and modern managerial enterprise, 1890–1940; and (c) the development of the federal government’s positive role in the economy amidst the diversification and expansion of big business, 1930–1980s. Studies the causes, patterns, and impact of economic development as well as economic growth, and emphasizes the historian’s questions of change and continuity over time in the organization and allocation of resources and talents.

**HS 363 A Century of Diplomacy: U.S. Foreign Policy Since 1890 (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. A study of modern American foreign policy. Topics include imperial expansion in the 1890s, World Wars I and II, the Cold War, Korea, Vietnam, interventions in Central America, and the rise of a new international order. Covers: (1) how American culture and politics influence foreign policy decisions and (2) why the United States seeks peace in Europe, dominates Central America, and commits blunders in Asia.

**HS 364 The Old South (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Examines the creation of the American South as a distinctive entity by analyzing the history of the region from the American Revolution through the era of reconstruction following the Civil War. The social, political, cultural, and climatic roots of southern distinctiveness are explored, as well as specific topics such as slavery and race, social

structure, the position of women in southern society, and politics and the road to secession.

**HS 366 The Civil Rights Crusade (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Examines the black struggle for equality in America from disfranchisement in the 1890s through the turbulent 1960s and 1970s. Emphasizes the institutional and cultural barriers to racial equality in both North and South, and the organized means by which black Americans and white sympathizers challenged them.

**HS 367 Black Women in the Atlantic World (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Black women have a rich history worth exploring, and this analysis highlights their activities and contributions within the family, the workforce, and the black community. Historical themes address black women's roles in areas like religion, education, and politics and in reform movements like abolition, women's rights, civil rights, women's liberation, and abortion rights. Examines black women's organizations like the Council of Negro Women and the Women's Political Council, as well as the achievements of such notable women as Harriet Tubman, Sojourner Truth, Mary McLeod Bethune, Ida Wells-Barnett, Rosa Parks, and Barbara Jordan. *Course counts toward Gender Studies minor.*

**HS 370 The Jesuits in Asia Since 1542 (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Examines the history of the Society of Jesus in its four main Asian provinces prior to the Society's suppression and since its reemergence to the present day. Provides background concerning the origins of this religious group in Europe and its spread worldwide. *Counts toward Asian Studies and Catholic Studies minors.*

**HS 372 The Vietnam War through Film and Literature (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Documentary and feature film, autobiography, oral history, documents, and works of literature are used to probe the following themes: the origins, course, and historical meaning of the war; the antiwar movement and the home front; the clash of cultural values between East Asia and the West; and ethical and psychological issues raised by the experience of war. *Counts toward Asian Studies and Film Studies minors.*

**HS 373 Africa: Past and Present (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Focusing on Africa south of the Sahara, this survey explores selected

themes in African history from the eighth through the twentieth centuries, including the emergence of African states and long distance trade; the organization and impact of the trans-Atlantic slave trade; European conquest and colonization; social/economic change during the colonial period; the rise of nationalism and the struggle for independence; and finally, development and underdevelopment in contemporary Africa. Considers issues of change and continuity in African societies, as well as the differential impact of social and economic change on women and people of different socioeconomic groups.

**HS 374 East Asia on Film (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. A study of crucial aspects of the twentieth century history and culture of China and Japan through film. In addition to examining how some major historical events and episodes are treated, the course focuses especially on the complex relationship between modern China and tradition and on the roles of context and culture in shaping human history. *Counts toward Asian Studies and Film Studies minors.*

**HS 375 Indian History, Culture, and Religion through Film (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Cinema is a powerful medium for describing the history and culture of a people. Given its antiquity and varied cultural and religious life, India can be well understood through popular films made in its many distinct languages, particularly Hindi, Telugu, and Tamil. Times, people, and traditions come alive and lead to a deep involvement of the viewer with issues that could not have come to the fore except through the medium of film. This course covers films made in India and on India over the last hundred years. *Counts toward Asian Studies and Film Studies minors. May be repeated for credit. (Even Years)*

**HS 376 History of Islam (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Islam is a world religion that has been the origin of many varieties of worship, thought, culture, and social organization. This course examines important topics in the history of Islam from the time of the prophet Muhammad to the present. *May be repeated for credit. (Even Years)*

**HS 377 History of Modern China (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Discusses important social, political, economic, and cultural events during the modern period of Chinese history, from the reign of the first Ch'ing emperor to that of the cur-



rent Chinese Communist leader, Deng Xiaoping. Integrates lectures, discussion, movies, a short library project, and other assignments to foster an interest in Chinese history and culture. Several short papers; midterm and final examinations. *Counts toward Asian Studies minor.*

**HS 378 History of Modern Japan (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Examines modern Japanese history and the relationship between Japan's past and its role as a major nation today. Illuminates distinctive patterns of Japanese society and their influence on modernization, characteristics of Japanese cultural identity vis-a-vis the West, and key factors in Japan's current economic success. Short papers and exams. *Counts toward Asian Studies minor.*

**HS 380 History of South Asia in the Twentieth-Century (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Focuses principally on India and to a lesser extent her immediate yet important neighbors—Pakistan, Bangladesh, Sri Lanka, Nepal, and Burma. Deals with issues like the freedom struggle against the foreign rule of the British, French, and Portuguese; the growth of nationalism and political parties; social emancipation; the presence of stalwarts like Mahatma Gandhi, Jawaharlal Nehru, and Muhammad Jinnah; the role of religions and religious activity; the Partition of 1947; economic growth; foreign policy; technological progress; and the growing South Asian cultural and literary world. *Counts toward Asian Studies minor.*

**HS 381 Search for the Divine: Hindu, Christian, Muslim, and Buddhist Ways in India (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Down the ages, men and women belonging to the Hindu, Christian, Muslim, and Buddhist faiths in India have searched for the Divine in myriad ways. This course presents a picture of this search woven around the lives, prayer, and writings of a significant number of Divine seekers. While showing the uniqueness of this unfolding search in the lives of individuals of different faiths, the course also points to its far reaching influence and attraction for people everywhere. *Counts toward Asian Studies and Catholic Studies minors.*

**HS 382 Jesuits and Empire from the Society's Beginnings to Its Suppression (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Because of its emphasis on missionary activities, the Society of Jesus became almost synonymous with Catholic Europe's overseas empires. Examines the lives and work of Jesuits

in Latin America, Africa, Canada, mainland Asia, and Japan. Over sixty thousand Jesuits applied for missionary work in Asia where the possibility of martyrdom was high. Discusses their successes and failures, debates with non-Christians, missionary activities among Native American people in North and South America and within Africa. The class ends discussing the Jesuits' suppression in the late eighteenth century and its consequences for colonists and native people. *Counts toward Catholic Studies minor.*

**HS 383 The Cross and the Sword: Christianity and the Making of Colonial Latin America (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Examines the Catholic Church, a central institution in the colonization and development of Latin America. The Church became integral to colonial Latin America's social, economic, intellectual, and political life. Discusses why missionaries succeeded while others became martyrs. Why were Jesuits simultaneously defenders of Indians yet owners of plantations? Why were Jesuits expelled from Latin America and other religious orders not? Also discusses Protestant and Jewish colonists and examines native religions on their own terms. *Counts toward Catholic Studies minor.*

**HS 384 Latin America: The National Period (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Carries Latin American history from independence in the nineteenth century to the present. Examines the impact of modernization, growth of political instability, neocolonialism, and U.S.-Latin American relations with an emphasis on Brazil, Mexico, Argentina, Andean and Central American republics, and Cuba.

**HS 386 Soldiers and Guerrillas in Modern Latin America (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Covers Latin America's military from the man on horseback to the modern authoritarian state. Surveys the differing roles the military has played and continues to play in Argentina, Brazil, Mexico, Cuba, the Andean States, and Central America. Also examines the interplay between the American military and Latin American military establishments. Investigates problems urban guerrillas, terrorism, and East-West rivalries have caused for the region.

**HS 388 Conquest and Colonization in Africa: 1884–1965 (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. In the late nineteenth century, European powers divided Africa among



themselves, putting down resistance and establishing colonies that served as sources of raw materials, labor, and markets for European goods. It was not until the nationalist period after WWII that Africans were able to regain their independence. Explores the dynamics of conquest, colonization, and resistance to colonial rule in Africa.

**HS 389 Women and Social Change  
in Modern Africa (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. Analyzes the impact of social, economic, and political change on women in modern Africa. In particular, it explores the differential impact of colonization, wage labor, and cash crop production on women and men, which resulted in new forms of exploitation as well as opportunity. Women's innovative response to opportunity, their resistance to negative social change, and their role in nationalist movements and post-independence societies are also considered. Readings include life histories and women's novels as well as academic studies. *Course counts toward Gender Studies minor.*

**HS 391 History of the Jesuits (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101. From its inception in Europe in 1540, the Society of Jesus made an indelible mark on the history of the church and also on the political, educational, and cultural life of the world. From an initial group of seven members under the leadership of Saint Ignatius of Loyola, the group grew in numbers and influence world wide, reaching an all time high of 36,000 in 1965. This course deals with the work and lives of Jesuits in Europe, the Americas, Asia, Africa, and Australia. It explores their spiritual legacy; their contribution to the growth of the faith; and their humanitarian, educational, and cultural appeal. The problems they encountered in the course of their operations are also discussed. Suppressed by the Papacy once for 41 years, persecuted in various parts of the world, and beset in recent years by a downturn in vocations, the Society of Jesus continues to be a vibrant force in church and world history. *Counts toward Asian Studies and Catholic Studies minors.*

**HS 400 History Methods (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course. Examines both the tools historians use and the problems they have to solve. These issues are approached within a thematic and a regional context, combining an investigation of such variant sources as oral histories, personal memoirs, government documents, iconography, and film with the types of history that can

be written using them. Despite the course's 400-level designation, it is especially designed and recommended for sophomore history majors for use in their subsequent courses. Students who belatedly declare the history major are urged to take the course as soon as possible since it must be completed before taking a seminar.

**HS 401 Intensive Independent Study I (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101; HS 101; one HS 300-level course; and written permission of the instructor and department chair. Permits a student to do close and vigorous study on a historical topic not available in the regular curriculum. Heavy reading/writing will normally be required, but precise definition of subject and specification of assignments will be determined by consultation between the instructor and student.

**HS 402 Intensive Independent Study II (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, HS 401, and written permission of the instructor and department chair. Permits further independent work by a student who has completed HS 401.

**HS 403 History Honors I (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, and written permission of the instructor and department chair. An optional program available to select senior history majors by department invitation in their junior year. It aims to provide intensive research and writing on a precisely defined thesis topic in order to complete a sustained study of high quality. *The yearlong thesis project consists of two courses, HS 403 and HS 404, which run consecutively.*

**HS 404 History Honors II (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, and written permission of the instructor and department chair. A continuation of HS 403.

**HS 405 History Internship (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, and written permission of the instructor. The Baltimore area supports many agencies and museums concerned with historical study. As well as learning about the historical documents, collections, and buildings managed by these organizations, history interns have the opportunity to gain work experience in the community. Students work with the instructor to choose and carry out unpaid internship projects supervised by professional staff at the Baltimore City Life Museums, the Maryland Historical Society, Baltimore's two art museums, the Office of Urban Archaeology, The

Commission on Historic and Architectural Preservation, and other local historical agencies.

**HS 406 Transatlantic Slave Sites: StudyTour (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, and written permission of the instructor. Before and after enslaved Africans were transported to the New World, Africans were transported and sold in the Old World. This course includes tutorials and on-site learning, research, and discussion of historic locations throughout the Atlantic World that functioned as key ports in the transatlantic trade in African peoples and in slave-produced goods. It bears witness to “traces” of the African presence from the past and makes observations of distinct African-diasporic communities that exist today. *Additional costs may be incurred.*

**HS 410 Crisis in Seventeenth-Century Europe (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course. The European societies were in crisis in the early seventeenth century and the succession of violent political revolutions attest to the severity of that crisis. The English Civil War and the upheaval of the Fronde in France challenged the existing political systems and forced an abrupt change in government. The instability of the period allows for the examination of the relationship not only between ruling elites and their monarchs, but also between the rich and the poor. The resolution of the social turmoil produced the English parliamentary system and the French form of absolutism—two very different paths to stability. Also examines the additional challenge to authority represented by the scientific revolution.

**HS 412 Gods and Monsters: An Iconography of Nineteenth-Century Europe (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course. Studies individuals whose careers mirrored and shaped the intellectual terrain of nineteenth century Europe. Among these are “Chinese” Gordon, hero of the Battle of Khartoum; Florence Nightingale, “savior” of the Crimean War; and Oscar Wilde, poster boy for the Decadent art movement. These individuals are analyzed in the context of the most powerful critiques of nineteenth century assumptions, those of Marx, Darwin, Freud, and Nietzsche.

**HS 413 Medieval Military History (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course. The Middle Ages was a bellicose era. From the Germanic invasions to the Hundred Years War, from the Vikings to the Crusaders, the Middle Ages seems

to have been made up of one major conflict followed by another. Traces the history of warfare throughout the Middle Ages as well as covering medieval strategy, tactics, combatants, technology, diplomacy, the role of religion, and the effects on nonmilitary society. *Counts toward Medieval Studies minor.*

**HS 414 Women and Europe (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course. Introduces the many roles of women in European society from the 1600s to the 1950s. Uses women’s autobiographies, novels, and letters as well as recent theoretical scholarship. Defines how women, of both elite and popular cultures, perceived themselves and were perceived by men. *Counts toward Gender Studies minor.*

**HS 415 Scientists and Psychics: Victorian Science and the Boundaries of Belief (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course. This examination of late nineteenth century Victorian science explores both the assumptions upon which physics and psychics based their research, as well as the cultural milieu which provided such a fertile field for both sets of investigations—often performed by the same individuals. The discoveries of Sir William Crookes, Sir Oliver Lodge, and Dr. Anna Kingsford serve as the focus for a detailed study of the mutability of “facts” within the context of science as it developed in fin-de-siècle Britain.

**HS 418 Mussolini and Fascist Italy (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course. Genius/buffoon, hero/villain, revolutionary/reactionary—these are only a few of the dichotomous labels attached to Benito Mussolini, dictator of Italy from 1922 to 1943 and founder of the modern political conception of totalitarianism. Similar controversy surrounds his regime, which was originally hailed by many in Europe as an exciting new “third way” which eliminated the excesses of both capitalism and communism. This course looks carefully at how Mussolini came to power, what he really managed to accomplish, and why he came to such an inglorious end—lost in the wake of Hitler and his Nazi juggernaut.

**HS 420 Homer and History (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course. Was there a Trojan War? What is the relation of Homer’s epic *Iliad* to historical events of the Bronze Age Aegean? What was its impact on the Greek world of the Geometric Era (the most likely period for the composition of the Homeric poems), a lively period

of expansion, colonization, trade, and the rise of the nation-state of the *polis*. Investigates Homer's effect both on contemporary Greek national identity and later Greeks' understanding and deliberate construction of their own past. Interdisciplinary approach combining literary texts, archaeology, and secondary historical analysis. *Same course as CL 420.*

**HS 421 Caesar and Augustus (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101, one HS 300-level course.* They transformed a great republic into a monarchy; killed (literally) millions of people; conquered a huge chunk of the Mediterranean World and Europe; carried out one of the greatest urban renewal projects in history; revived and transformed religion; revised the calendar; inspired Shakespeare, Shaw, and dozens of movies. And yet, the one wound up assassinated by his peers, and the other had so little control over his own family that he felt compelled to exile his jet set daughter to the Roman equivalent of Siberia. Who were they? And how did the epochal events of their lifetime give birth to such genius monsters? *Same course as CL 421.*

**HS 423 Disasters in American History (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101, one HS 300-level course.* Examines American history through the lens of disasters. Disasters offer a unique perspective from which to examine social, political, and economic structures and institutions. Explores disasters at various points in U.S. history in an effort to understand how these calamities have affected events; how the impact and understanding of disasters have changed over time; and ultimately, to provide a window onto the changing nature of American society over the past two hundred years.

**HS 425 Modern American Social Movements (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101, one HS 300-level course.* Examines popular movements to alter the political, cultural, or social structure of the United States in the late nineteenth and twentieth centuries. Topics include temperance reform, women's rights, Populism, Progressivism, the Ku Klux Klan of the 1920s, 1930s radicalism, anticommunism, the Civil Rights Movement, the New Left, and the Counterculture.

**HS 426 Propaganda, Culture, and American Society: 1780–1830 (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101, one HS 300-level course.* An engagement in popular history and culture from 1780 to 1830, a period commonly known as the Early Republic or the New Nation. It examines a wide range of sources (newspapers and magazines, posters,

memoirs, sermons, art, ads, and literature) which reflect the major issues of this period, such as the Constitution; American westward expansion; the "Indian Problem"; industrialization and the market revolution; transcendentalism; immigration and the making of the working class; as well as the role of race and gender in the formation of an American character. It also addresses the process of opinion repetition, the formation and function of stereotypes, and the reproduction of ideology.

**HS 427 The Era of Good Stealings? Gilded Age America, 1865–1900 (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101, one HS 300-level course.* Examines the transformation of the United States into an urban, industrial society during the rowdy, rambunctious, and sometimes raw period between the end of the Civil War and the turn of the century. Focuses on the complex interplay between the country's rural, agrarian heritage and the impact of such new forces on the experiment with an active federal government in Reconstruction, the implementation of an industrial revolution, the rise of an industrial proletariat, waves of large-scale immigration, the development of the big city, western expansion and the closing of the frontier, and growing farmer discontent. *Closed to students who have taken HS 349.*

**HS 428 The Making of the Early Republic: A Study of Race, Place, and Ideology (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101, one HS 300-level course.* This course begins with the Constitution and goes to 1830. Using a diverse collection of materials (primary documents and secondary sources), this course emphasizes the relationship between race and place in the Early Republic years. It also shows how a nationalist ideology was central to the social structuring as well as the political, industrial and economic development and expansion of post-revolutionary American towns and cities.

**HS 441 The United States and the Arab-Israeli Conflict (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101, one HS 300-level course.* The roots and evolution of this conflict are examined through the eyes of its participants; in effect, as the conflict has been understood by Arabs, Israelis, and Americans. The examination begins with discussion of two questions: What does it mean to "do history"? and What role is played by our view of history in shaping our response to events? This course also introduces social-scientific investigation of religious beliefs and practices and how they interact with political, economic, and social dimensions of peoples' lives and the directions of their

societies. Through this multidisciplinary look into a major conflict of the world, students are exposed to major developments in the Middle East as they have been understood by the competing perspectives of the key participants. *Same course as PS 441 and SC 326.*

**HS 443 Apartheid and Its Demise  
in South Africa (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course. Examines the origins of the South African apartheid system from Dutch settlement in the seventeenth century through British conquest in the nineteenth century, to the electoral victory of the Afrikaner Nationalist Party in 1948. Explores apartheid's demise, beginning with the elite-based African nationalist parties of the 1910s, campaigns of mass civil disobedience of the 1950s, Black Consciousness movement of the 1970s, and mass democratic movements of the 1980s. Issues of race, class, and gender are prominently featured. Readings and research assignments stress a wide range of primary as well as secondary sources.

**HS 455 Historic Preservation (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course. Historic preservation involves the ecology of our "built environment." It asks what sorts of buildings and neighborhoods contribute to our sense of community and well-being, and how these buildings and neighborhoods might be preserved for this and future generations. Preservationists have assembled an array of economic and legal tools to encourage the profitable restoration or adaptive reuse of America's most valuable buildings and neighborhoods. Contains three main elements: (1) a study of American architectural history and styles, with field experience in "learning to look" at the built environment; (2) consideration of recent trends in the preservation movement in the United States and in Maryland, including a trip to the annual conference of the Maryland Historic Trust; and (3) a field exercise in architectural and community history in Baltimore.

**HS 460 Seminar: American Progressivism (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, and written permission of the instructor. Focuses on the attempts of Americans to control explosive change in the early twentieth century urbanization, the impacts of industrialization, and the troubling relationship between big business and political institutions in a democracy. Topics include the background and motivations of progressive reformers; their attempts to assimilate or coerce

immigrants; and the effect of the progressive consciousness on matters of race, gender, and social class.

**HS 461 Seminar: The African Diaspora (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, and written permission of the instructor. Focuses on the African background to American history. Premised upon the notion that Africa occupies a more prominent position in the study of the genesis of American culture than is usually acknowledged, the multidisciplinary course examines the structures (for example, the trans-Atlantic slave trade) that ushered Africans to British America from the seventeenth through the early nineteenth centuries. Throughout the course, students are encouraged to sense the Africans' experiences from their point of departure to their arrival and subsequent process of enslavement in the New World. Taking into full account the Africans' role in the Americas, student are asked to reexamine and challenge the negative stereotypes that have historically perpetuated misunderstanding about peoples of African descent.

**HS 462 Seminar: Taking Care of Business:  
The Evolution of American Business  
Leadership, 1600–1990s (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, and written permission of the instructor. Focuses on the changing organization and operation of American business in the nineteenth and twentieth centuries. Examines the changing values, activities, functions, and recruitment of businessmen during the evolution of American enterprise. Analysis is organized along three major stages of enterprise: (1) business as personal enterprise dominated by merchants; (2) the rise of large-scale entrepreneurial enterprise in the late nineteenth century; and (3) the development of modern-day, professionally managed business organizations.

**HS 463 Seminar: Colonial British America (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101; HS 101; one HS 300-level course; and written permission of the instructor. Focuses on the British colonies in mainland North America and the West Indies during the seventeenth and eighteenth century. Particular attention is paid to three broad issues: the relationship between the physical environment and process of colonization; cultural interactions and conflicts between Europeans, Africans, and Native Americas and the influence of those relationships on the development of colonial societies; and the social and economic integration of the colonies with one another and with the broader Atlantic world during this period.

**HS 470 Seminar: The Hundred Years War (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, and written permission of the instructor. The Hundred Years War did more to disrupt the politics, economy, and society of continental Western Europe, thus bringing an end to the Middle Ages, than did any other event. This course follows the chronology of the war by highlighting its origin; military conflicts; effect on society, economy, ecclesiastic affairs, and politics; and conclusion. It focuses on the major players—France, England, Burgundy, the southern Low Countries—with frequent visits to the conflict’s spread into the Holy Roman Empire, Italy, the Iberian Peninsula, and even into the Middle East. *Counts toward Medieval Studies minor.*

**HS 473 Seminar: Ending Anarchy in  
Seventeenth-Century Europe (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, and written permission of instructor. European societies were in crisis in the seventeenth century. Religious passions and political rebellions, wars, famine, and intellectual revolution threatened social order. The resolution of this turmoil produced the English Parliamentary system and the French form of “absolutism”—two very different paths to stability. This seminar examines the courts of Louis XIV and other monarchs to determine how they achieved solutions to the problems of their times. It also studies the creation of cultural policies that encouraged the spread of new ideas.

**HS 474 Seminar: The French Revolution: Revolution  
and Counter-Revolution, 1789–1804 (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, and written permission of the instructor. Focuses on the complex social, political, economic, and cultural causes of the revolutions of 1789 and 1792 and the counterrevolutions which followed. A survey of the interpretive arguments and an introduction to the wealth of primary source material.

**HS 475 Seminar: The Persecution of  
the Christians in the Roman World (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, written permission of the instructor. An exploration of the causes, nature, and extent of early Christian persecutions until Christianity became the official religion of the Roman Empire in the fourth century. Topics include the Jewish-Greek-Roman environment of early Christianity; Rome’s policies toward foreign cults; Christians’ reputation for extreme promiscuity and cultic atrocities; comparison with competing cults; the danger of open profession of the new faith; and

Christian acceptance of the ancient world. Given the muddled understanding of the early Christian persecutions, we shall examine and dispel the myths and bring some order to the chaos. *Counts toward Catholic Studies minor. Same course as CL 324.*

**HS 476 Seminar: Police and Public Order (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, and written permission of the instructor. Between 1700 and 1900, the whole conception of popular protest, public order, and crime prevention altered radically, giving birth to new institutions of law enforcement and social control. An in-depth look at the changing structure and role of the forces of order in Europe, which analyzes the intellectual, social, and political pressures that brought about their reform.

**HS 477 Seminar: Legends in Medieval History (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, and written permission of the instructor. Perhaps no other era in history has produced as many enduring legends as the Middle Ages. Robin Hood, Arthur of Camelot, Count Dracula, Macbeth, Charlemagne, Joan of Arc, and innumerable saints all join dragons, witches, lycanthropes, and other fantastic beasts as major elements of medieval popular culture. Study of their historicity, legendary use, and effect on medieval society proves a valuable tool to understanding the intellectual history of medieval Europe. *Counts toward Medieval Studies minor.*

**HS 479 Seminar: Masculinity and Honor  
in Modern Europe (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, and written permission of the instructor. As part of the general evolution of gender studies, historians have come to realize that both male and female roles are not automatic or natural, but rather tend to be constructed by contemporary social forces. One particularly volatile or rather malleable aspect of such constructions is the notion of honor, which has substantially evolved over the last five hundred years. Students examine the nature of this evolution and discusses the impact of the Renaissance, nationalism, capitalism, and liberalism on the definition of what it meant to have honor and how such rituals as knife-fighting, dueling, vendetta, and even nose-biting all served to identify and reinforce masculine behavior among classes and across centuries.



**HS 480 Seminar: Cold War in Southern Africa (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, and written permission of the instructor. Analyzes U.S. policy toward Southern Africa from the end of World War II to the present. The overarching theme is the impact of Cold War competition between the United States and the Soviet Union on African decolonization and nation-building. Special emphasis placed on U.S. relations with Zaire (the Congo), Angola, Mozambique, Zimbabwe (Southern Rhodesia), Namibia, and South Africa. Key issues considered include conflict and compatibility between African nationalism and decolonization and U.S. economic, military, and strategic interests; continuity and change in U.S.-African policy; options and directions for the future.

**HS 482 Asian Studies Seminar (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, and written permission of the instructor. The capstone seminar for the Asian Studies minor. Through reading, research, and discussion, students examine various traditions of Asia and relate them to present-day life in Asia. A 15–20 page research paper on a student-chosen topic is due at the end of the semester. *Counts toward Asian Studies minor.*

**HS 483 Seminar: Soseki and Mishima: Mirrors of Modern Japan (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, and written permission of the instructor. Soseki (1867–1916) is generally regarded as the greatest novelist in Japan's modern history; Mishima (1925–1970) is recognized as one of the leading post–World War II writers. Using selected works of these authors, students focus on the authors' artistic methods and visions; reflection of the course of Japanese civilization in the twentieth century; and depiction of a culture caught in the tug-of-war between tradition and modernity. *Counts toward Asian Studies minor.*

**HS 484 Seminar: The Chinese Revolution (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, and written permission of the instructor. The Chinese Revolution of the twentieth-century is the dramatic story of a tottering ancient civilization developing into a modern nation-state. This seminar focuses on three phases of the revolution: the overthrow of the Ching Dynasty, 1905–1912; the Nationalist revolution of the 1920s; and the Communist revolution from the 1940s to the 1980s. *May be repeated for credit. (Odd Years)*

**HS 485 Seminar: Comparative Slavery in the Americas (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, and written permission of the instructor. The institution of slavery connected North and South America from the earliest time to the late nineteenth century. Topics of comparison between Latin American slavery and slavery in British America and the United States include plantation and urban slavery, slave rebellions, the slave trade, freedmen, abolition movements, women and the family, and harshness of treatment. Discusses slavery's aftermath to discover why the character of race relations in Latin and North America differ in the present day.

**HS 486 Seminar: The Great Age of the European Reconnaissance: Travel and Discovery (3.00 cr.)**

*Prerequisite:* CM 100 or CM 101, HS 101, one HS 300-level course, and written permission of the instructor. Overland and overseas travel began centuries before Columbus. Covers the conditions, motives, and goals of those Europeans who began the Great Age of Discovery by using primary accounts in English translations. Examines how Europeans and non-Europeans understood and misunderstood each other. Discusses the consequences for Europe and the societies they encountered. *Counts toward Catholic Studies minor.*



# HONORS PROGRAM

**DIRECTOR:** Francis J. Cunningham, Associate Professor of Philosophy

**OFFICE:** Humanities Building, Room 219

**TELEPHONE:** 410-617-5017

The Honors Program has two components—one in the classroom, the other outside the classroom. The first is a series of twelve courses, eight of which focus on the great books and critical ideas of Western culture. Five of the eight seminars are interdisciplinary explorations of intellectual history, moving from the ancient world, through the Middle Ages and Renaissance, to the modern era. The other three seminars have a more contemporary focus, so that students can measure the lessons of the past against present experience. The remaining four courses in the Honors curriculum are electives taken from among upper-division offerings in the departments of English, history, philosophy, and theology.

The second component, “The Honors Experience” (HN 100), offers students and faculty opportunities to participate in a variety of cultural activities both on and off campus. These activities are designed to demonstrate that ideas studied in the classroom are alive in the culture at large. Many Honors classes also include off-campus events and activities as a regular part of the curriculum.

Honors courses come from traditional humanities disciplines: English, fine arts, modern languages, history, philosophy, theology, and writing. Students in the program, however, major in a wide variety of disciplines, including the social sciences, natural sciences, and business. Since all but one of the Honors courses can satisfy college core requirements, enrollment in the program does not add extra courses to a student’s program of study. All Honors courses are small, most are conducted as seminars, and they invariably require substantial student involvement and participation.

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## PROGRAM OF STUDY

Honors students fulfill their second core requirement in English (EN), history (HS), philosophy (PL), and theology (TH) through regular, upper-division disciplinary courses. Once they have completed the appropriate course in the HN 220–280 sequence, Honors students take their choice of upper-division courses in these disciplines, skipping the usual EN/PL/TH 200-level requirements, and the usual HS 300-level requirement. The second required course in English must be an EN 300-level course; in philosophy and theology, a course above PL/TH 320, excluding logic and ethics; in history, either a special topics course (HS 410–459) or a seminar (HS 460–499).

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## COURSE DESCRIPTIONS

### HN 100 The Honors Experience (0.00 cr.)

Offers students the opportunity to attend cultural and social activities on campus and in the Baltimore-Washington metropolitan area. Honors students must enroll in this course every semester, unless they are on leave from Loyola or studying abroad. *(Pass/Fail)*

### HN 200 Honors: Freshman Seminar (3.00 cr.)

Focuses on writing as a means of inquiry. Students learn to transform a wide range of experience—personal, aesthetic, academic, social—into the formal structures of discursive prose. Moving their work through successive drafts, they prepare a portfolio of at least four polished essays, one a project of some length. *Fulfills the CM 100 core requirement.*

### HN 220 Honors: The Ancient World (3.00 cr.)

An interdisciplinary exploration of one of four historical periods taught by members of the English, history, philosophy, and theology departments. Students examine each period through the lens of a different discipline. *This course satisfies the EN 130, HS 101, PL 201, or TH 201 core requirement, depending on the main instructor’s academic discipline. HN 220, HN 240, HN 260, and HN 280 must be taken in sequence. Students may fulfill their second upper-division core requirement in these areas after completing the appropriate interdisciplinary civilization course.*

**HN 240 Honors: Medieval to Renaissance (3.00 cr.)**

An interdisciplinary exploration of one of four historical periods taught by members of the English, history, philosophy, and theology departments. Students examine each period through the lens of a different discipline. *This course satisfies the EN 130, HS 101, PL 201, or TH 201 core requirement, depending on the main instructor's academic discipline. HN 220, HN 240, HN 260, and HN 280 must be taken in sequence. Students may fulfill their second upper-division core requirement in these areas after completing the appropriate interdisciplinary civilization course.*

**HN 260 Honors: Renaissance to Modern (3.00 cr.)**

An interdisciplinary exploration of one of four historical periods taught by members of the English, history, philosophy, and theology departments. Students examine each period through the lens of a different discipline. *This course satisfies the EN 130, HS 101, PL 201, or TH 201 core requirement, depending on the main instructor's academic discipline. HN 220, HN 240, HN 260, and HN 280 must be taken in sequence. Students may fulfill their second upper-division core requirement in these areas after completing the appropriate interdisciplinary civilization course.*

**HN 280 Honors: The Modern World (3.00 cr.)**

An interdisciplinary exploration of one of four historical periods taught by members of the English, history, philosophy, and theology departments. Students examine each period through the lens of a different discipline. *This course satisfies the EN 130, HS 101, PL 201, or TH 201 core requirement, depending on the main instructor's academic discipline. HN 220, HN 240, HN 260, and HN 280 must be taken in sequence. Students may fulfill their second upper-division core requirement in these areas after completing the appropriate interdisciplinary civilization course.*

**HN 290 Honors: Art History (3.00 cr.)**

Reexamines the ancient, medieval, Renaissance/Baroque, and modern worlds through the historical lens of the visual or performing arts. *Students select a course in one of three disciplines, ordinarily in the second semester of sophomore year. Satisfies fine arts core requirement for AH 111.*

**HN 291 Honors: Music (3.00 cr.)**

Reexamines the ancient, medieval, Renaissance/baroque, and modern worlds through the historical lens of the visual or performing arts. *Students select a course in one of three disciplines, ordinarily in the second semester of sophomore year. Satisfies fine arts core requirement for MU 203.*

**HN 292 Honors: Theatre (3.00 cr.)**

Reexamines the ancient, medieval, Renaissance/Baroque, and modern worlds through the historical lens of the visual or performing arts. *Students select a course in one of three disciplines, ordinarily in the second semester of sophomore year. Satisfies fine arts core requirement for DR 250.*

**HN 300 Honors: Junior Seminar (3.00 cr.)**

Studies the history, interrelation, and contemporary significance of moral issues which have arisen in our culture. *Satisfies the ethics core requirement.*

**HN 400 Honors: Senior Seminar (3.00 cr.)**

Comparative study of twentieth century French, German, Spanish, and Latin American literature and film, with particular attention to artistic expression as a medium of response to contemporary experience. *Lectures and discussions in English; some readings in the original language.*

# INTERDISCIPLINARY STUDIES

## MINOR IN ASIAN STUDIES

**CONTACT:** R. Keith Schoppa, Professor of History; Doehler Chair in Asian History

**OFFICE:** Humanities Building, Room 315

**TELEPHONE:** 410-617-2893

This joint program with the College of Notre Dame of Maryland allows students in any major to declare a minor devoted to Asian Studies. In the Asian Studies minor, students learn how different disciplines bring their methodologies to bear on the study of Asia. One by-product is a better understanding of the West itself.

Requirements for the minor (18 credits) consist of five electives plus a final seminar (HS 482) or an independent study. The following restrictions apply:

- no more than two courses may be counted from one discipline (e.g., history, political science);
- no more than two courses may be counted in language;
- no more than three courses from any department containing more than one discipline may be counted toward the minor;
- no more than three courses from a study abroad program may be counted toward the minor.

In their final semester, students research, write, and present papers designed to integrate their work on Asia. The seminar alternates between Notre Dame and Loyola, and the content varies according to the interests of the instructor and the participants. In order to accommodate individual interests or scheduling needs, a student may be allowed to choose an independent study instead of the seminar. Please confer with the coordinator for additional information.

The following courses at Loyola and Notre Dame, as well as Japanese and Chinese language courses at Johns Hopkins University count toward the minor:

## LOYOLA COLLEGE ELECTIVES

- AH 203 The Arts of East Asia  
CI 101 Chinese I  
CI 102 Chinese II  
CI 103 Chinese III  
CI 104 Chinese IV  
HS 370 The Jesuits in Asia Since 1542  
HS 372 The Vietnam War through Film and Literature  
HS 374 East Asia on Film  
HS 375 Indian History, Culture, and Religion through Film  
HS 377 History of Modern China  
HS 378 History of Modern Japan  
HS 380 History of South Asia in the Twentieth-Century  
HS 381 Search for the Divine: Hindu, Christian, Muslim, and Buddhist Ways in India  
HS 391 History of the Jesuits  
HS 482 Asian Studies Seminar  
HS 483 Seminar: Soseki and Mishima: Mirrors of Modern Japan  
IB 282 International Business  
JP 101 Japanese I  
JP 102 Japanese II  
JP 103 Japanese III  
JP 104 Japanese IV  
ML 285 The Passions of Ancient China: Love, War, and Rectitude in the Classical Literary Era  
ML 358 Japanese Thought and Culture  
PL 216 Philosophical Perspectives: Asian Thought  
PL 325 Asian Philosophy  
PS 351 Third World Politics  
PS 368 The Vietnam War  
TH 263 Culture and World Religions  
TH 266 Christian Theology and World Religions

## COLLEGE OF NOTRE DAME ELECTIVES

- DHIS 211 Introduction to East Asian Civilization  
DHIS 331 Modern China  
DHIS 335 Modern Japan  
DHIS 482 Asian Studies Seminar  
DLJA 358 Japanese Thought and Culture  
DENG 227 Japanese Literature (in translation)  
DART 122 Survey of Asian Art  
DART 413 Topics in Asian Art

## MINOR IN CATHOLIC STUDIES

**CONTACTS:** Paul J. Bagley, Associate Professor of Philosophy; Angela Christman, Associate Professor of Theology

**OFFICE:** Humanities Building, Room T76; Room T48

**TELEPHONE:** 410-617-2929; 410-617-2359

The Minor in Catholic Studies consists of courses which are devoted to the examination of topics, themes, or questions pertinent to Roman Catholic doctrine and faith in its various aspects. Illustrations of the principles and teachings of Roman Catholicism are found in literature, art, philosophy, the natural and social sciences, historical study, business disciplines, and theology. The minor consists of 18 credits, as follows:

- TH 220 The Catholic Church in the United States *or*  
 TH 221 Catholic Church: Life and Thought  
 TH 399 Contemporary Catholic Intellectual Life (capstone course)  
 Four Electives (12 credits; listed below)

TH 220 or TH 221 satisfies the second core requirement in theology, but it is not a prerequisite that must be satisfied before undertaking the other elective courses. Electives must be chosen from approved Catholic Studies minor courses in such prescribed subject areas as theology, philosophy, history, English, biblical studies, fine arts, business studies, and the natural or social sciences. However, to insure the interdisciplinary character of the Catholic Studies minor, students may take no more than two of these elective courses from the same subject area. Theology majors pursuing the Catholic Studies minor may apply only one other theology course to the satisfaction of the elective course requirements for the minor.

### ELECTIVES

- AH 205 Colonial Art of Latin America  
 AH 311 Medieval Art: Early Christian through Gothic  
 AH 312 The Renaissance in Italy  
 AH 313 Renaissance Art in Northern Europe  
 AH 314 Art of Baroque Europe  
 AH 325 Building the Eternal City: Two Thousand Years of Rome

- CH 113 Living Dangerously?  
 CL 260 Christmas  
 CL 301 The Church and the Roman Empire  
 CL 313 History of Christmas  
 CL 324 Seminar: The Persecution of the Christians in the Roman World  
 CW 317 Writers in the Catholic Tradition: Selected Authors  
 ED 464 Geology and Geoarchaeology of Baltimore Area Cathedrals  
 ED 503 Evil: Its Nature and Manifestation  
 EN 328 Seminar in Literature and Catholicism (Pre-1800)  
 EN 332 Literature and the Catholic Imagination (Pre-1800)  
 EN 364 Literature and the Catholic Imagination (Post-1800)  
 EN 365 Seminar in Literature and Catholicism (Post-1800)  
 HS 301 The Church and the Roman Empire  
 HS 303 The Early Middle Ages  
 HS 305 The Later Middle Ages  
 HS 313 History of Christmas  
 HS 317 The Making of Modern Italy  
 HS 370 The Jesuits in Asia Since 1542  
 HS 381 Search for the Divine: Hindu, Christian, Muslim, and Buddhist Ways in India  
 HS 382 Jesuits and Empire from the Society's Beginning to Its Suppression  
 HS 383 The Cross and the Sword: Christianity and the Making of Colonial Latin America  
 HS 391 History of the Jesuits  
 HS 475 Seminar: The Persecution of the Christians in the Roman World  
 HS 486 Seminar: The Great Age of the European Reconnaissance: Travel and Discovery  
 LT 350 Readings in Medieval Latin  
 MG 319 Special Topics in Catholic Studies  
 ML 260 Dante's *Divine Comedy* (in translation)  
 ML 320 Liberation Theology from Its Origins  
 PL 329 Philosophical Foundations of Catholic Social Thought  
 PL 331 Natural Law and Natural Right  
 PL 336 Faith and Reason  
 PL 350 Sexual Ethics  
 PL 352 Catholic Political Philosophy  
 PL 353 Modern Moral Philosophy  
 PL 355 Philosophy of History  
 PL 364 Renaissance Philosophy  
 PL 369 Introduction to Saint Thomas Aquinas

- PL 370 Medieval Philosophy  
 PL 450 Renaissance Philosophy of Religion  
 TH 202 Theology and Catholic Autobiography  
 TH 205 Christian Rome: Understanding Jesus Christ in Rome  
 TH 206 The Gospels and the Earliest Churches  
 TH 211 Women in the Christian Tradition  
 TH 214 Friends and Foes: Jews and Christians through the Ages  
 TH 216 Ignatius and the Jesuits: An Analysis of a Tradition, 1491–1995  
 TH 218 Sacred Journeys: The History and Theology of Christian Pilgrimage  
 TH 220 The Catholic Church in the United States  
 TH 221 Catholic Church: Life and Thought  
 TH 240 Rethinking Catholicism  
 TH 242 A History and Theology of Saints  
 TH 243 Heaven and Hell  
 TH 244 Forgiveness and Reconciliation  
 TH 245 Eucharist (The Mass) in Ordinary Time  
 TH 246 Who is Jesus?  
 TH 247 The Presence of God: Christian Mysticism, East and West  
 TH 249 Christian Sacraments  
 TH 266 Christian Theology and World Religions  
 TH 269 Theology and Literature  
 TH 270 Creation and Evolution  
 TH 301 Ethics: Theology and Ethics of Hospitality  
 TH 303 Ethics: Virtues and Holiness  
 TH 304 Ethics: Introduction to Christian Ethics  
 TH 307 Ethics: Marriage and Sexuality  
 TH 308 Ethics: Catholic Social Teaching  
 TH 313 Ethics: Being Moral in America  
 TH 316 Ethics: Catholic Spiritual Life in the United States  
 TH 320 Foundations of Catholic Moral Theology  
 TH 321 The Theology of John Paul II  
 TH 322 Christianity and Its Critics  
 TH 323 Religion in Children's Literature  
 TH 324 Faith and Film: The Apostle's Creed in the American Cinema  
 TH 325 Christian Faith and Economic Justice  
 TH 326 Hope, Death, and the End of the World  
 TH 327 The Virgin Mary in Scripture and Tradition  
 TH 329 Jews and Christians After Christendom  
 TH 334 The 'Theological' and the 'Religious' in International Cinema  
 TH 335 An Introduction to the Theology of Saint Augustine  
 TH 336 Catholic Intellectual Life in the United States: Two Hundred Years of American Catholic Opinion  
 TH 338 Catholic Literature and American Culture in the Twentieth-Century  
 TH 341 Medieval Women Authors  
 TH 343 International Catholic Literature in the Twentieth-Century  
 TH 344 The Tradition of Catholic Radicalism  
 TH 345 Euthanasia and the Problem of Suffering  
 TH 346 Disputing the Bible  
 TH 353 Catholic Theology in Modernity  
 TH 354 Male and Female in the Kingdom of God: Contemporary Gender Perspectives on the Bible  
 TH 365 Theology and Art  
 TH 369 Faith and Reason  
 TH 370 Theology of Thomas Aquinas  
 TH 399 Contemporary Catholic Intellectual Life

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**MINOR IN FILM STUDIES**

**CONTACTS:** Mark Osteen, Professor of English; Brian Murray, Associate Professor of Communication

**OFFICE:** Humanities Building, Room 226; Room 280

**TELEPHONE:** 410-617-2363; 410-617-2949

Allows students to pursue an interdisciplinary curriculum focusing on the history and techniques of film—the dominant art form of the twentieth century.

Requirements for the minor are as follows:

CM 346 Fundamentals of Film Studies *or*  
 PT 278 History of Film  
 Film Studies Capstone Seminar  
 Four Electives (12 credits; listed below)

No more than one of the electives may be at the 100- or 200-level. A student may receive credit for no more than one course taken prior to CM 346. No more than two electives may come from the same department.

**ELECTIVES**

- CM 224 Digital Video I: Short Forms  
 CM 347 Non-Fiction Film and Television  
 CW 331 Screen Writing for Film and Television  
 CW 332 Writing about Film  
 DR 360 Classic Hollywood Film  
 EN 180 Introduction to Film and Literature  
 EN 336 Seminar in Literature and Film  
 (Pre-1800)  
 EN 348 Seminar in Literature and Film  
 (Pre- and Post-1800)  
 EN 380 The History of Narrative Cinema  
 EN 381 Fiction and Film  
 EN 382 Topics in Literature and Film Studies  
 EN 386 Seminar in Literature and Film  
 (Post-1800)  
 FR 340 The Text and the Screen  
 FR 365 The Holocaust in French Film  
 GR 310 Germany in Television and Film  
 GR 340 German Film  
 HS 324 History of Rus', Muscovy, Imperial  
 Russia, and the Soviet Union  
 through Film  
 HS 325 Europe Since 1945 through Film  
 HS 372 The Vietnam War through Film and  
 Literature  
 HS 374 East Asia on Film  
 HS 375 Indian History, Culture, and Religion  
 through Film  
 ML 365 The Holocaust in French Film  
 PL 398 Philosophy and Film  
 PT 386 Video Art  
 SN 353 Nineteenth- and Twentieth-Century  
 Spain: Fiction and Film  
 TH 324 Faith and Film: The Apostle's Creed  
 in the American Cinema  
 TH 334 The 'Theological' and the 'Religious'  
 in International Cinema

**MINOR IN GENDER STUDIES**

**CONTACT:** Dale Snow, Associate Professor of  
 Philosophy

**OFFICE:** Humanities Building, Room T84

**TELEPHONE:** 410-617-2026

The term "gender" refers to the creation and imposition of sex roles in cultures and societies. Gender overlies the neurobiological data of sex and embodiment. For this reason, courses in Gender Studies analyze gender as an element of social relationships and human experiences including, among others, those of race, ethnicity, and class. Gender Studies courses use the resources, theories, and methodologies of a variety of academic fields, leading to a more sophisticated understanding of the sex/gender systems themselves.

The Gender Studies minor prepares students to enter the growing number of graduate programs in women's and cultural studies and affords focus for students in prelaw, political science, sociology, and theology. Most important, the Gender Studies minor allows students majoring in various disciplines to come together and express different viewpoints and ways of thinking on a common subject.

The requirements for the Minor in Gender Studies are the successful completion of the following:

- an introductory course in Gender Studies (hosted by a different department each year);
- a capstone seminar;
- four additional Gender Studies electives.

No more than two of the four electives may come from the same department. Also, no more than two of the electives may be at the 100- or 200-level.

**ELECTIVES**

- AH 200 Women in Art  
 AH 201 The Nude in Art  
 AH 202 African Art  
 AH 316 Realism and Impressionism  
 AH 321 Modern Women Artists: From  
 Impressionism to Post-Modern  
 CL 211 Classical Mythology  
 CL 301 The Church and the Roman Empire



- CL 329 Women in Greece and Rome  
 CL 334 Roman Private Life  
 CM 303 Gendered Rhetoric  
 CM 387 Capstone Seminar in Gender Studies:  
 Special Topics  
 CW 311 Art of the Essay: Women Writers  
 DR 358 Performance Studies  
 EN 211 Major Writers: Classical Mythology  
 EN 302 Medieval Love  
 EN 379 American Women Writers  
 EN 389 Seminar in Literature and Gender  
 FR 351 French Women Writers of the  
 Renaissance  
 FR 370 Gender and Race in Francophone  
 Thought  
 FR 375 Women's Voices in the Francophone  
 World  
 GR 358 Sexual Politics in German Drama  
 (in German)  
 HS 301 The Church and the Roman Empire  
 HS 329 Women in Greece and Rome  
 HS 334 Roman Private Life  
 HS 344 American Women's History  
 HS 367 Black Women in the Atlantic World  
 HS 389 Women and Social Change in  
 Modern Africa  
 HS 414 Women and Europe  
 ML 370 Contrasting Representations of Race  
 and Gender  
 ML 375 Women and Men in Twentieth-Century  
 Hispanic Fiction  
 PL 232 Philosophical Perspectives:  
 Gender and Nature  
 PL 335 Philosophy and Law: Gender Issues  
 PL 337 Philosophy and Feminism  
 PL 339 Twentieth-Century Women  
 Philosophers  
 PL 340 Public/Private Distinction in  
 American Life  
 PL 342 Feminism and Psychoanalysis  
 PL 349 Gender and Nature  
 PS 364 Women Creating Global Politics  
 PS 387 Politics and Literature  
 PS 392 Sexual Politics  
 PY 254 Psychology of Women  
 PY 351 Interpersonal Behavior  
 PY 353 Contemporary Issues in Psychology  
 SC 104 Cultural Anthropology  
 SC 204 The Family  
 SC 207 Protest: Legacy of the Sixties  
 SC 220 Sociology and Sexuality  
 SC 307 Male and Female Roles  
 SC 341 Independent Study in Gender Studies  
 SC 348 Gender Studies Capstone Seminar:  
 Special Topics  
 SC 361 Social Inequality  
 SC 420 Seminar: Gender and Poverty  
 SC 421 Seminar: Race, Class, Gender, Sexuality  
 SC 434 Seminar: Women and Deviance  
 SN 335 Contemporary Spanish Literature:  
 1975 to the Present (in Spanish)  
 SN 370 Nineteenth-Century Latin American  
 Novel  
 SN 375 Women and Men in Twentieth-Century  
 Hispanic Fiction  
 TH 211 Women in the Christian Tradition  
 TH 341 Medieval Women Authors  
 TH 354 Male and Female in the Kingdom of  
 God: Contemporary Gender  
 Perspectives of the Bible

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**MINOR IN MEDIEVAL STUDIES**

**CONTACT:** Leslie Zarker Morgan, Associate  
 Professor of Modern Languages and Literatures  
**OFFICE:** Maryland Hall, Room 465  
**TELEPHONE:** 410-617-2926

This program enables students to pursue an interdisciplinary program organized around the medieval time period, broadly defined. Students already concentrating in a related area such as art, history, languages, music, philosophy, political science, or theology are encouraged to minor in medieval studies in order to broaden their comprehension of the cultural structures influencing their area of interest.

Requirements for the minor (19 credits) consist of six electives and a one-credit, interdisciplinary independent study (ML 400) done in connection with the sixth course. Students pursuing honors degrees in departments with honors programs may substitute their honors project for the final course and independent study (18 credits). The following restrictions apply:

- no more than two courses can be taken in one department;
- no more than two courses can be taken on one study abroad program;
- two courses should be taken at the 300-level.

Students are encouraged to study and perfect their knowledge of Latin, especially if they are planning on going to graduate school in the field.

#### ELECTIVES

- AH 311 Medieval Art: Early Christian through Gothic
- AH 312 The Renaissance in Italy
- AH 313 Renaissance Art in Northern Europe
- AH 325 Building the Eternal City: Two Thousand Years of Rome
- CL 301 The Church and the Roman Empire
- CL 314 History of the Roman Empire
- EN 301 Chaucer
- EN 302 Medieval Love
- EN 304 Arthur and Other Heroes
- EN 306 Topics in Medieval Literature
- EN 307 Seminar in Medieval Literature
- FR 301 Culture and Civilization I
- FR 350 From Charlemagne to Arthur: Introduction to French Medieval Literature
- FR 351 French Women Writers of the Renaissance
- GR 301 German Culture and Civilization I
- HS 301 The Church and the Roman Empire
- HS 303 The Early Middle Ages
- HS 304 Renaissance and Reformation in Europe
- HS 305 The Later Middle Ages
- HS 314 History of the Roman Empire
- HS 413 Medieval Military History
- HS 470 Seminar: The Hundred Years War
- HS 477 Seminar: Legends in Medieval History
- LT 124 Latin Golden Age Prose and Poetry
- LT 308 Vergil: *Aeneid*
- LT 350 Readings in Medieval Latin
- LT 380 Ovid
- LT 386 Ovid's *Metamorphoses*
- ML 250 Introduction to Medieval Literature: Selected Languages
- ML 251 Introduction to Medieval Italian Literature
- ML 260 Dante's *Divine Comedy* (in translation)

- ML 333 Witches, Giants, and Tyrants, Oh My!
- PL 369 Introduction to Saint Thomas Aquinas
- PL 370 Medieval Philosophy
- TH 335 An Introduction to the Theology of Saint Augustine
- TH 341 Medieval Women Authors
- TH 365 Theology and Art
- TH 370 The Theology of Thomas Aquinas

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#### COURSE DESCRIPTIONS

Electives course descriptions and prerequisites can be found within the sponsoring department's section of this catalogue.

# MATHEMATICAL SCIENCES

**OFFICE:** Knott Hall, Room 306

**TELEPHONE:** 410-617-2328

**FAX:** 410-617-2803

**CHAIR:** Christopher H. Morrell, Professor

**PROFESSORS:** John C. Hennessey (emeritus); Richard F. McCoart, Jr. (emeritus); Christopher H. Morrell; Anne L. Young

**ASSOCIATE PROFESSORS:** Dipa Choudhury; Helen Christensen, R.S.M.; William D. Reddy (emeritus)

**ASSISTANT PROFESSORS:** Richard E. Auer; Michael P. Knapp; Lisa A. Oberbroeckling; James Roche, Jr.; Christos Xenophontos

**INSTRUCTORS:** Herbert L. Tracey, Jr.; Elizabeth J. Walters

**AFFILIATE FACULTY:** Verena M. Brown; William F. Slowikowski

In keeping with the mission of Loyola College, the Mathematical Sciences Department strives for excellence in education. The department's goal is to open students' minds to the power, beauty, and utility of the mathematical sciences and to develop their conceptual understanding, problem solving ability, and analytical thinking skills. The department's faculty is strongly committed to undergraduate teaching and to giving mathematical sciences majors a solid and broad-based foundation for a variety of careers as well as for graduate study. Faculty members conduct research in their fields of specialty and also keep abreast of curricular reform and creative uses of technology.

## MAJOR IN MATHEMATICAL SCIENCES

### BACHELOR OF SCIENCE

Requirements for a major and an example of a typical program of courses are as follows:

#### Freshman Year

##### *Fall Term*

CM 100 Effective Writing\*\*  
CS 201 Computer Science I\*  
MA 251 Calculus I\*  
Language Core  
Social Science Core\*\*

##### *Spring Term*

CS 202 Computer Science II\*\*\* or  
Social Science Core\*\*  
HS 101 History of Modern Western  
Civilization\*\*  
MA 210 Introduction to Statistics\*  
MA 252 Calculus II\*  
Language Core

#### Sophomore Year

##### *Fall Term*

BL 121 Organismal Biology *or*  
BL 122 Ecology, Evolution, and Diversity *or*  
BL 123 Cellular and Molecular Biology *or*  
CH 101 General Chemistry I *or*  
PH 201 General Physics I  
EN 101 Understanding Literature  
MA 302 MATLAB Laboratory  
MA 351 Calculus III\*  
MA 395 Discrete Methods\*  
PL 201 Foundations of Philosophy

##### *Spring Term*

MA 301 Introduction to Linear Algebra\*  
MA 304 Ordinary Differential Equations\*  
PL 200-Level Philosophical Perspectives Course  
English Core  
History Core

## Junior Year

### Fall Term

MA 421 Analysis I\*  
 TH 201 Introduction to Theology  
 MA 400-Level Course\*  
 Non-Departmental Elective\*\*  
 Elective

### Spring Term

MA 400-Level Course\*  
 MA 400-Level Course\*  
 Fine Arts Core  
 Theology Core  
 Elective

## Senior Year

### Fall Term

MA 400-Level Course\*  
 MA 400-Level Course\*  
 Ethics Core  
 Non-Departmental Elective\*\*  
 Elective

### Spring Term

MA 400-Level Course\*  
 MA 400-Level Course\*  
 Non-Departmental Elective\*\*  
 Elective  
 Elective

- \* Required for major.  
 \*\* Terms may be interchanged.  
 \*\*\* See Note 4.

1. **Beginning Courses:** MA 210, MA 251, and MA 252 give a first exposure to the development of good mathematical problem solving skills and the use of the computer in mathematics. These courses must be taken prior to any intermediate ones. Advanced placement is possible through the CLEP and advanced placement tests. See department chair for details.
2. **Intermediate Courses:** MA 301, MA 304, MA 351, and MA 395 build on the maturity developed in the beginning courses. They are designed to bring problem solving and mathematical thinking to a higher, more rigorous level and to expose students to the wide variety of mathematics in use today.
3. **Advanced Courses:** Eight 400-level courses (six for secondary education) chosen in consultation with a faculty adviser. Selections depend on the student's mathematical interests and career goals. It may not be necessary to take all intermediate courses before beginning an advanced course. Check the prerequisites for the desired course. It is important that students discuss their options with their adviser to plan for the advanced courses that are right for them.
4. **Computer Skills:** Mathematical sciences majors with enhanced computer skills find a wider job market open to them. However, students cannot consider their computer skills truly "marketable" having only taken CS 201. CS 202 offers students the opportunity to learn the complete syntax of a computer language and gives them the necessary experience to become proficient programmers. All majors are urged to consider taking CS 202. Majors are required to take one or two courses in the professional software of the mathematical sciences: MA 302 and possibly MA 365.
5. **Concentrations/Required Advanced Courses:** Some students may wish to develop programs with more focus than the general program by choosing one of the concentrations listed below. Each concentration has an adviser responsible for counseling students, approving course choices, and monitoring progress. Requirements for the general program and the concentrations are given below. Modifications are possible and subject to departmental approval.
 

**General Program:** Analysis I; Algebra I; Analysis II or Algebra II; and five other advanced mathematical sciences courses.

**Pure Mathematics:** Analysis I, II; Algebra I, II; and four other advanced mathematical sciences courses.

**Computer Science:** Analysis I; Algebra I; Numerical Analysis; five other advanced mathematical sciences courses; CS 201, CS 202, and two upper-division computer science courses.

**Actuarial Science:** Analysis I; Statistical Theory I, II; Experimental Research Methods or Stochastic Processes; Microeconomic Principles;

Macroeconomic Principles; Insurance and Risk Management; and four other advanced mathematical sciences courses.

**Statistics:** Analysis I; Statistical Theory I, II; Experimental Research Methods; Statistical Analysis System (SAS) Laboratory; Experimental Design; and three other advanced mathematical sciences courses. (Either Experimental Design or Statistical Theory II may be replaced with Analysis II or Advanced Linear Algebra.)

**Operations Research:** Analysis I; Operations Research; Stochastic Processes; one economics course; Advanced Linear Algebra; Statistical Theory I or Experimental Research Methods; three other advanced mathematical sciences courses. Concentrators are required to take either Numerical Analysis or CS 202.

**Secondary Education:** Analysis I; Algebra I; Analysis II or Algebra II or Complex Analysis or Advanced Linear Algebra; Geometry; two other advanced mathematical sciences courses; secondary education requirements.

**Applied Mathematics:** Analysis I; seven other advanced mathematical sciences courses, which include at least one full-year sequence; four courses in a related natural, life, social, or management science. These four courses must be taken in the same discipline. Concentrators are required to take either CS 202 or Numerical Analysis.

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#### MINORS IN MATHEMATICAL SCIENCES

The department offers two types of minors: one in the mathematical sciences, the other in statistics. The focus of the minor can take many directions depending on the MA courses selected. Students pursuing a minor should discuss their academic and career interests with a department faculty member.

#### MINOR IN MATHEMATICAL SCIENCES

Requirements for the minor are MA 302 or MA 365 and a minimum of six, three- or four-credit MA courses including: MA 251; MA 252; and one MA 400-level course for those graduating with a degree in business, social sciences, or the humani-

ties or two MA 400-level courses for those graduating with a degree in natural or computer science. The remaining MA courses are to be taken at or above the 300-level or MA 210 or MA 265.

Students interested in this minor should consider MA 251 instead of MA 151 and MA 210 instead of MA 110. Those graduating in a natural or computer science may replace one MA 400-level course with two MA 300-level courses, totaling seven courses for the minor.

#### MINOR IN STATISTICS

Requirements for a minor are MA 365 and a minimum of six, three- or four-credit MA courses including: MA 251, MA 252, and MA 465. The remaining courses are to be taken from MA 210 or MA 265, MA 301, MA 461, MA 462, MA 466, MA 481, MA 485, MA 491. Those graduating with a degree in the social sciences or humanities may also count MA 110.

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#### COURSE DESCRIPTIONS

##### MA 103 Fundamental Concepts of Mathematics I (3.00 cr.)

Problem solving, sets, development of the whole number system, number theory, intuitive geometry, and measurement. *Restricted to elementary education majors. (Fall only)*

##### MA 104 Fundamental Concepts of Mathematics II (3.00 cr.)

*Prerequisite:* MA 103. *Restricted to elementary education majors.* The development of the real number system and its subsystems, probability, more measurement, and geometry. *(Spring only)*

##### MA 105 Topics in Modern Math: Introductory Graph Theory (3.00 cr.)

An elementary modeling course which applies graph theory in everyday situations to which the majority of students can readily relate. Appropriate for students of limited mathematical experience; the only prerequisite is a willingness to keep up with the meaning of terms on a class-to-class basis.

##### MA 106 Topics in Modern Math: Ciphers and Codes (3.00 cr.)

*Prerequisite:* *Written permission of the instructor is required for students who have credit for MA 251.* The mathematical basis of elementary ciphers and codes including sub-

stitution ciphers, public key ciphers, and RSA system. Topics include elementary number theory and modular arithmetic. *A graphing calculator will be used.*

**MA 107 Mathematics, Numbers and the Real World (3.00 cr.)**

The nature of mathematical reasoning and the concept of proof in relation to concrete problems. Topics include inductive reasoning, deductive reasoning, various number systems and their history, everyday arithmetic, financial management, introductory probability, and statistics. Each topic is discussed with a view toward practical applications and interesting real world examples.

**MA 108 Special Topics in Modern Math (3.00 cr.)**

Special topics in elementary mathematics. Topic varies depending on interest of the instructor. *May be repeated for credit with different topics.*

**MA 109 Precalculus (3.00 cr.)**

*Prerequisite: A score of 13 or better on Part I of the Math Placement Test or a Math SAT score of 560 or better.* For students intending to take Calculus (MA 151 or MA 251) whose mathematical background is insufficient as determined by the placement test. Reviews algebra including factoring, exponents, and radicals; equations and inequalities; functions and relations including algebraic, exponential, logarithmic, and trigonometric functions. *Does not satisfy mathematics core requirement. Technology will be used.*

**MA 110 Introduction to Statistical Methods and Data Analysis (3.00 cr.)**

*Prerequisite: A score of 13 or better on Part I of the Math Placement Test or a Math SAT score of 560 or better or any other MA 100-level course.* An introductory statistics course requiring no Calculus. Extraction of information from data using graphical methods, cross tabulations, and computer packages. Statistical methods are motivated through real data sets and projects. Topics include measures of central tendencies and dispersion, chi-squared tests, regression, normal distributions, and sampling. *Closed to students working toward B.S. or B.B.A. Closed to students who have taken EC 220, MA 210, or MA 265. Technology will be used.*

**MA 130 Precalculus and Math Modeling for Middle School Teachers (3.00 cr.)**

*Prerequisite: Restricted to graduate Baltimore County Math Cohort students.* Reviews algebra including factoring, exponents, and radicals; equations and inequalities; functions and relations including algebraic, exponential, logarithmic, and trigonometric functions.

**MA 131 Introduction to Statistics for Middle School Teachers (3.00 cr.)**

*Prerequisite: Restricted to graduate Baltimore County Math Cohort students.* Descriptive statistics, normal and sampling distributions, regression model fitting, and categorical data analysis; estimation and tests of hypothesis.

**MA 132 Calculus I for Middle School Teachers (3.00 cr.)**

*Prerequisite: Restricted to graduate Baltimore County Math Cohort students.* Differential and integral calculus in which concepts are considered graphically, numerically, and algebraically. Definition, interpretation, and applications of the derivative. A computer algebra system and graphing calculator are used to illustrate concepts and address more complicated problems.

**MA 133 Calculus II for Middle School Teachers (3.00 cr.)**

*Prerequisite: MA 132. Restricted to graduate Baltimore County Math Cohort students.* A continuation of MA 132. Antiderivatives, applications of the integral, Taylor, and geometric series. Every concept is considered graphically, numerically, and algebraically. A computer algebra system and graphing calculator are used to illustrate concepts and address more complicated problems.

**MA 151 Applied Calculus for Business and Social Sciences (3.00 cr.)**

*Prerequisite: MA 109 or a score of 11 or better on Part II of the Math Placement Test or one year of high school calculus.* A one semester introduction to calculus. Definition, interpretation, and applications of the derivative especially in business and social sciences. *Closed to students minoring in mathematical sciences or statistics. A graphing calculator and/or computer will be used.*

**MA 210 Introduction to Statistics (3.00 cr.)**

*Prerequisite: MA 109 or a score of 13 or better on Part II of the Math Placement Test.* Descriptive statistics, probability, distributions, estimation, hypothesis testing, regression, and categorical data analysis. *Closed to students who have taken EC 220, MA 265, or PY 292. Degree credit will not be given for both MA 210 and MA 265.*

**MA 230 Algebraic and Geometric Topics (3.00 cr.)**

*Prerequisite: Restricted to Baltimore County teachers.* Relationships between arithmetic and algebraic operations and properties, functions and their graphs, solutions to equations and systems of equations of varying degree, modeling to represent real-world situations. Topics in geometry such as the Pythagorean theorem, congruency,



similarity, plane figure properties, and measurement including error estimates. Geometric constructions and translations using computer software and traditional methods. Pedagogical methods are explored. *For middle school teachers. A graphing calculator will be used.*

**MA 251 Calculus I (4.00 cr.)**

*Prerequisite:* MA 109 or a score of 13 or better on Part II of the Math Placement Test or one year of high school calculus. A rigorous approach to Calculus for all majors. Topics include limits, definition, interpretation, and applications of the derivative; differentiation rules; antiderivatives; definition of definite and indefinite integrals; and the Fundamental Theorem of Calculus.

**MA 252 Calculus II (4.00 cr.)**

*Prerequisite:* MA 251. A continuation of MA 251. Techniques and applications of integration; improper integrals; parametric equations and polar coordinates; sequences and series.

**MA 265 Biostatistics (3.00 cr.)**

*Prerequisite:* MA 109 or a score of 13 or better on Part II of the Math Placement Test. Descriptive statistics, probability, distributions, estimation, hypothesis testing, and two additional topics chosen from regression, analysis of variance, and categorical data analysis. Applications geared toward research and data analysis in biology and medicine. *Closed to students who have taken EC 220, MA 210, or PY 292. Degree credit will not be given for both MA 210 and MA 265. (Spring only)*

**MA 295 Discrete Structures (3.00 cr.)**

*Prerequisite:* CS 201 and MA 109 or a score of 13 or better on Part II of the Math Placement Test or one year of high school calculus. Boolean algebra, combinatorics, inductive and deductive proofs, sets, graphs, functions, and recurrence relations. *Same course as CS 295. (Fall only)*

**MA 301 Introduction to Linear Algebra (3.00 cr.)**

*Prerequisite:* MA 252. An introduction to the basics of matrices, linear transformations, and vector spaces along with selected applications. Topics include linear independence, dimension, solutions of linear systems, eigenvalues, and diagonalization. Applications are drawn from areas such as computer graphics, input-output analysis, and least squares. The computer package *MATLAB* is introduced and used throughout the course. *(Spring only)*

**MA 302 MATLAB Laboratory (1.00 cr.)**

*Prerequisite:* CS 201. *Corequisite:* MA 252. *MATLAB* is a high level, numerically-oriented software package used

extensively in academia and industry. Data structures, *MATLAB* functions, two- and three-dimensional graphics, and programming constructs are covered. Topics include loops, conditional statements, and I/O of data. Mathematical and statistical applications are emphasized and a course project is included. *Required of all mathematical sciences majors. For non-degree credit.*

**MA 304 Ordinary Differential Equations (3.00 cr.)**

*Prerequisite:* MA 351 or MA 252 and written permission of the instructor. An introduction to ordinary differential equations. Techniques for solving and analyzing first and second order differential equations, both linear and nonlinear; systems of differential equations. Qualitative and numerical methods as well as closed form solutions are emphasized, and mathematical software is used. *No computer experience necessary. (Spring only)*

**MA 330 Data Analysis and Discrete Mathematics (3.00 cr.)**

*Prerequisite:* Restricted to Baltimore County teachers. Data analysis, graphical and numerical descriptive statistics for one and two variables, finite probability, simple probability distributions, logical connectives, permutations, combinations, pattern recognition, and modular arithmetic. Pedagogical methods are explored. Graphing calculators and computers are used to evaluate and represent data. *For middle school teachers.*

**MA 351 Calculus III (3.00 cr.)**

*Prerequisite:* MA 252. A continuation of MA 252 into multi-variable calculus. Topics include vectors, lines, planes, and surfaces in three dimensions; vector functions and their derivatives and integrals; partial derivatives, gradients, directional derivatives, maxima, minima, Lagrange multipliers; multiple integrals, area, volume, surface area, integration in different coordinate systems. If time permits, line integrals, Green's theorem, Stokes' theorem and the divergence theorem are also studied. *(Fall only)*

**MA 365 Statistical Analysis System (SAS) Laboratory (1.00 cr.)**

*Prerequisite:* EC 220 or EG 390 or MA 210 or MA 265 or PY 292 or SC 351. A laboratory course in the use of the Statistical Analysis System, a statistical software package that is widely used throughout governmental, business, industrial, scientific, and academic sectors. Proficiency in using SAS for data management, analysis, and reporting is developed. The course reviews statistical methodology while focusing on developing computing experience and extensive project work. *(Fall only, Odd Years)*

- MA 395 Discrete Methods** (3.00 cr.)  
*Prerequisite:* MA 252. The logic of compound statements, sequences and mathematical induction, set theory, counting arguments, recurrence relations, permutations, and combinations. An introduction to graph theory including Euler and Hamiltonian circuits and trees. Applications may include analysis of algorithms and shortest path problems. Problem solving is stressed. (*Fall only*)
- MA 421 Analysis I** (3.00 cr.)  
*Prerequisite:* MA 395. A rigorous development of topics in calculus, and a systematic study of basic analysis with an emphasis on formal proofs. Topics include properties of the real line, sequences, series, theory of limits, continuity, theory of differentiation, and integration of functions of one variable. (*Fall only*)
- MA 422 Analysis II** (3.00 cr.)  
*Prerequisite:* MA 351, MA 421. A continuation of MA 421. Possible topics include theory of integration of functions of one variable, improper integrals, series, functions of several variables, and metric spaces. (*Spring only, Even Years*)
- MA 424 Complex Analysis** (3.00 cr.)  
*Prerequisite:* MA 421 or written permission of the instructor. Geometry of complex numbers, complex functions, analytic functions, harmonic functions, contour integration, Cauchy's Integral Formula, Laurent series, residue theory, conformal mappings. (*Spring only, Odd Years*)
- MA 425 Differential Equations** (3.00 cr.)  
*Prerequisite:* MA 304. A more rigorous approach to the study of the topics of MA 304 with more extensive applications.
- MA 427 Numerical Analysis** (3.00 cr.)  
*Prerequisite:* MA 301, MA 302, MA 351, or written permission of the instructor. Floating point arithmetic, rounding errors, root-finding, interpolation and approximation, numerical integration. Additional topics covered may include solutions of ordinary differential equations, direct and iterative solutions of linear systems, optimization, nonlinear systems of equations. (*Spring only, Even Years*)
- MA 441 Algebraic Structures I** (3.00 cr.)  
*Prerequisite:* MA 301, MA 395. An investigation of the fundamental algebraic systems of groups, rings, and fields. Homomorphisms, cosets, Lagrange's theorem, quotient structures, and symmetry groups. (*Fall only*)
- MA 442 Algebraic Structures II** (3.00 cr.)  
*Prerequisite:* MA 441. A continuation of MA 441. Topics drawn from Sylow theory, ring theory, Galois theory, field extensions, and finite fields. May include applications from combinatorics, computing and coding. (*Spring only, Odd Years*)
- MA 445 Advanced Linear Algebra** (3.00 cr.)  
*Prerequisite:* MA 301. A deeper study of matrices and their applications, diagonalization, canonical forms, eigenvectors and eigenvalues, perturbation of matrices, computational algorithms. (*Spring only, Even Years*)
- MA 447 Number Theory** (3.00 cr.)  
*Prerequisite:* MA 301 or MA 395. Integers, divisibility, Euclid's algorithm, Diophantine equations, prime numbers, congruences, phi-function, Euler's theorem, primality testing. May include applications to cryptography and exact integer arithmetic. (*Spring only, Even Years*)
- MA 448 Graph Theory** (3.00 cr.)  
*Prerequisite:* MA 395. The fundamentals of graphs, trees, connectivity, Eulerian circuits, Hamilton cycles, matchings, vertex and edge colorings, decompositions, planar graphs, and extremal problems. Applications may include assignment and scheduling problems. (*Fall only, Even Years*)
- MA 451 Mathematical Models in the Life, Social, and Management Sciences** (3.00 cr.)  
*Prerequisite:* MA 301, MA 351, or written permission of the instructor. A number of models are discussed in detail. Includes such topics as preference rankings, ecology of competing species, market stability, population growth, person games, pulse process models, growth in organizations. Emphasizes model building skills.
- MA 461 Elements of Statistical Theory I: Distributions** (3.00 cr.)  
*Prerequisite:* MA 210, MA 351. Probability, decision analysis, asymptotic results, moment generating functions, multivariate distributions, transformations of variables, central limit theorem. (*Fall only, Even Years*)
- MA 462 Elements of Statistical Theory II: Inference** (3.00 cr.)  
*Prerequisite:* MA 461. Theory of estimating and hypothesis testing, maximum likelihood estimation, likelihood ratio test, chi-square analysis. (*Spring only, Odd Years*)

**MA 465 Experimental Research Methods (3.00 cr.)**

*Prerequisite:* EC 220 or MA 210 or MA 265. *Corequisite:* MA 365 is required for mathematical sciences majors and statistics minors. Concepts and techniques for experimental research including simple and multiple regression, analysis of variance, analysis of categorical data. (Fall only, Odd Years)

**MA 466 Experimental Design (3.00 cr.)**

*Prerequisite:* MA 301, MA 365, MA 465. Linear models and their relationship to regression, analysis of variance and covariance. Coverage of interaction, blocking, replication, and experimental design: split-plot, nested, and Latin squares. (Spring only, Even Years)

**MA 481 Operations Research (3.00 cr.)**

*Prerequisite:* MA 301. Linear programming and related techniques of combinatorial optimization with applications. Includes the simplex algorithm, transportation, optimal assignment, network flow, shortest path and travelling salesperson problems. (Fall only, Odd Years)

**MA 485 Stochastic Processes (3.00 cr.)**

*Prerequisite:* MA 210, MA 301. The fundamental concepts of random phenomena, including Bernoulli processes, Markov chains, Poisson processes, birth-death processes. Applications to computer simulation and modelling, queuing theory, quality control, social and occupational mobility, population dynamics. (Spring only, Odd Years)

**MA 490 Special Topics in Mathematics (3.00 cr.)**

*Prerequisite:* Written permission of the instructor. Special topics in advanced mathematics of interest to the instructor and students. Varies from semester to semester. Recent topics include coding theory, topology, optimization, geometry, and an honors seminar. May be repeated for credit with different topics.

**MA 491 Special Topics in Statistics (3.00 cr.)**

*Prerequisite:* EC 220, MA 210, MA 265, or PY 212. Special topics in advanced statistics of interest to the instructor and students. Varies from semester to semester. Recent topics have included multivariate statistical methods and quality control. May be repeated for credit with different topics. (Fall only, Even Years)



# MILITARY SCIENCE

**OFFICE:** Early House

**TELEPHONE:** 410-617-2276/2387

**CHAIR:** LTC William F. Haase, Professor

**PROFESSOR:** LTC William F. Haase

**ASSISTANT PROFESSORS:** CPT Garrett D. Bell;  
MAJ Steven J. Hildebrand

**INSTRUCTORS:** MSG Winston Codling;  
MSG Ronnie T. Dority; MAJ Larry A. Doxtater;  
CPT Kelly E. Garrett; SFC Troy Patterson

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## **U.S. ARMY RESERVE OFFICERS' TRAINING CORPS (ROTC)**

The U.S. Army and Loyola College sponsor the ROTC program to provide an opportunity for men and women to receive the training that leads to an Army Officer Commission.

The Army Reserve Officers' Training Corps is more than a college program; it is a tradition. In 1819, Captain Alden Partridge, former superintendent at West Point, started what we know today as Army ROTC. Captain Partridge felt that our country needed more "citizen soldiers," so he established the first private school to offer military instruction. It did not take long for his idea to spread. By the turn of the century, 105 colleges and universities across the country were offering military instruction on their campuses.

Today, with Army ROTC available at more than 270 host schools and 1,000 extension colleges and universities, the program is stronger than ever. Loyola's ROTC program was started in 1952, and it has commissioned over 1,000 officers, several of whom have reached the General Officer ranks.

### **TRAINING**

ROTC has four-year and two-year programs. All Military Science (MS) courses are open to all students; however, first and second year MS courses do not count toward the requirements. The four-year program consists of two parts: the Basic Course and the Advanced Course.

The Leadership Training Course (LTC) is usually taken in the freshman and sophomore years and

requires no military commitment (except for scholarship students). It is hands-on training and action oriented. The course provides the student an opportunity to observe the discipline and challenges of an Army career. Students will be evaluated on their physical, academic, and leadership qualities to determine their potential for future service.

The National Advanced Leadership Course (NALC) is for selected juniors and seniors who have contracted for a service obligation. Students receive up to \$3,500 a year and additional pay for attending the Advanced Camp. This five-week summer camp, focused on leadership development and professional military training, conducted at Fort Lewis, Washington, occurs between the junior and senior year.

### **TWO-YEAR PROGRAM**

Available to service veterans and students who missed enrolling in the Basic Course, the Two-Year Program is essentially the ROTC Advanced course. Prior to enrollment, non-veterans must complete the six week Army ROTC Leadership Development Course. This course is designed to make up for the two-year Basic Course and students are paid while attending. Approximately 70 percent of those who attend are eligible to compete for two-year scholarships. These scholarships are worth up to \$17,500 per school year. Veterans receive credit for the Basic Course.

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### **ROTC SCHOLARSHIPS**

Army ROTC awards scholarships for two, three, and four years. The scholarships are worth \$17,500 annually, providing for college tuition and fees, \$600 each year for books and classroom supplies, and a monthly stipend throughout the school year. The scholarships are awarded competitively and are based solely on merit. Winners are not precluded from holding other scholarships.

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### **OFFICER'S CAREER**

Graduates have the opportunity to serve either full-time in the active Army or part-time in the National Guard or U.S. Army Reserve. Upon entering the Army, they will be assigned to a service

branch (a “branch” is a general field of interest in the Army, such as Aviation, Infantry, Field Artillery, Medical Service, Military Intelligence, Signal Corps, etc.) on the basis of education and experience, personal preference, and the needs of the Army. The Army fully trains them in their branches at schools lasting from as few as sixteen weeks to a year or more.

What are the opportunities offered? Leadership, travel, training, advanced education, promotions, very competitive pay and benefits with regular raises for longevity, full medical (including family members) and dental coverage, housing, 30 days of paid vacation a year, adventure, and much, much more.

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#### INFORMATION

Students interested in the program or desiring more information should contact the Military Science Department at the Early House (by tennis courts) or call 410-617-2276 or 2387.

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#### ACTIVITY MODULES

Association of United States Army  
Color Guard  
Ranger Team  
Army Ten Miler Team

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#### COURSE DESCRIPTIONS

**MS 099 Leadership Lab (0.00 cr.)**  
Provides an atmosphere for practicing leadership skills taught in the classroom and hands-on training with military equipment. *Corequisite for all other military science courses.*

**MS 105 Intensive Independent Military Study (3.00 cr.)**  
Permits a student to do close and vigorous study on a military topic not available in the regular curriculum. Heavy reading and writing are normally required, and specifics of the assignments are determined by the student and instructor.

**MS 106 Foundations of Officership (3.00 cr.)**  
Introduces the student to the organization, customs, and courtesies of the United States Army. Topics include map reading, organization of the Army, introduction to infantry tactics, and an overview of career fields for com-

missioned officers. Health, wellness, and fitness instruction occurs outside the classroom. *For non-degree credit.*

**MS 107 Basic Leadership (3.00 cr.)**  
Continues to explore topics introduced in MS 106. Exposes the student to leadership theory and the study of military professional ethics. Develops oral and written communications skills. Health, wellness, and fitness instruction occurs outside the classroom. *For non-degree credit.*

**MS 207 Leadership and Teamwork (3.00 cr.)**  
Develops and evaluates leadership abilities (officership) and potential of cadets through the Leadership Development Program (LDP) and Field Training Exercises (FTX). Health, wellness, and fitness instruction occurs outside the classroom. *For non-degree credit.*

**MS 208 Intensive Independent Military Study (3.00 cr.)**  
Permits a student to do close and vigorous study on a military topic not available in the regular curriculum. Heavy reading and writing are normally required, and specifics of the assignments are determined by the student and instructor.

**MS 210 U.S. Military History (3.00 cr.)**  
A survey of U.S. military history with emphasis on trends and developments in strategy, tactics, weapons, and the relationships between the military and American society. Covers the time period from colonial America through U.S. involvement in the Persian Gulf. Health, wellness, and fitness instruction occurs outside the classroom. *For non-degree credit.*

**MS 301 Leadership and Problem Solving (3.00 cr.)**  
Students receive an introduction to the principles of leadership and the integration of these principles among the leaders and subordinates of the military. Emphasizes land navigation and map reading skills with practical applications to include orienteering. Identifies the leader's role in small unit tactics with a focus on offensive and defensive operations.

**MS 302 Leadership and Ethics (3.00 cr.)**  
*Prerequisite: MS 301.* Students prepare operations orders and conduct troop leading procedures. The instruction includes additional training in small unit tactics with an emphasis placed on patrolling, fire support, and communications. Discussion and evaluation of several leadership case studies to provide a framework to the techniques of military leadership.



**MS 303 Intensive Independent Military Study (3.00 cr.)**

Permits a student to do close and vigorous study on a military topic not available in the regular curriculum. Heavy reading and writing are normally required, and specifics of the assignments are determined by the student and instructor.

**MS 401 Leadership and Management (3.00 cr.)**

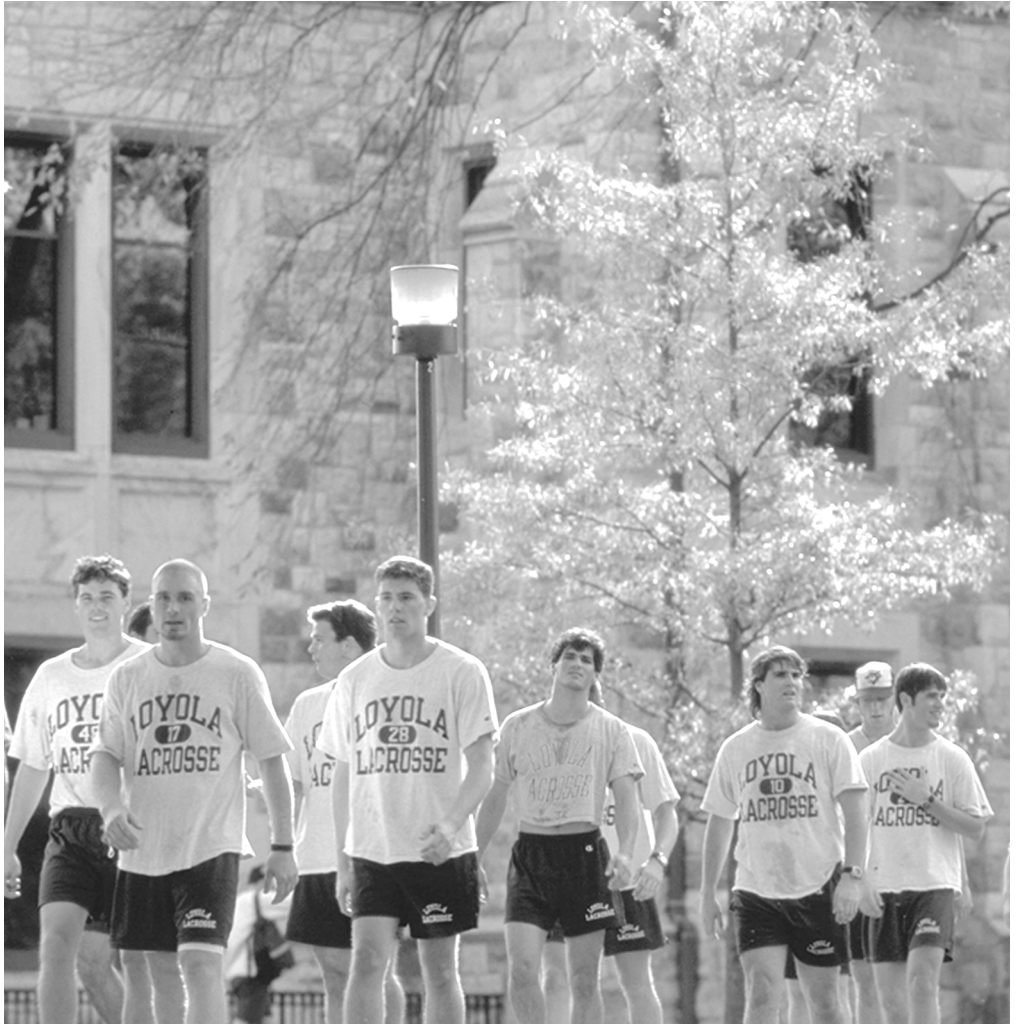
*Prerequisite:* MS 301, MS 302. Organizational structure of the army to include its various branches, military professionalism and ethics, and basic military staff organization and procedures.

**MS 402 Officership (3.00 cr.)**

*Prerequisite:* MS 401. The role of the army officer in contemporary American society. Basic military management administration, fundamental concepts of military justice, and preparation for the officer basic branch course and active service.

**MS 403 Intensive Independent Military Study (3.00 cr.)**

Permits a student to do close and vigorous study on a military topic not available in the regular curriculum. Heavy reading and writing are normally required, and specifics of the assignments are determined by the student and instructor.





## MODERN LANGUAGES AND LITERATURES

**OFFICE:** Maryland Hall, Room 442

**TELEPHONE:** 410-617-2780

**INTERIM CHAIR:** Thomas Ward, Professor

**PROFESSORS:** Ursula E. Beitter; Diane Chaffee-Sorace; André P. Colombat; Hanna Geldrich-Leffman (emerita); Thomas Ward

**ASSOCIATE PROFESSORS:** Randall P. Donaldson; Ramón E. Espejo-Saavedra; Margaret Austin Haggstrom; P. Andrew McCormick (emeritus); Leslie Zarker Morgan; Marie G. Murphy

**ASSISTANT PROFESSORS:** Rosa Campos-Brito; Ana Gómez-Pérez; Kathryn L. St. Ours (visiting)

**INSTRUCTORS:** Baiba Abrams; Julie Anderson; Rose Marie Easterly; Sandy McIlvaine; Elizabeth A. McPherson; Catherine Savell

**AFFILIATE FACULTY:** Anna Barresi; Joyce Baugher; David S. Flores; Melinda Frisch; Peter Leffman; Josephine A. Matthews; Giuliana Riso Robberto

All students are required to complete two courses at the intermediate level of a modern foreign language or a classical language as part of the core requirement. **All first-year or sophomore students who enroll at Loyola must complete their core language requirement by the fall of their senior year.** Introductory level courses taken by students with no previous preparation in the language will fulfill part of the electives requirement. Successful completion of CI 104 or JP 104 fulfills the language requirement. Students placing into the core language classes (101–104) at Loyola must take their first and last core courses at Loyola. Thus, a student placing into FR 102 must take FR 102 and FR 104 at Loyola.

Entering students are advised to take the CEEB Advanced Placement Test, given at SAT centers, for placement purposes in the language in which they have had previous preparation. Taking the CEEB early enough will enable students to do remedial work if necessary and be retested at Loyola before the beginning of the fall semester. A high enough score on the advanced placement test can exempt the student from the language requirement. Students who are proficient in languages other than those taught at Loyola should consult with the Center for Academic Services and Support.

Some upper-division literature courses are conducted in English (as noted) and offered to students of all disciplines. In these courses, readings can be done in English or in the language. Non-majors sufficiently proficient to follow lectures in the language are welcome in all courses. These students may do readings and papers in English. A certificate of oral proficiency, based on guidelines from the American Council for the Teaching of Foreign Languages (ACTFL), is available to all qualified students. **A fee is charged.**

Language majors interested in a career in business can prepare themselves within the regular Bachelor of Arts program by taking a minor in the Sellinger School of Business and Management. Loyola College is a testing center for the “Certificat de français professionnel” given by the Paris Chamber of Commerce and Industry. The German section of the department confers the “Certificate Wirtschaftsdeutsch International.” The Spanish section tests for the “Certificado del Espanol de los Negocios,” offered by the Madrid Chamber of Commerce and the University of Alcalá.

A one-credit service learning experience is available to students enrolled in most courses numbered 104 and above which are taught in a language other than English. The experience affords students the opportunity to increase their oral proficiency while assisting members of the Baltimore community.

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### MAJOR IN FRENCH, GERMAN, OR SPANISH

#### BACHELOR OF ARTS

Requirements for a major and an example of a typical program of courses are as follows:

#### Freshman Year

##### *Fall Term*

- CM 100 Effective Writing
- FR 103 Intermediate French I *or*
- GR 103 Intermediate German I *or*
- SN 103 Intermediate Spanish I\*
- Math/Science Core
- Social Science Core
- Elective

*Spring Term*

EN 101 Understanding Literature  
 FR 104 Intermediate French II *or*  
 GR 104 Intermediate German II *or*  
 SN 104 Intermediate Spanish II\*  
 HS 101 History of Modern Western Civilization  
 Math/Science Core  
 Social Science Core

**Sophomore Year***Fall Term*

FR 201 French Composition and  
 Conversation *or*  
 GR 201 German Composition and  
 Conversation *or*  
 SN 201 Spanish Composition and  
 Conversation\*  
 PL 201 Foundations of Philosophy  
 TH 201 Introduction to Theology\* *or*  
 Elective  
 EN 200-Level Great Books Course  
 HS 300-Level Core

*Spring Term*

FR 301 French Culture and Civilization I *or*  
 GR 301 German Culture and Civilization I *or*  
 SN 301 Spanish Culture and Civilization I\*  
 FR/GR/SN 200-Level Course\*  
 PL 200-Level Philosophical Perspectives Course  
 Fine Arts Core  
 Math/Science Core

**Junior Year***Fall Term*

TH 201 Introduction to Theology *or*  
 Elective  
 FR/GR/SN 200-Level Course\*  
 FR/GR/SN 300-Level Course\*  
 Ethics Core  
 Non-Departmental Elective

*Spring Term*

FR 302 French Culture and Civilization II *or*  
 GR 302 German Culture and Civilization II *or*  
 SN 302 Spanish Culture and Civilization II\*  
 FR/GR/SN 300-Level Course\*  
 Theology Core  
 Non-Departmental Elective  
 Elective

**Senior Year***Fall Term*

FR/GR/SN 300-Level Course\*  
 Departmental Elective\*  
 Departmental Elective\*  
 Elective  
 Elective

*Spring Term*

FR/GR/SN 200-Level Course *or*  
 FR/GR/SN 300-Level Course\*\*  
 Departmental Elective\*  
 Non-Departmental Elective  
 Elective  
 Elective

\* Required for major.

\*\* Majors need a minimum of three 200-level courses and four 300-level courses.

1. Intermediate Language II or an appropriate score on the College's placement test is a prerequisite for all courses numbered 200 or higher (except ML courses, which are taught in English). Unless otherwise noted in the course description or waived by the chair in consultation with the instructor, FR 201/GR 201/SN 201 is the prerequisite for all courses numbered 202 or higher except for FR 204/GR 204/SN 204 which have a prerequisite of FR 104/GR 104/SN 104. The prerequisite for all IT 200-level courses is IT 104.

SN 203 or SN 217 or written permission of the instructor is the prerequisite for all SN 300-level literature courses.

2. Twelve courses above the intermediate level are required for majors in French, German, and Spanish. Although majors are offered only in French, German, Spanish, some courses are offered in Chinese, Italian, and Japanese.

a. Majors and minors should take FR 201/GR 201/SN 201 (Composition and Conversation) in the freshman or sophomore year. First-year students can take Composition and Conversation in the appropriate language if they have achieved a satisfactory score on the Language Placement Test and are thereby exempted from the intermediate language requirement. Majors should

- consult the department chair about the effect of the Placement Test score on an individual's academic program.
- b. Among the courses required for the major are three 200-level courses or the equivalent; any two courses from the sequence FR/GR 301–309 or SN 301–306; and four additional courses numbered FR/GR/SN 300 or above. For the Spanish major, four literature courses are required (SN 300-level or above and ML courses).
  - c. Within the German major, students can select an area studies concentration. Requirements are five 200-level courses; any three courses from GR 301–309; one ML course (any level); and three 300-level courses, of which no more than two can be chosen from among relevant courses in other departments, as approved by the department chair.
  - d. For interdisciplinary majors involving a modern language, the equivalent of a minor in the modern language is required.
  - e. The department also offers interdisciplinary courses in English which are signified by an ML course prefix. These courses are open to non-majors but do fulfill departmental major and minor elective requirements.
3. Sophomores should take two departmental courses in both the fall and spring terms.
  4. All language majors are encouraged to spend a summer or junior year abroad. Students who major in the Department of Modern Languages and Literatures and study abroad must take half of their course requirements for the major at Loyola College. Upon their return from study abroad, all students with a Major in French, German, or Spanish must take one 300-level course in the language of their major at Loyola College.
  5. All language majors are encouraged to explore another area such as history, political science, business, or economics. They should take as many free electives as possible in that area to broaden their knowledge in the culture and society of their target area and to enhance their employment possibilities.
  6. Minors are available in French, German, and Spanish. Students can achieve the equivalent of a Minor in Italian or Russian by taking courses in a cooperative program at area colleges (it is not recorded on the Loyola College transcript that a minor equivalency was completed at a host institution). Minors are required to take six upper-division courses in the appropriate language area beyond the intermediate level, preferably two 200-level courses and four 300-level courses. One departmental elective given in English (an ML course) may be included among the six courses.
 

In Spanish, two or three 200-level courses and three or four 300-level courses are required. Minors studying abroad must take at least one SN 300-level course after they return to Loyola. It is strongly recommended that minors take two SN 200-level courses, two SN 300-level culture courses, and two SN 300-level literature courses. An ML course (any level) may be substituted for one of the SN 300-level courses.

In French, minors studying abroad during the academic year must take at least one FR 300-level course after they return to Loyola. All minors are required to take one or more 300-level literature courses, and all majors are required to take at least two 300-level literature courses.

Within the German minor, students can select an area studies concentration. Requirements are three 200-level courses; one ML course (any level); and two 300-level courses, one of which can be chosen from among relevant courses in other departments.

Upon their return from study abroad, all students with a Minor in French, German, or Spanish must take one 300-level course in the language of their minor at Loyola College.

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### MAJOR IN COMPARATIVE CULTURE AND LITERARY STUDIES (CCLS)

Unlike the traditional literature or language major which prepares students to understand the literature and society of peoples who share the same language and culture, this program adopts a global perspective and seeks to establish broader connections and contrasts across nations, cultures, languages, and ethnic groups. This approach benefits not only the language and literature majors, but all students who are interested in the world heritage of which we are a part. The program will appeal to those students who have a strong interest in other cultures or literatures but are not inclined to pursue an in-depth study of another language. While the language and literature majors specialize in and achieve more extensive language proficiency for careers that demand a greater mastery of foreign languages, CCLS students specialize in the comparative study of a wider variety of literatures and cultures while acquiring strong reading and communicating skills in at least one foreign language.

All CCLS students must plan their program in consultation with their CCLS adviser and have it approved by the CCLS Steering Committee. Students are encouraged to participate in a study abroad program which usually consists of four courses for the major and two for the minor. They are also encouraged to choose a minor in a modern or classical language or in another discipline to complement the major. Students with a CCLS major and a second major or a minor may count only two courses from their second major or the minor as part of their CCLS major.

The thirteen courses required for the major are as follows:

- Introduction to Comparative Cultural and Literary Studies (ML 207).
- Two 200-level courses in a language taught at Loyola College.
- Four courses from the CCLS core offerings, with no more than two, 200-level courses taught in English.
- Two 300-level courses in literature or culture, taught in French, German, or Spanish **or** two

300-level CCLS core courses in English **or** two 300-level courses chosen from other departments.

- Three 300-level courses from other departments such as classics, communication, English, fine arts, history, philosophy, political science, or theology.
- CCLS Capstone Paper (ML 401; 1 credit), taken in the spring semester of the senior year. Seniors research and write a paper integrating the course topic into the specific orientation chosen for their comparative studies.

All courses must be approved by the CCLS adviser in consultation with the CCLS Steering Committee. Students interested in the program should contact the chair of the CCLS Committee for a list of CCLS core offerings and other important information.

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### MINOR IN COMPARATIVE CULTURE AND LITERARY STUDIES (CCLS)

The six courses required for the minor are as follows:

- Introduction to Comparative Culture and Literary Studies (ML 207)
- Two 200-level courses in a language taught at Loyola College
- Two 300-level CCLS core courses
- One 300-level course in French, German, or Spanish **or** one 300-level course from another department

Students with a CCLS minor may count only one course from their major or another minor for the CCLS minor. All courses must be approved by the CCLS adviser in consultation with the CCLS Steering Committee.

## COURSE DESCRIPTIONS

## CHINESE

**CI 101 Chinese I (3.00 cr.)**

An introduction to the four language skills: reading, understanding, speaking, and writing, as well as the structure of the language and the culture of the country. *For students with no previous knowledge of the language. Counts toward Asian Studies minor. (Lecture/Laboratory)*

**CI 102 Chinese II (3.00 cr.)**

A continuation of CI 101. An introduction to the modern Chinese language: speaking, listening, reading, and writing. *Counts toward Asian Studies minor.*

**CI 103 Chinese III (3.00 cr.)**

Designed for advanced introductory students of Chinese. Introduces more complex patterns of Chinese using basic vocabulary. *Counts toward Asian Studies minor. (Lecture/Laboratory)*

**CI 104 Chinese IV (3.00 cr.)**

A continuation of CI 103. *Counts toward Asian Studies minor.*

## FRENCH

**FR 100 Study Strategies for French (1.00 cr.)**

Teaches students strategies for learning a foreign language. Students receive training in a wide variety of study skills and practice them in the textbooks and on the assignments of the French course in which they are enrolled. Students also learn how to adapt these skills for use in future language courses. *Students must be enrolled in a beginning or intermediate French language course. For non-degree credit.*

**FR 101 Introductory French I (3.00 cr.)**

For students with no previous knowledge of the language. A thorough grounding in the four language skills: reading, listening comprehension, speaking, and writing, as well as an introduction to Francophone cultures and literatures. *(Lecture/Laboratory)*

**FR 102 Introductory French II (3.00 cr.)**

A continuation of FR 101.

**FR 103 Intermediate French I (3.00 cr.)**

A systematic consolidation and expansion of the four basic skills: reading, listening comprehension, speaking, and writing. To increase students' proficiency in

the language and broaden their understanding of Francophone cultures and literatures. *(Lecture/Laboratory)*

**FR 104 Intermediate French II (3.00 cr.)**

A continuation of FR 103.

**FR 151 Accelerated Introductory French (3.00 cr.)**

*Prerequisite: Completion of the core language requirement with a grade of B or better or a foreign language exemption.* Designed for students interested in studying French as a second foreign language. The course covers the standard FR 101 and FR 102 coursework in one semester, concentrating on listening, reading, writing, speaking, and culture. Three class hours and one hour in the Language Learning Center are required per week. This course is an excellent opportunity for highly motivated students with a strong background in languages to acquire a second foreign language.

**FR 201 French Composition and Conversation I (3.00 cr.)**

*Prerequisite: FR 104.* Develops writing and speaking ability in French through models of style, related grammar, examples of usage, composition exercises, speaking practice.

**FR 202 The Living Language (3.00 cr.)**

*Prerequisite: FR 104.* A transition between language study on the lower-division level, where grammar and oral practice are stressed, to more advanced upper-division courses in which the language becomes the primary means of expression and communication. Focuses on various special topics as dictated by the needs and interests of the students to acquaint them with the contemporary idiomatic usage and specialized vocabulary for fields like business, economics, science, or literary criticism.

**FR 204 Oral Proficiency: Language and Persuasion (3.00 cr.)**

*Prerequisite: FR 104.* Intensive oral practice in the classroom and with audio-visual media to develop facility in oral expression and aural comprehension.

**FR 205 Living and Working in France Today (3.00 cr.)**

*Prerequisite: FR 201.* A service learning and immersion course offered in Baltimore and in Roanne, France. Students spend three weeks in France to organize and run a daytime summer camp for impoverished French and immigrant children. Enables participants to immediately apply their scholastic knowledge to a real life situation and a complex community. *Organized in collaboration with the Loyola Center for Values and Service, the Youth*

*Center, and the City Hall of Roanne. All applicants will be interviewed for basic communication skills in French. May be taken in either French (FR) or English (ML).*

**FR 210 French Composition and Conversation II (3.00 cr.)**

*Prerequisite: FR 201.* Develops and refines written expression through a review of complex grammatical structures and idiomatic expressions. Students practice guided compositions and creative writing using factual reporting techniques and literary models.

**FR 216 Exploring the Text (3.00 cr.)**

*Prerequisite: FR 201.* This course considers literature as an object of study but first and foremost as an object of pleasure. Basic strategies for analysis leading to a deeper understanding and appreciation of literary works are developed. Abridged to short unabridged texts may include all genres and all time periods.

**FR 301 Culture and Civilization I (3.00 cr.)**

*Prerequisite: FR 201.* A study of the history of France with emphasis on political, social, intellectual, and artistic aspects of French civilization. Covers the period from the origin to the eighteenth century. *Counts toward Medieval Studies minor.*

**FR 302 Culture and Civilization II (3.00 cr.)**

*Prerequisite: FR 201.* A continuation of FR 301. *Courses need not be taken in order.*

**FR 303 France in the Nineties (3.00 cr.)**

*Prerequisite: FR 201.* A study of the evolution of France since 1980 with emphasis on political, social, intellectual, and artistic issues. Includes various analyses of the role of France on the international scene and particularly as a member of the European Union. Students study articles drawn from the French press, recent films, and current French television news.

**FR 304 Culture and Civilization III: Introduction to Francophone Cultures (3.00 cr.)**

*Prerequisite: FR 201.* Introduces students to Francophone cultures outside of the *hexagone* and provides them with an historical overview of the international context of Francophonie. Topics include Negritude, cultural *métissage*, the dialogue between tradition and modernity, independence, post-colonial disillusionment, and the status of women in a changing society.

**FR 305 Living and Working in France Today (3.00 cr.)**

*Prerequisite: FR 201 and an interview with the instructor.* A service learning and immersion course offered in Baltimore and in Roanne, France. Students spend three weeks in France to organize and run a daytime summer camp for impoverished French and immigrant children. Enables participants to immediately apply their scholastic knowledge to a real life situation and a complex community. Upper-level students take a final exam, write a supplemental essay, and analyze a book that compares the evolution of French culture and history to that of Roanne and its population. *Organized in collaboration with the Loyola Center for Values and Service, the Youth Center, and the City Hall of Roanne. All applicants will be interviewed for basic communication skills in French.*

**FR 306 The Reel Thing: French New Wave Cinema (3.00 cr.)**

*Prerequisite: FR 201.* Focuses on the works of French filmmakers Truffaut, Godard, Chabrol, Rivette, and Resnais who rebelled against the conventionality of their predecessors. This new generation of filmmakers sought to establish the notion of director as author. Students study the esthetic, thematic, and theoretical aspects of their works from 1958 to 1964.

**FR 310 Business French: A Functional Approach (3.00 cr.)**

*Prerequisite: FR 201.* Geared to students interested in acquiring functional language skills in the world of French business. Students study the economic and business environment, and learn key technical terms and useful idiomatic expressions. Stresses the rules and formulas of formal business correspondence. *Upon completion of this course, students may take the test given by the Paris Chamber of Commerce and Industry to obtain the Certificat Pratique de Français Economique et Commercial.*

**FR 330 Tradition and Change in Francophone Literature (3.00 cr.)**

*Prerequisite: FR 201.* An introduction to the literatures and cultures of several French speaking countries or regions including Morocco, Algeria, Senegal, Zaire, Labanon, Quebec, Switzerland, and Belgium. Students read a major work of literature from each of these countries and analyze the relationships between tradition, history, and artistic creation. Authors studied are Tahar Ben Jelloun, Leopold Sedar Senghor, Mbala Ngombo, Georges Schehade, Kateb Yacine, Michel Tremblay, Charles-Ferdinand Ramuz, and Emile Verhaeren. Students also analyze one African and one Canadian film in French with English subtitles.



**FR 340 The Text and the Screen** (3.00 cr.)  
*Prerequisite:* FR 201. Analyzes the relationship between text, film, sound, and images by studying masterpieces of French cinema as well as masterpieces of French literature and their screen adaptations. *Counts toward Film Studies minor.*

**FR 350 From Charlemagne to Arthur: Introduction to Medieval French Literature** (3.00 cr.)  
*Prerequisite:* FR 201. Readings drawn from the French works of the Middle Ages, from the first document in the ninth century through the end of the fifteenth century (in Modern French). Includes Chrétien de Troyes' *Erec et Enide*, early lyric poetry, *Tristan et Iseut* as well as other Arthurian readings and films based on the books. *Counts toward Medieval Studies minor.*

**FR 351 French Women Writers of the Renaissance** (3.00 cr.)  
*Prerequisite:* FR 201 or written permission of the instructor. A study of French Renaissance women who wrote, their writings, and the social context in which they wrote. Includes lyric poetry, letters, short stories, and longer prose pieces of different literary genres. Marguerite de Navarre and Louise Labé are examples of authors read. *Counts toward Gender Studies and Medieval Studies minors.*

**FR 352 French Literary Perspectives II: The Classical Age** (3.00 cr.)  
*Prerequisite:* FR 201. Readings drawn from representative works of the sixteenth to eighteenth century. Special emphasis on literary analysis, philosophical trends, historical background.

**FR 353 French Literary Perspectives II: Romanticism and Realism** (3.00 cr.)  
*Prerequisite:* FR 201. Readings drawn from representative works of the nineteenth century. Special emphasis on literary analysis, philosophical trends, historical background.

**FR 354 French Literary Perspectives III: Contemporary Genres** (3.00 cr.)  
*Prerequisite:* FR 201. Readings drawn from contemporary French and Francophone literatures. Special emphasis on social and philosophical thought, artistic trends, and historical background.

**FR 358 French Literature of the Eighteenth-Century** (3.00 cr.)  
*Prerequisite:* FR 201. Readings drawn from representative works of the eighteenth century. Special emphasis

placed on literary analysis, philosophical trends, and historical background.

**FR 359 French Theatre of the Seventeenth-Century** (3.00 cr.)  
*Prerequisite:* FR 201. Students read major plays from the seventeenth century, including works by Molière, Racine, and Corneille. Special emphasis on the performance aspect of the genre.

**FR 360 French Theatre** (3.00 cr.)  
*Prerequisite:* FR 201. Major plays from the Enlightenment to the Theatre of the Absurd. Special attention given to the philosophy and social history of the times, and to critical theory of this genre. Texts include those of Marivaux, Beaumarchais, Hugo, Musset, Anouilh, Claudel, Sartre, and Ionesco.

**FR 361 Contemporary French Poetry** (3.00 cr.)  
*Prerequisite:* FR 201. Consists of a detailed analysis of the evolution of the poetic image in France from the time of the Commune of Paris, in 1871, to the present. Through the study of all major literary movements and principal French poets of the twentieth century, students examine how poetry reflects, develops, or offers various representations and interpretations of our modernity. From the seminal works of Rimbaud, Mallarmé, and Apollinaire to the poems of Yves Bonnefoy and Jacques Dupin, students are encouraged to investigate how poetry creates what Paul Valéry called a necessary "supplément d'âme" in a century that has seen two World Wars and the outset of the nuclear threat.

**FR 365 The Holocaust in French Film** (3.00 cr.)  
*Prerequisite:* FR 201. Discusses how the Holocaust and the persecution of the Jews were represented in French film from 1939 to the present. Students analyze how, at different times of their evolution, French cinema and French society have answered the questions: What happened? Who is responsible? How can we be sure we will never forget? The films analyzed include masterpieces such as *Night and Fog*, *The Sorrow and the Pity*, *Hotel Terminus*, *Shoah*, *M. Klein*, *Goodbye Children*, and *Weapons of the Spirit*. *Counts toward Film Studies minor.*

**FR 370 Gender and Race in Francophone Thought** (3.00 cr.)  
*Prerequisite:* FR 201. Studies the different ways in which social relationships of domination and submission are reflected in literature and film. Introduces major philosophical, psychoanalytical, and psychological theories that explain these behavioral patterns (Hegel, Freud,

Fanon). Texts read and films viewed illustrate these patterns. Readings and discussions center around works by Sartre, de Beauvoir, Fanon, Genet, Roumain, and films such as *Indochine* and *Sugar Cane Alley*. *Closed to students who have taken ML 370. Counts toward Gender Studies minor.*

**FR 375 Women's Voices in the Francophone World (3.00 cr.)**

*Prerequisite:* FR 201. Students read and discuss texts from contemporary women authors who write in French but whose links with French culture take on many forms. The authors studied hail from many parts of the world: not only from the French-speaking countries of Europe, but from different parts of Africa, Asia, Canada, the Near East, and the United States. For some, French was their native tongue; but for a great many, French was their language of adoption, the language they considered most suited to express the complex ties between their own personal story and the social, political, and cultural context in which that story has unfolded. Issues of race, gender, class, language, and power relations are discussed in the context of the works chosen. *Counts toward Gender Studies minor.*

**FR 380 Special Topics in Francophone Literature (3.00 cr.)**

*Prerequisite:* FR 201. An intensive study of an author, theme, or movement in Francophone literature. Topic announced each time the course is offered. *May be repeated for credit with different topics and written permission of the department chair.*

**GERMAN**

**GR 100 Study Strategies in German (1.00 cr.)**

Teaches students strategies for learning a foreign language. Students receive training in a wide variety of study skills and practice them in the textbooks and on the assignments of the German course in which they are enrolled. Students also learn how to adapt these skills for use in future language courses. *Students in this course must be enrolled in a beginning or intermediate German language course. For non-degree credit.*

**GR 101 Introductory German I (3.00 cr.)**

For students with no previous knowledge of the language. A thorough grounding in the four language skills: reading, understanding, speaking, and writing, as well as an understanding of the structure of the language and the literature and culture of the country. *(Lecture/Laboratory)*

**GR 102 Introductory German II (3.00 cr.)**

A continuation of GR 101.

**GR 103 Intermediate German I (3.00 cr.)**

A systematic consolidation and expansion of the four basic skills: reading, understanding, speaking, and writing. To increase and perfect students' acquired abilities/proficiencies in the language, and broaden their understanding of the country's culture and literature. *(Lecture/Laboratory)*

**GR 104 Intermediate German II (3.00 cr.)**

A continuation of GR 103.

**GR 201 German Composition and Conversation (3.00 cr.)**

*Prerequisite:* GR 104. Increases students' oral and writing ability through the assimilation of advanced structural patterns, stylistic analysis of literature, discussion of current events.

**GR 202 The Living Language: Techniques of Translation (3.00 cr.)**

*Prerequisite:* GR 201. A transition between language study on the lower-division level, where grammar and oral practice are stressed, to more advanced upper-division courses in which the language becomes the primary means of expression and communication. Focuses on various special topics as dictated by the needs and interests of the students to acquaint them with the contemporary idiomatic usage and specialized vocabulary for fields like business, economics science, or literary criticism.

**GR 204 German for Oral Proficiency (3.00 cr.)**

*Prerequisite:* GR 104. Intensive oral practice in the classroom and with audio-visual media to develop facility in oral expression and aural comprehension.

**GR 210 Advanced German Composition (3.00 cr.)**

*Prerequisite:* GR 201. An in-depth study of styles of written communication: advanced grammatical concepts applied to personal, business, and narrative/creative writing.

**GR 216 German Reading Strategies (3.00 cr.)**

*Prerequisite:* GR 201. Enhances students' ability to read and comprehend a variety of German texts. Development of reading strategies enabling students to move beyond word-and-sentence level decoding skills to the core of textual assertions and their implications. Strategies include: deriving meaning from content, recognizing rhetorical conventions, and interacting with the text based on reader background knowledge. All texts

are authentic and include advertisements, popular theater, film scripts, songs, comics, myths and legends, political speeches, and “classical” literary selections (short stories, plays, and poetry). Other readings based on student interests and major fields.

**GR 250 Business German (3.00 cr.)**

*Prerequisite:* GR 201. A study of German as it is used in various German business institutions. Stresses stylistics of business letters and reports as well as techniques of translation.

**GR 301 German Culture and Civilization I (3.00 cr.)**

*Prerequisite:* GR 201. A study of the development of German culture from its origins to the present. The first semester covers the periods up to the eighteenth century with special emphasis on the history, politics, art and architecture of the period. The second semester continues examination of the contemporary social context and its historical background. *Counts toward Medieval Studies minor.*

**GR 302 German Culture and Civilization II (3.00 cr.)**

*Prerequisite:* GR 201. A continuation of GR 301.

**GR 303 Germany Today (3.00 cr.)**

*Prerequisite:* GR 201. For students who wish to become acquainted with major aspects of contemporary German culture, as well as social and political developments in Germany, and their influence on current literature and journalism. Focuses on developments after 1970.

**GR 307 Conundrums in Today's Germany (3.00 cr.)**

*Prerequisite:* GR 201 or written permission of the instructor. Current issues and problems in Germany, as they are discussed in the mass media in Germany and abroad. Special attention is paid to the historical development of the EEC and Germany's role within the EU. Newspapers, films, videos, and news broadcasts are the main sources of information for the course.

**GR 310 Germany in Television and Film (3.00 cr.)**

*Prerequisite:* GR 201. Critical examination of historical, cultural, and social perspectives of Germans and Germany in classic as well as contemporary cinema and television. *Counts toward Film Studies minor.*

**GR 315 The Dysfunctional World of the Contemporary German Short Story (3.00 cr.)**

*Prerequisite:* GR 201. A study of this important contemporary genre through the works of its leading practitioners.

**GR 340 German Film (3.00 cr.)**

*Prerequisite:* GR 201. Comparative study of German literary works and their adaptation to the screen; analysis of the different possibilities inherent in language and visual arts. Special emphasis on the outstanding directors of contemporary German Cinema. *Counts toward Film Studies minor.*

**GR 342 Vienna: Imperial Splendor and Fin-de-Siecle Decadence (3.00 cr.)**

*Prerequisite:* GR 201. Examines the history and culture of the “other” German-speaking country from the vantage point of Vienna. Covers the period from the Congress of Vienna in 1815 to the present, taking a close look at the intellectual, political, and social life of the time.

**GR 344 Berlin: The Crucible of Europe (3.00 cr.)**

*Prerequisite:* GR 201. Examines the intellectual currents that shaped Berlin in the early twentieth century. Students focus on the contributions made by prominent German-Jewish authors, discuss the foment of the Weimar years, and Berlin's contributions to a developing Europe.

**GR 352 The Giants of German Literature (3.00 cr.)**

*Prerequisite:* GR 201. A study of the general cultural and literary background of the eighteenth and early nineteenth centuries in Germany. Features representative works from such outstanding German writers as Lessing, Goethe, Schiller, Novalis, Eichendorff, and Kleist.

**GR 353 German Literature of the Nineteenth-Century (3.00 cr.)**

*Prerequisite:* GR 201. Studies plays, poems, and narrative prose which reflect the development of German literature from the end of the Romantic period to the turn of the twentieth century. Special attention to works which exemplify specific artistic attempts to cope with problems created by increasing industrialization.

**GR 354 Confronting the Other in Contemporary German Literature (3.00 cr.)**

*Prerequisite:* GR 201. A study of the development of German literature through an examination of works of drama, poetry and prose that show the artist's attempts to deal with the changing realities and problems of the contemporary world.

**GR 356 Enchanting the Listeners: The Art of Storytelling (3.00 cr.)**

*Prerequisite:* GR 201. Historical development of the novella in German from its beginnings in the eighteenth century to its modern exponents such as Thomas Mann

and Franz Kafka. Special emphasis on the many problems in defining the form and function of a novelle.

**GR 358 Sexual Politics in German Drama (3.00 cr.)**

*Prerequisite:* GR 201. Uses the plays of Buechner, Hebbel, Hauptmann, Brecht and Hochhut to trace the development of German drama and theatre in the nineteenth and twentieth centuries. Special emphasis on the readings in relation to their socio-political background. *Counts toward Gender Studies minor.*

**GR 359 History and Development of German Business (3.00 cr.)**

*Prerequisite:* One GR 200-level course or written permission of the instructor. Introduces students to the history and development of German business practices. Special emphasis is placed on the economic, social, and political ramifications of unification and developments in the EU. *Taught in German.*

**ITALIAN**

**IT 100 Study Strategies in Italian (1.00 cr.)**

Strategies for learning a foreign language. Students receive training in a wide variety of study skills and practice them in textbooks and on the assignments of the Italian course in which they are enrolled. *Students must be enrolled in a beginning or intermediate Italian course. For non-degree credit.*

**IT 101 Introductory Italian I (3.00 cr.)**

For students with no previous knowledge of the language. A thorough grounding in the four language skills: reading, understanding, writing, and speaking, as well as an understanding of the structure of the language and the literature and culture of the country. *(Lecture/Laboratory)*

**IT 102 Introductory Italian II (3.00 cr.)**

A continuation of IT 101.

**IT 103 Intermediate Italian I (3.00 cr.)**

A systematic consolidation and expansion of the four basic skills: reading, understanding, speaking, and writing. To increase and perfect students' acquired abilities/proficiencies in the language, and broaden their understanding of the country's culture and literature. *(Lecture/Laboratory)*

**IT 104 Intermediate Italian II (3.00 cr.)**

A continuation of IT 103.

**IT 111 Italian Language and Culture I: Rome (3.00 cr.)**

*Prerequisite:* IT 103 or placement by examination. Restricted to students studying in Rome. A continuation of Italian language study. Intensive oral practice with contemporary materials.

**IT 112 Italian Language and Culture II: Rome (3.00 cr.)**

*Prerequisite:* IT 111 or placement by examination. Restricted to students studying in Rome. A continuation of Italian language study. Intensive oral practice with contemporary materials.

**IT 113 Italian Language and Culture III: Rome (3.00 cr.)**

*Prerequisite:* IT 112 or placement by examination. Restricted to students studying in Rome. A continuation of Italian language study. Intensive oral practice with contemporary materials.

**IT 201 Italian Composition and Conversation (3.00 cr.)**

*Prerequisite:* IT 104. Students develop their ability to write and speak correctly and creatively in Italian through models of advanced linguistic structural patterns, related grammar, examples of usage, and composition exercises. Oral practice enhanced through the use of videos. *A section of this course will be offered in Rome.*

**IT 202 The Living Language (3.00 cr.)**

*Prerequisite:* IT 104. A transition between language study on the lower-division level, where grammar and oral practice are stressed, to more advanced upper-division courses in which the language becomes the primary means of expression and communication. Focuses on various special topics as dictated by the needs and interests of the students to acquaint them with the contemporary idiomatic usage and specialized vocabulary for fields like business, economics, science, literary criticism. *A section of this course will be offered in Rome.*

**IT 203 Oral Proficiency in Rome (3.00 cr.)**

*Prerequisite:* IT 202 or placement by examination. Restricted to students studying in Rome. Intensive oral practice in the classroom and with audiovisual media to develop facility in oral expression and aural comprehension.

**IT 205 Italian for Business (3.00 cr.)**

*Prerequisite:* IT 104. Familiarizes students with specialized vocabulary, types of documents, protocol, and styles of correspondence related to economy and the business world. Special emphasis on increasing students' international perspective and on development of skills necessary to work effectively in a multicultural setting.

## JAPANESE

**JP 101 Japanese I (3.00 cr.)**

For students with no previous knowledge of the language. Introduction to the four language skills: reading, understanding, speaking, and writing, as well as the structure of the language and culture of the country. *Counts toward Asian Studies minor. (Lecture/Laboratory)*

**JP 102 Japanese II (3.00 cr.)**

A continuation of JP 101. Introduction to the modern Japanese language: speaking, listening, reading, and writing. *Counts toward Asian Studies minor.*

**JP 103 Japanese III (3.00 cr.)**

Designed for advanced introductory students of Japanese. Introduces more complex patterns of Japanese using basic vocabulary. *Counts toward Asian Studies minor. (Lecture/Laboratory)*

**JP 104 Japanese IV (3.00 cr.)**

A continuation of JP 103. *Counts toward Asian Studies minor.*

## INTERDISCIPLINARY

**ML 201 Exploring Language: An Introduction to Linguistics (3.00 cr.)**

An examination of the rule-based nature of language. Includes the study of basic English structures (morphological, phonological, syntactic) and practice in analyzing them. Other languages will also be used as examples depending, in part, on the interests and preparation of the students. Further topics covered are the relationship between writing and speaking; the idea of "correctness" in language; language change and variation in social and historical contexts; language and communication; and the concept of language in popular thought.

**ML 205 Living and Working in France Today (3.00 cr.)**

A service learning and immersion course offered in Baltimore and in Roanne, France. Students spend three weeks in France to organize and run a daytime summer camp for impoverished French and immigrant children. Enables participants to immediately apply their scholastic knowledge to a real life situation and a complex community. *Organized in collaboration with the Loyola Center for Values and Service, the Youth Center, and the City Hall of Roanne. All applicants will be interviewed for basic communication skills in French. May be taken in either French (FR) or English (ML).*

**ML 207 Introduction to Comparative Cultural and Literary Studies (3.00 cr.)**

Explores how people can analyze different cultures and literatures while respecting their own cultural diversity and identity. Students discuss, with precise examples, the main approaches and challenges that characterize comparative literary and cultural studies today. Comparison constitutes an integral process of understanding the global world in the age of multiculturalism. But how can people compare without stereotyping and interpret without judging? Do people compare to impose their own standards on other cultures and literatures, to include them within their own culture, or to understand and accept them just the way they are? Students analyze such questions while discussing fundamental works by Guillén, Auerbach, Spitzer, Steiner, Spivak, Bourdieu, West, and Purves.

**ML 210 The Continuing Allure of Magic: Fairytales from Perrault and Grimm to Walt Disney (3.00 cr.)**

Close reading of fairytales to ascertain their meaning and purpose within the socio-historical context of the seventeenth through the nineteenth centuries; examination of the Perrault and Grimm tales against the background of the literary currents of their times; comparison of traditional fairytales with modern rewrites, with Walt Disney versions and with contemporary fairytale theatre productions (videos). Interpretation of fairytales from the anthropological, psychological, sociological, and political perspectives.

**ML 250 Introduction to Medieval Literature: Selected Languages (3.00 cr.)**

A study of selected medieval texts, read in English translation, with readings on the culture and civilization of the times. Representative works in each of the major genres are read: the lyric, the epic, and other narrative genres. *Counts toward Medieval Studies minor.*

**ML 251 Introduction to Medieval Italian Literature (3.00 cr.)**

"The Three Crowns": Dante, Petrarch, and Boccaccio. An introduction to major medieval Italian works in English translation, with readings on the culture and civilization of the times. Selections read from the *Divine Comedy*, *New Life*, *Canzoniere*, *Decameron*. *Counts toward Medieval Studies minor.*

**ML 260 Dante's Divine Comedy (in translation) (3.00 cr.)**

An examination of Dante's major opus. Focuses on the historical, political, and philosophical aspects of Dante's



masterpiece. Appreciation of Dante's place in world literature. Lectures in English with bilingual text. *Knowledge of Italian helpful but not necessary. Counts toward Catholic Studies and Medieval Studies minors.*

**ML 285 The Passions of Ancient China: Love, War, and Rectitude in the Classic Literary Era (3.00 cr.)**

An introduction to traditional Chinese literature (in translation) which focuses primarily on *belles lettres* from *The Book of Songs* (1000–700 B.C.), said to be edited by Confucius, to the sprawling psychological novel of dynastic family intrigue and decline, *Dream of the Red Chamber* (1754). Through in-depth examination and discussion, it aims to make familiar classic masterworks and literary icons ubiquitous in today's China; their impact upon the popular and intellectual worlds of their own time; and their meaning and significance for those who inhabit modern society. *Counts toward Asian Studies minor.*

**ML 303 Germany Today (3.00 cr.)**

For students who wish to become acquainted with major aspects of contemporary German culture, as well as social and political developments in Germany. Focuses on developments after 1970. *Closed to students who have taken GR 303.*

**ML 320 Liberation Theology from Its Origins (3.00 cr.)**

*Prerequisite: SN 203 or SN 217.* Traces the origins of liberation theology from the Renaissance to the twentieth century. Themes studied are morality; charity versus "charity"; charity versus justice; God versus the Church; the nature of the soul; temporal power; spiritual power; division of power; virtue; theology and history; the Gospels; the evangelization of Native Americans; the Counter Reformation; the Church; Utopian visions (Saint Thomas More, Erasmus); immanence and transcendence; and revolutionary appropriations of Christ. *Taught in English. Materials are read in translation, however, students who desire to read materials in original languages (Latin, German, Russian, French, Spanish) may do so. Counts toward Catholic Studies minor.*

**ML 322 France Today (3.00 cr.)**

For students who wish to become acquainted with the major aspects of contemporary French cultural, social, political and economic life. Focuses on the major developments that have taken place since the 1940s. *Readings are available in English only.*

**ML 325 Topics in Italian Literature in English Translation (3.00 cr.)**

*Prerequisite: Restricted to students studying in Rome.* The Italian peninsula, from 960 AD to modern times, has an

extensive literary and linguistic history. Some aspect of its literary history (e.g., medieval, Renaissance, romantic or theatre, short story, etc.) is examined, as determined by the expertise and interest of the specific visiting professor. It will attempt to maximize the advantages of Rome as its meeting place, while fulfilling the usual requirements of a 300-level literature course taught in English at Loyola.

**ML 327 Comparative Mythology (3.00 cr.)**

An examination of the different definitions and contemporary theories regarding myth. A comparative study of Greco-Roman, Germanic, and Latin American mythologies and an exploration of their cross-cultural significance for literature and art throughout the ages.

**ML 330 Bargaining with the Devil: The Faust Legend in Literature, Film, and Music (3.00 cr.)**

The legend of a pact with the devil has long served as a metaphor for the desire to surpass the limits of human knowledge and power at any cost. Starting with the sixteenth century *Faust Book*—which recounts the story of a scholar, alchemist, and necromancer who sold his soul to the devil—to the most recent cinematic, musical, and literary versions of the devil's pact, this course explores man's enduring fascination with the forbidden: evil, devil worship, witchcraft, magic, and sexuality.

**ML 333 Witches, Giants, and Tyrants, Oh My! (3.00 cr.)**

*Prerequisite: CM 100 or CM 101, HS 101.* An introduction to Italian Renaissance literature. Selections from major and minor writers: Boiardo, Ariosto, and Tasso (epic); Machiavelli and Castiglione (political and social thought); Leonardo da Vinci (science); and opportunity to explore writers of personal interest. *Counts toward Medieval Studies minor.*

**ML 335 From Dante to Descartes: Readings on the Renaissance and the Baroque (3.00 cr.)**

An examination of this rich period of Western Civilization. Explores philosophical, political, and social thought; artistic creations; and literary masterpieces. Literary readings include works from: Petrarch, Boccaccio, Rabelais, Montaigne, Cervantes, Herbert, and Gongora.

**ML 340 "Xicanismos": An Introduction to Chicano/a Culture (3.00 cr.)**

Examines the dynamic field of Chicano/a culture, from nineteenth century California's oral narratives to contemporary performances by the Chicano theater group "Culture Clash," and considers these cultural expressions within the historical frameworks that produced them. In addition, students are introduced to the quo-



tidian cultures—the Chicano/a cultural practices related to fashion, film, music, and magazine—that may be encountered in everyday life. Above all, students scrutinize the relationship of such cultural practices to the production of meaning and to the construction of a Chicano/a identity.

**ML 351 U.S. Latino/a Film and Literature (3.00 cr.)**

A study of some of the most significant topics and literary trends within the field of Latino/a literature and film in the United States. Topics include questions of gender and sexuality; the representation of Latinos within mainstream media; the relationship between memory, history, and fiction; and the creation of transnational identities.

**ML 352 Universal Themes in Spanish Literature (3.00 cr.)**

A study of major themes in Spanish literature in translation. Examination of such topics as: the Don Juan myth, the subject of dreams, the honor code, the problem of madness, and the response to and interpretation of one's surroundings. *Closed to students who have taken SN 352.*

**ML 355 The Roaring Twenties in Weimar Germany (3.00 cr.)**

Examines the Weimar Republic and the early years of the Third Reich from a cultural rather than a political perspective. Focuses on the works of such diverse individuals as Einstein, Freud, Kafka, Brecht, and Thomas Mann.

**ML 358 Japanese Thought and Culture (3.00 cr.)**

Japan is a country which remains mysterious and exotic for many; a country which both fascinates and puzzles. This course is intended to take students beyond the immediately observable and into the heart and mind of Japan. It provides a sociological overview of contemporary Japan and its culture by examining distinctive cultural patterns in many domains. Students explore issues relating to the physical environment; communication styles; the structure of a vertical society; modern mass media; marriage and family life; gender roles; education; the workplace; traditions and values; the Japanese perception of self; and how these various factors effect intercultural communication. *Offered at the College of Notre Dame (DLJA 358). Counts toward Asian Studies minor.*

**ML 360 Love and Death in the Modern Novel (3.00 cr.)**

An analysis of the parallel between love and death that often plays a key role in modern French literary works. Themes such as love as a cause of death, a refuge from death, a companion of death, a power to fight death, a

scapegoat to explain death, etc., lead to the confrontation of various recent definitions of love and death. These definitions are developed through the analyses of major French literary works such as *Carmen*; *Thérèse Desqueyroux*; *Hiroshima, My Love*; etc. Recent French films are also used to illustrate discussions.

**ML 363 Voices Across America: A Symphony of Thought (3.00 cr.)**

Attempts an understanding of the diverse textures of thought which have helped define the Americas in the nineteenth century. Texts from France, the United States, and Latin America are examined. Students analyze themes such as slavery, race, class, acculturation, gender, love, power, wisdom, and nationality as they emerge. Students are encouraged to read original materials in Spanish or French when competent to do so. *Students who have taken SN 370 must consult with the instructor before registering for this course.*

**ML 364 The Hero, the Villain, and the Lady: French Theatre of the Seventeenth- and Eighteenth-Centuries (3.00 cr.)**

Studies the "love triangle" in the French theatre of the seventeenth and eighteenth centuries. Special attention is given to the social history of the periods in which the plays were written. Texts include masterpieces by Corneille, Racine, Molière, Marivaux, and Beaumarchais.

**ML 365 The Holocaust in French Film (3.00 cr.)**

Discusses how the Holocaust and the persecution of the Jews were represented in French film from 1939 to the present. Students analyze how, at different times of their evolution, French cinema and French society have answered the questions: What happened? Who is responsible? How can we be sure we will never forget? The films analyzed include masterpieces such as *Night and Fog*, *The Sorrow and the Pity*, *Hotel Terminus*, *Shoah*, *M. Klein*, *Goodbye Children*, and *Weapons of the Spirit*. *English version of FR 365. Counts toward Film Studies minor.*

**ML 370 Contrasting Representations of Race and Gender (3.00 cr.)**

A comparative study of representations of gender and race in the Franco-Caribbean world and the United States. Course focus is twofold: (1) to study the articulation of Self and Other through the groundbreaking studies on gender and race by existentialist authors Simone de Beauvoir, Jean-Paul Sartre, and Frantz Fanon; and (2) to view, critique, and contrast literature and film from the Franco-Caribbean World and the United States that reflect gender, race, and ethnic relations.

Authors studies include Denise Chávez (Chicana), Maryse Condé (Guadeloupean), Toni Morrison (African-American), and Jacques Roumain (Haitian). Students critique films such as *Sugar Cane Alley*, *Indochine*, and *Aimé Césaire*. *Closed to students who have taken FR 370. Counts toward Gender Studies minor.*

**ML 375 Women and Men in Twentieth-Century Hispanic Fiction (3.00 cr.)**

Studies gender roles and representation along with specific topics which include romance, desire, honor, and politics. These topics are discussed in relation to fiction written by Spanish and Latin American writers (and directors) such as Maria Louisa Bombal, Elena Poniatowska, Jose Donoso, Federico Garcia Lorca, Pedro Almodovar, and Gabriel Garcia Marquez. All genres included although it will be mostly prose. Also discusses key artists such as Picasso and some films. Some issues particularly relevant for the Hispanic world and others discussed in relation to contemporary issues in the United States as they appear in current events and films among other sources. *The course and most readings are in English, however, some readings may be provided in Spanish for those majors and minors. Counts toward Gender Studies minor.*

**ML 400 Medieval Studies Capstone Project (1.00 cr.)**

*Prerequisite: Written permission of the instructor. Restricted to Medieval Studies minors.* An independent study accompanying a concurrently taken three-credit elective approved for the Medieval Studies minor. The interdepartmental subject and title must be approved by the instructor and Medieval Studies Consortium. *Counts toward Medieval Studies minor.*

**ML 401 CCLS Capstone Paper (1.00 cr.)**

*Prerequisite: Written permission of the CCLS director. Restricted to CCLS majors.* An independent study accompanying a concurrently taken three-credit elective approved for the CCLS major. Students research and write a senior project paper integrating the course topic into the specific orientation chosen for their comparative studies. *Topics must be approved by the CCLS director, in consultation with the CCLS committee and the course instructor.*

**ML 426 Foreign Language Teaching Methodology (4.00 cr.)**

*Prerequisite: One foreign language course beyond 104-level or written permission of the instructor.* Students examine current methodologies, techniques, and educational goals for teaching foreign languages. Students observe and evaluate foreign language classes in a variety of school

settings. Students also have several opportunities for participation in classroom teaching.

**SPANISH**

**SN 100 Study Strategies in Spanish (1.00 cr.)**

Teaches students strategies for learning a foreign language. Students receive training in a wide variety of study skills and practice them in the textbooks and on the assignments of the Spanish course in which they are enrolled. Students also learn how to adapt these skills for use in future language courses. *Students must be enrolled in a beginning or intermediate Spanish language course. For non-degree credit.*

**SN 101 Introductory Spanish I (3.00 cr.)**

For students with no previous knowledge of the language. A thorough grounding in the four language skills: reading, understanding, speaking, and writing, as well as an understanding of the structure of the language and the literature and culture of the country. *(Lecture/Laboratory)*

**SN 102 Introductory Spanish II (3.00 cr.)**

A continuation of SN 101.

**SN 103 Intermediate Spanish I (3.00 cr.)**

A systematic consolidation and expansion of the four basic skills: reading, understanding, speaking, and writing. To increase and perfect students' acquired abilities/proficiencies in the language, and broaden their understanding of the country's culture and literature. *(Lecture/Laboratory)*

**SN 104 Intermediate Spanish II (3.00 cr.)**

A continuation of SN 103.

**SN 201 Spanish Composition and Conversation (3.00 cr.)**

*Prerequisite: SN 104.* Increases students' oral and written proficiency through assimilation of advanced structural patterns, stylistic analysis, discussion of contemporary topics.

**SN 202 The Living Language (3.00 cr.)**

*Prerequisite: SN 201.* A transition between language study on the lower-division level, where grammar and oral practice are stressed, to more advanced upper-division courses in which the language becomes the primary means of expression and communication. Focuses on various special topics as dictated by the needs and interests of the students to acquaint them with the contempo-

rary idiomatic usage and specialized vocabulary for fields like business, economics, science, literary criticism.

**SN 203 Introduction to Reading Literature (3.00 cr.)**

*Prerequisite:* SN 201. Transition from SN 201 to advanced classes. Develops reading skills with emphasis on class discussion and new vocabulary. Introduces Hispanic literature: basic terms, genres, detailed analysis, and themes. Works include novellas, plays, short stories, poems. *Closed to students who have taken SN 217.*

**SN 204 Spanish for Oral Proficiency (3.00 cr.)**

*Prerequisite:* SN 104. Intensive oral practice in the classroom and with audio-visual media to develop facility in oral expression and aural comprehension.

**SN 205 Spanish for Business (3.00 cr.)**

*Prerequisite:* SN 201. Familiarizes students with specialized vocabulary, types of documents, protocol, and style of correspondence related to economy and the business world. Special emphasis on increasing students' international perspective and on development of skills necessary to work effectively in a multicultural setting.

**SN 210 Advanced Spanish Composition (3.00 cr.)**

*Prerequisite:* SN 201. Develops and refines written expression through a review of complex grammatical structures and idiomatic expressions. Students practice guided compositions and creative writing using factual reporting techniques and literary models. *Closed to students who have studied for a semester or more in a country where Spanish is spoken.*

**SN 217 Venturing into the Text: Reading Comprehension through Literature (3.00 cr.)**

*Prerequisite:* SN 201. Transition from SN 201 to advanced classes. Develops students' ability to read Spanish through practice with Hispanic short stories, plays, poems, novellas or novels. Increased facility in reading acquired through emphasis on new vocabulary, introduction of basic terms and genres, some grammar review, reading exercises, analysis and discussion of themes. Speaking and writing skills also developed by class discussions and written assignments. *Closed to students who have taken SN 203.*

**SN 301 The Culture and Civilization of Spain (3.00 cr.)**

*Prerequisite:* SN 201. Studies the historical, political, literary, and artistic development of Spain including an examination of the characteristic traditions and customs of their social context.

**SN 302 The Culture and Civilization of Latin America (3.00 cr.)**

*Prerequisite:* SN 201. Studies the historical, political, literary, and artistic development of Latin America including an examination of the characteristic traditions and customs of their social context.

**SN 304 Contemporary Central America (3.00 cr.)**

*Prerequisite:* SN 201. *Recommended Prerequisite:* SN 203 or SN 217. With civil wars in Nicaragua, El Salvador, Guatemala, and Honduras, Central America has come to represent class struggle in its most violent form. Examines a series of texts and videos which define the conflict in terms of economics, gender, and race. Principal texts include Sandino, Alegria, Belli, Cardenal, Menchú, and Cabezas. Film and video documentaries supplement the readings.

**SN 305 Chronicles of Conquest, Resistance and Transculturation (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or *written permission of the instructor.* Provides the building blocks for understanding the encounter between the Spanish and Native American cultures during the sixteenth century. The ideology of the Spanish conquistadores is compared with Native strategies for resistance. The predominant cultures examined are Nahua, Quiche, and Quechua.

**SN 306 Contemporary Mexico and Argentina (3.00 cr.)**

*Prerequisite:* SN 201. A study of the contemporary culture of the two leading Latin American countries, Mexico and Argentina, with a focus on the current political, social, and artistic scene. Students gain a deeper insight through the use of authentic materials, the Internet, news broadcasts, videos, and films as well as newspapers, popular magazines, and some relevant literary works.

**SN 330 Latin American Masters: Pictures and Prose (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or *written permission of the instructor.* A study of some key writers of the boom and post-boom in Latin America often paired with film adaptation. Fiction by José Donoso, García Márquez, and films such as *Guantánamera* and *Buena Vista Social Club*.

**SN 335 Contemporary Spanish Literature: 1975 to the Present (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or *written permission of the instructor.* A survey of literature in Spain from the death of Francisco Franco in 1975 to the present, covering the major figures in narrative, poetry, and theatre. Focuses on the relationship between literary structure and politi-

cal context of the period, with particular attention to the rise of post-modernism as well as feminist and gay literature. Readings include Lourdes Ortiz, Manuel Vázquez Montalván, Paloma Pedrero, Antonio Gala, Pere Gimferrer, Ana Rossetti, and others. *Counts toward Gender Studies minor.*

**SN 345 Hispanic Caribbean Literature (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. An exploration of the literary responses to some of the most pressing political and cultural conflicts between dominant and peripheral forces in the Spanish speaking countries (e.g., Cuba, Dominican Republic, and Puerto Rico) of the Caribbean, and its diaspora. Particular emphasis is given to questions of gender and nation construction, (post) colonial interventions, the inclusion/exclusion of the diaspora from the national discourse, feminism, and the politics of representation. Readings represent a range of literary genres (e.g., autobiography, testimonial, short story, poem, and novel) from major and minor writers. In addition, numerous films and documentary videos acquaint students with the historical, social, and cultural context of the texts.

**SN 350 Short Hispanic Fiction (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. Reading and discussion of short stories and very short novels (novellas) by Spanish and Latin American writers. Topics include socio-political, familial, or imaginary worlds in relation to the strategies of fiction. Authors include García-Márquez, Borges, Cortázar, Sender.

**SN 351 Literature and Identity Politics in Peru (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. Examines what Martin Stabb so aptly called the “quest of identity.” Works written over five centuries are compared to see how ethnicity, politics, religion, and gender negotiate with each other in their pursuit of identity. Five hundred years of scripted ideological activity is brought into focus: the Conquest, the Colonial Era, the Early Republican Era, and the Twentieth Century. A diverse sampling of genre types, chronicles, poetry, testimonio, fiction, and essay is included. Of special interest is the problem of representation when men and women of Criollo, Quechua, African, and Asian heritages embark on a quest to define themselves.

**SN 352 The Golden Age (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. The most important period in this country’s literary heritage surveys Spain’s Golden Age through

an examination of representative works such as the anonymous *Lazarillo de Tormes*, Cervantes’ *Don Quijote*, Tirso de Molina’s *El Burlador de Sevilla*, and Lope de Vega’s *Peribáñez*. *Texts for the course are in the Spanish language of the period.*

**SN 353 Nineteenth- and Twentieth-Century**

**Spain: Fiction and Film (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. Studies Spanish fiction from Realism through contemporary periods, using theory of film and literary genres to work with parallel films and novels. Works and films by Galdos, Bunuel, Cela, Almodovar, and others. *Counts toward Film Studies minor.*

**SN 354 Contemporary Latin American**

**Literature (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. Studies representative, contemporary Latin American writers such as Asturias, Borges, Cortázar, Fuentes, García, Márquez, and Vargas Llosa. Special attention given to works which exemplify innovation in form and the artist’s involvement in contemporary social problems.

**SN 355 Spanish Postwar Literature (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. A study of representative works which bear witness to and examine the contradictions of postwar Spain. Emphasis placed on socio-historical context and literary analysis.

**SN 356 Hispanic Film (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. A study of key Spanish and Latin American directors such as Luis Buñuel, Carlos Saura, Pedro Almodóvar, María Luisa Bemberg, and Tomás Gutiérrez Alea. Students become familiar with cinematic terms and relate formal film aspects with socio-political events connected to the Spanish Civil War and the postwar, the “Guerra Sucia” in Argentina, and the Cuban Revolution.

**SN 357 Spanish Literature of the Eighteenth-Century (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. An overview of the development of Spanish literature during the Enlightenment. Particular attention is paid to the influence of Enlightenment philosophy and science on the most important figures in Spanish theatre, narrative, and poetry. Readings include works by Cadalso, Feijoo, Jovellanos, Iriarte, and Melendez Valdes.

**SN 358 A Survey of Spanish Theatre (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. Surveys the theatre of Spain from its beginnings to the twentieth century. Aims at providing some insight into major periods in Spanish literature through the study of works by such representative writers as Miguel de Cervantes, Lope de Vega, Calderon de la Barca, Tirso de Molina, Jose Zorrilla, Federico Garcia Lorca, Alejandro Casona, and Antonio Buero Vallejo.

**SN 359 Latin American Theatre (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. Development of Latin American theatre from the late nineteenth century to the present, with special emphasis on contemporary trends. Discusses a cross-section of Spanish American playwrights.

**SN 360 Latin American Short Story (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. A study of this important genre in Latin America from its development in the nineteenth century to the present.

**SN 362 Spanish Literature at the Turn of the Century (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. Examines the various literary and philosophical responses among Spanish writers to the loss of the last colonies after the war of 1898 and the paradoxical entrance of Spain into the twentieth century. Focuses on the major intellectual trends in Europe and the Americas which influenced radical changes of style and structure in the narrative, poetry, and theatre of the period. Readings include works by Miguel de Unamuno, Pío Baroja, Ramón María del Valle-Inclán, Juan Ramón Jiménez, and Antonio Machado.

**SN 363 *Novocentismo* and Avant-Garde Literature in Spain: 1900–1936 (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. A survey of Spanish literature at the beginning of the twentieth-century (1900–1936), covering the major figures in poetry, drama, and narrative fiction. Particular attention is paid to the relationship between literary structures and technological innovations, as well as the relationship between the social and political organizations which characterize the period. Readings include Ramón Gómez de la Serna, Carmen de Burgos, Ramón Pérez de Ayala, Federico García Lorca, Rafael Alberti, Rosa Chacel, and others.

**SN 364 Spanish Literature in Exile, 1939–1975 (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. A survey of literature written by Spanish exiles after the Civil War (1936–1939), covering the major figures in narrative, poetry, and theater. Focuses on the meaning of exile and the relationship between literary structure and political context of the period. Readings include Francisco Ayala, Rosa Chacel, Max Aub, Rafael Alberti, and others.

**SN 365 Latin American Essay (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. Examines political, social, and philosophical thought of nineteenth and twentieth century Latin America. Studies authors such as Sarmiento (Argentina), Martí (Cuba), González Prada (Peru), Martíategui (Peru), Hostos (Puerto Rico), and Castellanos (Mexico). Special emphasis given to the origins, form, and theory of the essay.

**SN 370 Nineteenth-Century Latin American Novel (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. Focuses on the relationship between love and social institutions in nineteenth century Latin America. Special attention given to the power of love, social norms, dictatorship, and institution of slavery. Also examines gender/racial issues within their social context. *Counts toward Gender Studies minor.*

**SN 372 Realism and Naturalism in Spain (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. Covers the development of the Spanish novel in the second half of the nineteenth century with particular attention paid to the historical development and interaction of these two major literary movements. Readings include works by Galdos, Pardo Bazan, Valera, Clarin, and Alarcon.

**SN 375 Women and Men in Twentieth-Century Hispanic Fiction (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. Discusses gender roles and representation, along with specific topics which include romance, bodies, and voice in relation to fiction by Hispanic writers such as Maria Luisa Bombal, Manuel Puig, José Donoso, Carmen María Gaité, Esther Tusquets, Gabriel García, Merce Rodoreda, Octavio Paz, and Rosario Ferré. Essays, poetry, short stories, and a few novels or novellas (short novels). *Counts toward Gender Studies minor.*



**SN 376 Spanish Romantic Prose: Freedom and Social Order (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. Focuses on the development of narrative prose in Spain during the period 1800–1870, with special attention paid to the themes of freedom and order as they relate to the position of the individual in modern society. Readings include works by the major writers of the romantic and post-romantic movements in Spain including, among others, Larra, Bécquer, Alarcón, and Fernán Caballero.

**SN 377 Spanish Romanticism: Poetry and Theatre (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. A survey of the theater and poetry of Spanish romanticism, with particular attention given to the social and historical events which conditioned the rise to prominence of the Spanish middle-class during the nineteenth century. In addition to extensive readings from the major figures in each genre, the course focuses on the appearance of women writers and their contributions to the evolution of the literature of the period. Authors include Espronceda, Zorrilla, Bécquer, Carolina

Coronado, Rosalia de Castro, and Gómez de Avellaneda, among others.

**SN 380 Modernismo (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. Development, trends, and influences; study of the works of representative writers of this Latin American literary renaissance, from the initiators to Ruben Dario and the second generation of modernistas.

**SN 381 Alterity in Twentieth-Century Prose (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor. Looks at the subaltern in disparate Latin American settings, focusing on authors who are marginalized because of ethnic group, gender, sexual orientation, or politics. These perspectives of subalterity include people of African, indigenous, Jewish, and even Criollo heritage. While the works presented may vary from semester to semester, there will be an effort toward representing authors from the five Spanish-speaking regions: the Caribbean, the Andes, the Southern Cone, Central and North America. Finally, works of dissimilar genre will be selected for comparative study, including fiction, essay, testimonio, autobiography, and memoir.





# PHILOSOPHY

**OFFICE:** Humanities Building, Room T99

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**PROFESSORS:** Paul Richard Blum; Richard P. Boothby; Malcolm G. Clark (emeritus); Drew L. Leder

**ASSOCIATE PROFESSORS:** Paul J. Bagley; Francis J. Cunningham; Catriona Hanley; Graham James McAleer; Irmgard Braier Scherer; Gary Alan Scott; Dale E. Snow; Timothy J. Stapleton

**ASSISTANT PROFESSORS:** Brett W. Davis; Michael McShane; William A. Welton (visiting)

**AFFILIATE FACULTY:** Kurt M. Denk, S.J.; Robert Speer; Satish Telegar; Steven Weber; Richard Wilson

Philosophy is unique among the disciplines. It is distinguished first of all by the fundamental nature of the questions it raises. Over the centuries, philosophers have struggled to explore the true nature of reality and the meaning of human life, to determine the possibility and limits of knowledge, to clarify the demands of justice and the character of good and evil, and to ponder the existence of God.

Philosophical questions are perennially open questions. In this respect, too, philosophy is distinctive. Unlike texts from the past in many other fields, philosophical works, even those from very distant antiquity, retain enduring value and significance for contemporary concerns.

Reading the great thinkers of the past is an indispensable part of training in philosophy. However, philosophical inquiry is by no means a mere history of ideas. Philosophy, said Aristotle, begins in wonder, and to study philosophy is to embark upon an adventure in thinking. Genuine philosophical reflection requires a radical freedom and willingness to question received opinions in an ongoing search for truth.

Training in philosophy, far from being irrelevant or impractical, serves to sharpen the tools of thinking for use in any endeavor. As such, philosophy significantly enriches the study of other disciplines, whether in the humanities, in business, in law, or

in the sciences. For this reason, many students choose a double major, taking ten elective courses in philosophy in addition to fulfilling the requirements for a major in some other subject. Students may also incorporate philosophy in an interdisciplinary major, or may choose to minor in philosophy by taking, in addition to PL 201, one other 200-level offering, and five upper-level philosophy courses, one of which can be a departmental offering in ethics.

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## MAJOR IN PHILOSOPHY

### BACHELOR OF ARTS

Requirements for a major and an example of a typical program of courses are as follows:

#### Freshman Year

##### *Fall Term*

CM 100 Effective Writing\*\*  
PL 201 Foundations of Philosophy\*  
Language Core  
Math/Science Core  
Social Science Core

##### *Spring Term*

HS 101 History of Modern Western Civilization\*\*  
PL 200-Level Philosophical Perspectives Course\*  
Language Core  
Math/Science Core  
Social Science Core

#### Sophomore Year

##### *Fall Term*

EN 101 Understanding Literature  
TH 201 Introduction to Theology\*/\*\* or  
Elective  
Fine Arts Core  
Math/Science Core\*\*  
Philosophy Elective\*

##### *Spring Term*

English Core  
History Core\*\*  
Theology Core\*\* or  
Elective  
Philosophy Elective\*  
Philosophy Elective\*

## Junior Year

### Fall Term

TH 201 Introduction to Theology\*/\*\* or  
 Elective  
 Ethics Core\*\*  
 Philosophy Elective\*  
 Non-Departmental Elective  
 Elective

### Spring Term

Theology Core\*\* or  
 Elective  
 Philosophy Elective\*  
 Philosophy Elective\*  
 Elective

## Senior Year

### Fall Term

Philosophy Elective\*  
 Philosophy Elective\*  
 Non-Departmental Elective  
 Elective  
 Elective

### Spring Term

Philosophy Elective\*  
 Philosophy Elective\*  
 Non-Departmental Elective  
 Elective  
 Elective

\* Required for major.

\*\* Terms may be interchanged.

- Philosophy Core Requirements:** All students must take the PL 200-level core sequence which consists of PL 201 and a second 200-level Philosophical Perspectives course or the Honors equivalent.
- PL 201 is a prerequisite for all other philosophy courses. Two PL 200-level courses are required for all 300- and 400-level courses.**
- Ethics Core Requirements:** Each student must take one course in ethics. This course may be elected from those offered by the Philosophy Department (PL 300–319) or from the courses in Christian ethics offered by the Theology Department (TH 300–319).

- Major Requirements:** In addition to PL 201, one other PL 200-level offering, and ten philosophy courses at the 300- or 400-level must be taken. One course may be the ethics core requirement, provided this course is chosen from PL 300–319.
- Minor Requirements:** Five philosophy courses must be taken in addition to PL 201 and one other PL 200-level offering. One course may be the ethics core requirement, provided this course is chosen from PL 300–319.
- PL 202–250 may be taken as free electives. They do not count toward a Major or Minor in Philosophy.

## COURSE DESCRIPTIONS

### PL 201 Foundations of Philosophy (3.00 cr.)

The first half of a yearlong, two semester introduction to philosophical questioning. Special attention is paid to the origins of philosophy, both with respect to its historical beginnings and its central themes, in the ancient world. Four focal points are: the emergence and development of the distinction between reality and appearance [metaphysics]; questions concerning the grounds for distinguishing between knowledge and opinion [epistemology]; the nature and status of values (ethical, aesthetic, religious, etc.) within the larger framework of human understanding [axiology]; and reflections on the nature of the human as such, or on the human condition [philosophical anthropology].

### PL 202 Philosophical Perspectives: The Project of Modernity (3.00 cr.)

*Prerequisite:* PL 201. Examines distinctive aspects of the modern philosophical project as it relates to questions of science, politics, society, history, or morals. Philosophical theories ranging from the seventeenth through the twentieth centuries are treated in their historical development and/or their opposition to ancient teachings.

### PL 210 Philosophical Perspectives: Politics and Society (3.00 cr.)

*Prerequisite:* PL 201. Addresses the basis and goals of human society, including issues concerning the structure of the good community as balanced against the interests of the individual.

**PL 212 Philosophical Perspectives:  
Technology and Culture (3.00 cr.)**

*Prerequisite: PL 201.* Considers the structure of technology as it has shaped the human experience, with particular attention to its far-reaching impacts, both for good and ill, on the modern world.

**PL 214 Philosophical Perspectives:  
The Utopian Imagination (3.00 cr.)**

*Prerequisite: PL 201.* A survey of utopian thinkers from the ancient world to the present. Central focus is on the concept of human nature and the meaning and possibility of the good life.

**PL 216 Philosophical Perspectives:  
Asian Thought (3.00 cr.)**

*Prerequisite: PL 201.* An introduction to the philosophical and spiritual traditions of Asia, such as Hinduism, Buddhism, Confucianism, and Taoism. Comparisons with Western thought are explored. *Counts toward Asian Studies minor.*

**PL 218 Philosophical Perspectives:  
Philosophies of Love (3.00 cr.)**

*Prerequisite: PL 201.* Considers various interpretations of the nature and destiny of love.

**PL 220 Philosophical Perspectives:  
Art and Imagination (3.00 cr.)**

*Prerequisite: PL 201.* An exploration of the parallel development of philosophy and art as truth-disclosing activities.

**PL 222 Philosophical Perspectives:  
Education and Enlightenment (3.00 cr.)**

*Prerequisite: PL 201.* Examines philosophical assumptions about the ends and means of education.

**PL 224 Philosophical Perspectives:  
Soul and Psyche (3.00 cr.)**

*Prerequisite: PL 201.* An examination of the philosophical foundations of psychology from Plato to Freud.

**PL 230 Philosophical Perspectives:  
Humanity and Divinity (3.00 cr.)**

*Prerequisite: PL 201.* A philosophical investigation of the nature and meaning of the religious.

**PL 232 Philosophical Perspectives:  
Gender and Nature (3.00 cr.)**

*Prerequisite: PL 201.* Examines the history of Western concepts of nature and science with particular attention to how ideas about hierarchy, gender, and violence have

affected our relationship to the natural world. *Introductory course for the Gender Studies minor.*

**PL 302 General Ethics (3.00 cr.)**

*Prerequisite: PL 201 and one additional PL 200-level course.* Explores, both historically and topically, the basic questions about values and obligation, the social and individual influences on moral judgement, the application of general guidelines to particular situations, and the search for a personal moral life.

**PL 310 Business Ethics (3.00 cr.)**

*Prerequisite: PL 201 and one additional PL 200-level course.* A study of the relevance of ethics to business, with special emphasis on the similarities and differences between business and 'personal' life. Case studies and special readings cover such topics as the social responsibilities of business and the notion of the economic common good.

**PL 311 Bio-Ethics (3.00 cr.)**

*Prerequisite: PL 201 and one additional PL 200-level course.* A study of the moral problems and uncertainties connected with biomedical research. Theoretical questions on the nature of morality and methodological foundations of science lead to a discussion of current topics, such as recombinant DNA, cloning, organ transplants, definitions of death, and death therapy.

**PL 312 Medical Ethics (3.00 cr.)**

*Prerequisite: PL 201 and one additional PL 200-level course.* An introduction to social and ethical issues relevant to the practice of medicine. Discussions range from topics, such as euthanasia and involuntary commitment which concern the rights of the individual patient, to a more general examination of the modern-day health care system.

**PL 313 Contemporary Problems in Ethics (3.00 cr.)**

*Prerequisite: PL 201 and one additional PL 200-level course.* An investigation of contemporary ethical problems based on man's human, moral experience and directed toward the search for adequate guidelines of moral conduct.

**PL 314 Environmental Ethics (3.00 cr.)**

*Prerequisite: PL 201 and one additional PL 200-level course.* An investigation of the relationship between human beings and the natural world, with attention to the ethical dimensions of our life-style and environmental policies. Students explore their obligations to the nonhuman world and to future generations.

**PL 315 Honors Ethics (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
A specially designed section of ethics, probing problems of moral value in history and in contemporary society. Seminar format with an emphasis on discussion and student presentations. *Satisfies the ethics core requirement.*

**PL 316 Media Ethics (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
An introduction to the social and ethical issues relevant to the practice of journalism and other communications professions, as well as the consumption and understanding of the media's role in our lives. Issues for discussion include privacy, plagiarism, fairness and bias, freedom of the press, and serving the public interest.

**PL 317 Issues in Social Ethics (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
A treatment of ethical theories as they relate to contemporary practical concerns such as abortion, euthanasia, sexual ethics, equality of the sexes, the morality of capitalism, punishment and the death penalty, population, hunger, and the environment.

**PL 320 Logic (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
A study of the basic principles and types of reasoning as they function in such fields as business, politics, law, and the natural and social sciences. Attention to the various ways in which language, argument, and persuasion can be used/misused.

**PL 321 Analytic Philosophy (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
The label given to a twentieth century movement which seeks to settle philosophical issues through the analysis of language and concepts. Students study topics central to this movement, including meaning and verifiability, science versus pseudo-science, truth, and evidence. Readings include works by Russell, Wittgenstein, Carnap, Schlick, Hempel, Ayer, and Quine.

**PL 323 Survey of Metaphysics (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
An examination of the 'big questions' of philosophy through an historical survey of thinkers in the Western tradition. Topics include whether time and space have a beginning, the relationship of being to God, the problem of finitude and eternity, death and nothingness, the human search for meaning, the foundations of truth.

**PL 324 Philosophy of Service (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
What does it mean to be of service to another? This course explores the issues of social justice, community, the personal search for meaning, and the recognition of difference and mutuality which all come into play when we seek to serve. *Closed to students who have taken SL 450.*

**PL 325 Asian Philosophy (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
An upper-level exploration of Asian philosophical and spiritual traditions, such as Hinduism, Buddhism, Confucianism, and Taoism. One or more may be the focus of a given course. *Counts toward Asian Studies minor.*

**PL 326 Philosophy of Religion (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
An examination of phenomenological descriptions of religion, and a discussion of the possibility of metaphysical statements about God. Topics include contemporary problems of God-talk, secularization, the relationship between philosophy and theology.

**PL 327 Philosophy of Language (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
What is language itself? How have different philosophers answered the question of the nature of language and our relation to it? Theories of language from antiquity to the present are examined. Readings include works from, among others, Plato, Hobbes, Wittgenstein, Saussure, Jakobson, Lacan, and Derrida.

**PL 328 Philosophy of the Body (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
Investigates the human body as a philosophical theme. Contrasts Descartes' vision of the mechanical body with contemporary alternative views. Discusses how bodily experience is shaped by culture, for example, in the context of medicine, sports, labor, punishment, and sexuality.

**PL 329 Philosophical Foundations of Catholic Social Thought (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
A survey of the philosophical foundations and development of Catholic social thought. The survey begins with a study of ancient and medieval sources which is followed by an analysis of important nineteenth and twentieth century Catholic statements on questions of economics, politics, society, and culture in conjunction with significant traditions of the period—Catholic and non-Catholic—such as Marxism, phenomenology, existentialism, neo-scholasticism, and contemporary

views of the nature of person and community. *Counts toward Catholic Studies minor.*

**PL 330 Social and Political Philosophy (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course. An historical and topical inquiry into the foundations and purposes of society and the state. Contemporary problems regarding the relationship of capitalism and socialism as socio-political models are discussed.

**PL 331 Natural Law and Natural Right (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course. An examination of the foundation and arguments for “rights doctrines” as developed from the natural law or natural rights traditions. The difference between the two traditions is illustrated through a study of the political philosophies of Plato, Aristotle, Machiavelli, Hobbes, and Locke. Close attention is given to the writings of Saint Thomas Aquinas and the pragmatic influence of them on numerous papal encyclicals. *Counts toward Catholic Studies minor.*

**PL 332 Skepticism: Ancient and Modern (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course. A look at skepticism, ancient and modern. Students study Gorgias, Proragoras, Plato, Sextus, Descartes, Hume, and Wittgenstein as they seek to understand the focuses and methods of the various skepticisms; the continuities and discontinuities between ancient and modern skepticism; and the various ways in which their critics have attempted to disarm the skeptics.

**PL 333 Philosophy of Law (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course. An examination of some basic systems of law, including legal positivism, common law, and natural law. Places where these systems come into conflict—for example, the tort law of wrongful birth—are a special focus of this course. By way of a central theme, students are introduced to the kinds and scope of laws governing homicide and how these apply domestically and internationally. The course is historical—covering authors such as Bentham, Blackstone, and de Vitoria—as well as topical.

**PL 334 Political Power and Platonic Philosophy (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course. Does the fate of Socrates at the hands of Athens reveal an insoluble conflict between philosophy’s insistence on rational critique and the political community’s need for solidarity? This team-taught course explores the fundamental tensions between philosophy and politics,

focused primarily through the lens of selected Platonic dialogues, but also incorporating writings by Aristophanes, Rousseau, and Nietzsche. *Same course as PS 393.*

**PL 335 Philosophy and Law: Gender Issues (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course. An evaluation of gender issues from both a legal and a philosophical perspective. After considering the specific issues concerned with women and work, women and the family, women and their bodies, and discrimination against women, students will be encouraged to determine whether we need to change laws or to change the way people think. *Counts toward Gender Studies minor.*

**PL 336 Faith and Reason (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course. Explores the notion of truth and the nature of the universe, the existence of God, and the human person; reason’s response to the ‘limits of reason’; faith and the realm of grace which ‘completes’ nature. Selected readings from *Fides et Ratio*, Augustine, Aquinas, Gilson, Maritain, Schelier, and Edith Stein. *Counts toward Catholic Studies minor.*

**PL 337 Philosophy and Feminism (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course. An introduction to feminist theory, beginning with a review of the history of philosophy from a feminist perspective, with special emphasis on Aristotle, the Christian tradition, Marx, Mill, and Freud. Contemporary thinkers studied include Firestone, Gilligan, Jaggar, Harding, and Eisenstein. *Counts toward Gender Studies minor.*

**PL 338 Psychoanalysis and Philosophy (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course. Examines recent interpretations of psychoanalysis, informed by existential philosophy and new conceptions of the nature of language. These perspectives restore the fertility and sophistication of Freud’s thought and present new opportunities/challenges for philosophical questioning.

**PL 339 Twentieth-Century Women Philosophers (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course. Calls attention to and explores the contribution of female and feminist philosophers of the twentieth century. Examines the themes of gender, sex roles, patriarchy, and the development of woman’s consciousness in the history of philosophy in our century. *Counts toward Gender Studies minor.*

**PL 340 Public/Private Distinction  
in American Life**

(3.00 cr.)

*Prerequisite:* PL 201 and one additional PL 200-level course. The public/private distinction is the idea that there is and ought to be a sharp separation between public and private life. The public world of employment, individual achievement, and politics is still a ‘man’s world’. The private sphere, ‘woman’s world’, focuses on home and family. Students examine the meaning of this distinction in law and the philosophy of law. *Capstone seminar course for Gender Studies minor.*

**PL 341 Philosophy of Education**

(3.00 cr.)

*Prerequisite:* PL 201 and one additional PL 200-level course. The history and problems of education are approached from a philosophical perspective. What is teaching? What is learning? What is the purpose of education? These are central questions in this course. This historical context (Plato, Aristotle, Rousseau, Dewey) help to illuminate contemporary controversies.

**PL 342 Feminism and Psychoanalysis**

(3.00 cr.)

*Prerequisite:* PL 201 and one additional PL 200-level course. Explores the notoriously rocky relationship between feminism and psychoanalysis in order to acquaint students with two important traditions of contemporary theory and to pose questions about theory in general—how theories arise and evolve, how they are shaped by politics, and how they succeed or fail to describe concrete realities. Readings from Freud, de Beauvoir, Steinem, Millet, Gilligan, Paglia, Dinnerstein, and others. *Counts toward Gender Studies minor.*

**PL 343 Physics and Philosophy  
of Light, Space, and Time**

(3.00 cr.)

*Prerequisite:* PL 201 and one additional PL 200-level course. Examines the nature of light and how the attempt to understand it has forced physics and philosophy to rethink space, time, and the human place in the universe. In this collaborative effort between physics and philosophy, the physical and figurative interpretations of these concepts are studied. *Same course as PH 130.*

**PL 344 Philosophy and Scientific World Views**

(3.00 cr.)

*Prerequisite:* PL 201 and one additional PL 200-level course. Students are provided with a background against which the development, structure, and meaning of science can be understood. The nature of scientific inquiry is examined, from its earliest inception by “natural philosophers” to ever more sophisticated answers to the workings of the cosmos. The course asks: what is reality, and can we know it? Are our scientific theories dis-

covered or invented by us? What are the underlying metaphysical and epistemological assumptions that accompany revolutions in science, shaping its process, its goals and values?

**PL 345 Self-Deception and  
False Consciousness**

(3.00 cr.)

*Prerequisite:* PL 201 and one additional PL 200-level course. Philosophy has sought for centuries to fulfill the Delphic injunction to ‘know thyself’ and, in doing so, has become familiar with the many ways in which human beings deceive themselves. Surveys the various mechanisms of self deception, misunderstanding, distortion, and falsification. Readings from Plato, Augustine, Descartes, Marx, Nietzsche, Freud, Sartre, and Heidegger.

**PL 347 The Morals and Mechanics  
of Modern Philosophy**

(3.00 cr.)

*Prerequisite:* PL 201 and one additional PL 200-level course. Modernity is held to begin with the discovery of the natural sciences, that nature is an object to be mastered or controlled. Here are examined the moral and mechanical doctrines of Niccolò Machiavelli and Francis Bacon which serve as the foundations for the modern philosophical program.

**PL 348 Exoteric/Esoteric Distinction  
in Philosophy**

(3.00 cr.)

*Prerequisite:* PL 201 and one additional PL 200-level course. Examines the philosophical practice of esotericism, or the habit of secret teaching, in ancient and modern forms. Pertinent themes include noble lying, accommodation, protection from harm and social responsibility, philosophical communication of ‘dangerous’ truths, and exoteric/esoteric literature. Figures considered include Plato, Aristotle, Maimonides, Galileo, Machiavelli, Bacon, Descartes, Hobbes, Spinoza, Locke, Toland, and others.

**PL 349 Gender and Nature**

(3.00 cr.)

*Prerequisite:* PL 201 and one additional PL 200-level course. From Bacon’s desire to “establish a chaste and lawful marriage between the mind and nature” to the newly minted profession of “webmaster,” the philosophy and science of the West have employed metaphors and images replete with sexual and gender-specific content. This course examines the concept of nature, with particular emphasis on the characterization of science, as well as the philosophical traditions which associate ideals of human reason with ideals of masculinity. *Counts toward Gender Studies minor.*



**PL 350 Sexual Ethics (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course. Examines the relationship between ethics and fundamental conceptions in philosophical anthropology. Sexual ethics are discussed in terms of desire, concupiscence, ecstasy, rationality, and norms. While a variety of viewpoints are discussed, the course concentrates on readings from within the Catholic tradition. For this reason, the course is interdisciplinary, taking in moral theory, philosophy, theology, literature, and art. *Does not fulfill ethics core requirement. Counts toward Catholic Studies minor.*

**PL 352 Catholic Political Philosophy (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course. While not forgetting the principles of political philosophy laid down by Saints Augustine and Aquinas, this class discusses the work of recent Catholic political philosophers. The central topic is whether or not Catholicism is compatible with liberal democracy. Amongst thinkers to be discussed are Aurel Kolnai, Pierre Manent, John Paul II, and the Jesuits, Gaston Fessard and John Courtney Murray. *Counts toward Catholic Studies minor.*

**PL 353 Modern Moral Philosophy (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course. Students add to their knowledge of foundational ethical theories. Aware of the contributions to ethical theory made by thinkers like Aristotle, Aquinas, Kant and Mill, students learn about the moral philosophy of Max Scheler. Writing in early twentieth century Germany, Scheler is credited with developing an entirely original phenomenological theory of values. Attention is also given to the ethical writings of a student of Scheler, the Hungarian, Aurel Kolnai. *Counts toward Catholic Studies minor.*

**PL 355 Philosophy of History (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course. History is a central theme of philosophical inquiry. The study of the philosophy of history raises the question as to whether there is meaning in events over time and space, granting regularity and human freedom. Some key authors are Cicero, Augustine, Vico, Kant, Herder, Hegel, Marx, Dilthey, Ricoeur, and Danto, each of whom contributed to shaping the understanding of history. *Counts toward Catholic Studies minor.*

**PL 356 Philosophical Aesthetics (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course. Some have considered philosophical aesthetics one of the most exalted keystones of the philosophical enterprise, representing an examination of the mind and emotions in relation to a sense of beauty. Are 'truth'

and 'knowledge' relevant categories when it comes to evaluating a beautiful object? Reflections on the passions within the framework of philosophical discourse. Among the viewpoints typically considered are those of Plato, Aristotle, Kant, Goethe, Hegel, Heidegger, Nietzsche.

**PL 357 Philosophy and Literature (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course. Literature gives concrete expression to our sense of reality and in its history 're-presents' the status of man and human events as each age presupposes it. Herein resides the intimate relationship which has always existed between literature and philosophy. The history of this relationship explains both the continuity and the discontinuity which is present in Western literature. Focuses on one (or more) special topics, such as tragedy, modernism, aesthetic theories of literature, and existentialism.

**PL 358 Ancient Philosophy (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course. From the early inquiries of the Milesians to the elaborately structured reflections of Aristotle, the ancient Greek philosophers inaugurated questions about knowledge, virtue, being, and human nature that we continue to ask today. The course focuses on metaphysical, epistemological, and ethical topics in Thales, Pythagoras, Parmenides, Heraclitus, the Atomists, the Sophists, Socrates, Plato, and Aristotle.

**PL 359 The Presocratics (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course. An investigation of the writings of the Presocratic philosophers, from Thales to the Sophists. The course looks at their work both in terms of its own intrinsic interest and its influence on later philosophers, chiefly Plato and Aristotle.

**PL 360 Epistemology (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course. A study of theories concerning the nature of knowledge. Examination of the distinction between knowledge and belief, the role of justification in establishing truth, propositional versus existential truth. Studies classical, modern, and contemporary views.

**PL 361 Socrates and His Modern Interpreters (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course. A study of the monumental figure of Socrates in philosophy. The figure of Socrates in Aristophanes, Xenophon, and Plato is examined before looking to the use and abuse of Socrates in modern philosophy, including that of Kierkegaard, Nietzsche, Gadamer, Derrida, and Foucault.

**PL 362 Hellenistic Philosophy (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
A survey of the main systematic philosophies practiced in the Hellenistic empire from 323 until 30 B.C.—Skepticism, Cynicism, Epicureanism, and Stoicism.

**PL 363 Post-Modern Platos (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
The study of post-modern interpreters of Plato's dialogues. The course centers around Catherine Zuckert's book, *Postmodern Platos* and treats such interpreters as Nietzsche, Strauss, Gadamer, Heidegger, Derrida, Foucault, and Deleuze.

**PL 364 Renaissance Philosophy (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
Discussion of the foundations of modern thought: the turn towards human interest and to language, the reassessment of the classical heritage, and the crisis of Christianity. Renaissance philosophy shows current issues of philosophy in the making. *Counts toward Catholic Studies minor.*

**PL 366 Studies in Plato (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
An inquiry into the epistemological, moral, and metaphysical writings of Plato's middle and later periods, with special reference to the relation of Anamnesis, participation and the theory of forms in the middle dialogues to Koinonia and the theory of the greatest kinds in the later dialogues.

**PL 367 Plato's Republic (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
An examination of the teachings contained in one of the most important of the Platonic dialogues. A close study of the dialogue and lectures treats the nature of justice, the quarrel between poetry and philosophy, relationship between philosophy and politics or theology, the character of the philosopher, the purposes of education, the doctrine of 'ideas', and the naturalness of political life.

**PL 368 Introduction to Aristotle (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
A study of Aristotle as a systematic thinker with an integrated view of the natural world, the goals of human life, and the formal properties of thought. Primary focus on selections from Aristotle's logical works and psychological treatises, together with his *Physics*, *Metaphysics*, *Ethics*, and *Politics*.

**PL 369 Introduction to Saint Thomas Aquinas (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
The philosophy of Saint Thomas represents the high point of medieval thought. Course focuses on the three notions that make up the 'dance of creation': the notion of God as a creator whose knowledge does not distance itself from the world; the notion of the world as being created and, as such, perpetually unfinished; and the notion of the human soul as the site from which the world responds to its creator. *Counts toward Catholic Studies and Medieval Studies minors.*

**PL 370 Medieval Philosophy (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
For 1,500 years, thinkers sought a single thing: a 'Concept of Being' to explain the sum of things. Reaches from Greek, Roman, Arabic, and Hebrew roots to the thirteenth century moment when all the Middle Ages stood side by side. Traces how the bad philosophical decisions made at that moment determined the eventual collapse of Medieval philosophy into the sterile scholasticism and anti-Catholic Scientific Revolution. *Counts toward Catholic Studies and Medieval Studies minors.*

**PL 371 Introduction to Descartes (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
An examination of the doctrines of René Descartes through the study of his works, *The Discourse on Method* and *Meditations on First Philosophy* with some reference to *Rules for the Direction of the Mind* and *Passions of the Soul*. Lectures address the centrality of Descartes's teaching to the modern program, mathematical certitude, the relation between reason and passion, philosophic method, metaphysical neutrality, and the project of 'mastery and possession of nature'.

**PL 372 Introduction to Spinoza (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
A study of the foundations of the philosophic teaching of Baruch Spinoza, principally through the reading of his *Tractatus theologico-politicus*. An examination of revelation, miracles, divine and human law, philosophic communication, natural right, obedience, and the theologico-political problem.

**PL 373 Philosophy/The Enlightenment (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.  
Studies the major questions of seventeenth and eighteenth century thinkers, such as Descartes, Voltaire, Spinoza, Leibniz, Locke, Hume, Rousseau.

**PL 374 Continental Rationalism (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.

A study of seventeenth and eighteenth century rationalism, focusing on the major rationalist thinkers, Descartes, Spinoza, and Leibniz. Some central themes include metaphysics and the emergence of modern scientific rationality; the modern concept of nature; the relation of mind and body; the role of God in metaphysical and scientific systems; monism and pluralism.

**PL 376 Introduction to Kant (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.

An introduction to the 'critical' philosophy of the German Enlightenment thinker, Immanuel Kant. Selections from his three primary works, *Critique of Pure Reason*, *Critique of Practical Reason*, and *Critique of Judgement* are read to show the overarching nature of his critical philosophy. Focuses on key issues such as the meaning of 'transcendental,' 'critique,' the 'Copernican Revolution' and how these impact on modern tendencies in science as well as moral and aesthetic value theory.

**PL 377 Kant's Moral Philosophy (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.

An examination of Immanuel Kant's moral philosophy (ethics and philosophy of law), its place within his overall philosophy, and its place in modern ethics and natural law theory. Topics include freedom as autonomy; rationality and morality; the relationship of morality and law, person, and state. Readings consist of Kant's principal writings in ethics and philosophy of law.

**PL 378 Introduction to Hegel (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.

An account of Hegel's philosophical enterprise and way of thinking, beginning with his introductory lectures on the history of philosophy and on the philosophies of art and of religion.

**PL 380 Marx and Marxism (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.

A study of the philosophical writings of Marx and of the views on man and society presented by some contemporary Marxist authors.

**PL 381 German Idealism (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.

German idealism is the name usually given to the explosive series of development in philosophy during the period immediately after Kant. Seldom in the history of philosophy has so brief a space of time produced so many philosophical innovations, many of which live

on today, albeit under other names. Provides an introduction to the works of three of the most influential thinkers of the time—Fichte, Schelling, and Hegel.

**PL 382 Existentialism (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.

A study of some of the philosophical and literary works of thinkers such as Kierkegaard, Heidegger, Sartre, Marcel, and Camus.

**PL 384 Phenomenology (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.

An introduction to phenomenology through a study of its major representatives, notably Husserl, Heidegger, Merleau-Ponty, and Sartre.

**PL 385 The Thought of Heidegger (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.

Traces the path of Heideggerian philosophy, focusing both on existential, hermeneutic approach of *Being and Time*, as well as on the later, more 'meditative' period. Questions will be raised about the implications of Heidegger's thinking for our understanding of the nature and history of philosophy.

**PL 387 Twentieth-Century Analytic Philosophy (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.

A study of the writings of Moore, Russell, Wittgenstein, Ayer, Ryle, Strawson, Hampshire, and Hare.

**PL 388 Contemporary Continental Philosophy (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.

A survey of some of the most influential figures in contemporary continental philosophy in an attempt to identify the key ideas that inform and unify their thought. Authors who may be read include Husserl, Sartre, Heidegger, Gadamer, Merleau-Ponty, Saussure, Derrida, Lacan, Foucault, and Levinas.

**PL 389 Nietzsche (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.

Nietzsche is the first major figure in the history of philosophy to repudiate the tradition of Western thought that began with Plato. Examines the nature of this repudiation and Nietzsche's attempt to inaugurate a new mode of philosophical thinking.

**PL 390 American Philosophy (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.

A study of the evolution of American thought and lan-

guage from the 'reflective primitivism' of the Puritans and the religious consciousness of Edwards and the transcendentalists to the philosophical positions of American pragmatism, idealism, and naturalism.

**PL 391 Wittgenstein (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.

Wittgenstein traverses the divide between analytic and continental philosophy. Examines both the early and the late Wittgenstein in the light of this division. Studies the remarkable shift from his early logical picturing of reality to a later focus on the conventions of language.

**PL 392 William James (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.

An examination of the basic writings of William James with special attention to his discussion of freedom, consciousness, pragmatism, and religious experience.

**PL 393 Copernican Revolutions (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.

Examines some of the great upheavals of modern European intellectual life that, like the revolution of Copernicus that displaced the earth from the center of the universe, call into question many of our oldest and most cherished assumptions. Readings from, among others, Darwin, Marx, Nietzsche, and Freud.

**PL 394 Process Philosophy (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.

A study of the basic principles of process philosophy through Whitehead's *Process and Reality*. Topics include actual entities and their formative principles, the phases of feeling, the concrescence of an actual entity, actual entities, nexus and societies, the theory of perception.

**PL 398 Philosophy and Film (3.00 cr.)**

*Prerequisite:* PL 201 and one additional PL 200-level course.

Our culture has been reshaped by the new technologies of cinema and television. Examines a range of philosophical issues surrounding the audio-visual structure of these media, and their impact upon society. Also uses films, like written texts, as a medium for addressing significant issues in philosophy. *Counts toward Film Studies minor.*

**PL 450 Seminar: Renaissance Philosophy of Religion (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course, and written permission of the instructor. An overview of the approach to philosophical theology by Renaissance thinkers including Nicholas of Cusa, Lorenzo Valla,

Tommaso Campanella, and others. Leaving the more famous reformers aside, the study focuses on the continuity of philosophy of religion from late medieval thinkers through Humanists, to late Renaissance philosophers that paralleled the growth of tensions between the denominations. *Counts toward Catholic Studies minor.*

# PHYSICS

**OFFICE:** Donnelly Science, Room 262

**TELEPHONE:** 410-617-2642

**CHAIR:** Mary L. Lowe, Professor

**PROFESSORS:** Gregory N. Derry; Frank R. Haig, S.J. (emeritus); Mary L. Lowe; Bernard J. Weigman (emeritus)

**ASSOCIATE PROFESSORS:** Joseph Ganem; Randall S. Jones; Helene F. Perry (emerita)

**AFFILIATE FACULTY:** Charles A. Gehrman

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## MAJOR IN PHYSICS

A Major in Physics leads to a fundamental understanding of nature and technology, an ability to think creatively, and a highly developed set of problem-solving skills. Loyola's program in physics offers a high degree of flexibility and choice, making it ideal for a variety of careers as well as graduate study.

The foundation of the program is a sequence of eight physics courses, four mathematics courses (plus one computer science course), and six physics laboratories. All of these courses are taken in common by all physics majors. Beyond these foundation courses, students can elect an analytic, interdisciplinary, or accelerated B.S./M.S. option.

The analytic option consists of three advanced physics courses and two senior laboratory courses. This option is ideally suited as a preparation for graduate study in physics or to obtain a maximally broad physics background in preparation for any career choice.

The interdisciplinary option consists of six courses chosen to form a coherent whole, subject to the approval of the Physics Department (several examples of specific programs that are available can be found below). The set of courses chosen under the interdisciplinary option can thus be tailored to the interests and career goals of the student.

Physics majors may participate in a five-year program resulting in a Bachelor of Science (B.S.) in Physics with a concentration in computer science and a Master of Science (M.S.) in Computer Science. This program enables students to take gradu-

ate computer science courses in the senior year that count toward both the bachelor's and master's degrees. CS 201 and CS 202 should be taken in the freshman year. The schedule allows time for one semester abroad, if desired. Interested students should speak with the chair of the Physics Department as soon as possible, preferably in the freshman year. For more information on the graduate program in computer science, please consult the graduate catalogue.

In the event a student is interested in a physics or astronomy course that is not offered at Loyola, the student may take that course at one of the participating colleges in the Baltimore Student Exchange Program (BSEP) at no additional tuition charge (fees are not included) during the fall and spring semesters. For more information, see the Curriculum and Policies chapter in this catalogue.

Requirements for the major are as follows:

- CS 201 Computer Science I
- MA 251 Calculus I
- MA 252 Calculus II
- MA 304 Ordinary Differential Equations
- MA 351 Calculus III
- PH 201 General Physics I
- PH 202 General Physics II
- PH 291 General Physics Lab I (1 credit)
- PH 292 General Physics Lab II (1 credit)
- PH 293 Intermediate Laboratory I (1 credit)
- PH 294 Intermediate Laboratory II (1 credit)
- PH 307 Waves and Fields
- PH 312 Modern Physics
- PH 316 Classical Mechanics
- PH 317 Thermal Physics
- PH 397 Experimental Methods I (2 credits)
- PH 398 Experimental Methods II (2 credits)
- PH 415 Wave Mechanics
- PH 417 Electricity and Magnetism
- PH 450 Quantum Theory (analytic option only)
- PH 474 Electrodynamics (analytic option only)
- PH 484 Methods of Theoretical Physics (analytic option only)
- PH 493 Advanced Laboratory I (analytic option only)
- PH 494 Advanced Laboratory II (analytic option only)

**BACHELOR OF SCIENCE****Analytic Option**

Requirements for the major and an example of a typical program of courses in the analytic option are as follows:

**Freshman Year***Fall Term*

CM 100 Effective Writing  
 MA 251 Calculus I\*  
 PH 201 General Physics I\*  
 PH 291 General Physics Lab I\*  
 Language Core  
 Social Science Core

*Spring Term*

CS 201 Computer Science I\*  
 HS 101 History of Modern Western Civilization  
 MA 252 Calculus II\*  
 PH 202 General Physics II\*  
 PH 292 General Physics Lab II\*  
 Language Core

**Sophomore Year***Fall Term*

EN 101 Understanding Literature  
 MA 351 Calculus III\*  
 PH 293 Intermediate Laboratory I\*  
 PH 307 Waves and Fields\*  
 PH 317 Thermal Physics\*  
 PL 201 Foundations of Philosophy

*Spring Term*

MA 304 Differential Equations\*  
 PH 294 Intermediate Laboratory II\*  
 PH 312 Modern Physics\*  
 PH 316 Classical Mechanics\*  
 PL 200-Level Philosophical Perspectives Course  
 English Core

**Junior Year***Fall Term*

PH 397 Experimental Methods I\*  
 PH 415 Wave Mechanics\*  
 PH 417 Electricity and Magnetism\*  
 TH 201 Introduction to Theology  
 Fine Arts Core  
 Elective

*Spring Term*

PH 398 Experimental Methods II\*  
 PH 450 Quantum Theory\* or  
 PH 474 Electrodynamics\*  
 PH 484 Methods of Theoretical Physics\*  
 History Core  
 Theology Core  
 Non-Departmental Elective

**Senior Year***Fall Term*

PH 493 Advanced Laboratory I\*  
 Ethics Core  
 Social Science Core  
 Non-Departmental Elective  
 Elective

*Spring Term*

PH 450 Quantum Theory or  
 PH 474 Electrodynamics\*  
 PH 494 Advanced Laboratory II\*  
 Non-Departmental Elective  
 Elective  
 Elective

**Interdisciplinary Option**

Requirements for the major and an example of a typical program of courses in the interdisciplinary option are as follows:

**Freshman Year***Fall Term*

CM 100 Effective Writing  
 CS 201 Computer Science I\*  
 MA 251 Calculus I\*  
 Interdisciplinary Option Course\*  
 Language Core

*Spring Term*

HS 101 History of Modern Western Civilization  
 MA 252 Calculus II\*  
 Interdisciplinary Option Course\*  
 Language Core  
 Social Science Core



**Sophomore Year***Fall Term*

- EN 101 Understanding Literature
- MA 351 Calculus III\*
- PH 201 General Physics I\*
- PH 291 General Physics Lab I\*
- PL 201 Foundations of Philosophy  
Interdisciplinary Option Course\*

*Spring Term*

- PH 202 General Physics II\*
- PH 292 General Physics Lab II\*
- MA 304 Differential Equations\*
- PL 200-Level Philosophical Perspectives Course  
Interdisciplinary Option Course\*
- English Core

**Junior Year***Fall Term*

- PH 293 Intermediate Laboratory I\*
- PH 307 Waves and Fields\*
- PH 317 Thermal Physics\*
- TH 201 Introduction to Theology  
Interdisciplinary Option Course\*
- Fine Arts Core

*Spring Term*

- PH 294 Intermediate Laboratory II\*
- PH 312 Modern Physics\*
- PH 316 Classical Mechanics\*
- Interdisciplinary Option Course\*
- History Core
- Theology Core

**Senior Year***Fall Term*

- PH 397 Experimental Methods I\*
- PH 415 Wave Mechanics\*
- PH 417 Electricity and Magnetism\*
- Non-Departmental Elective
- Non-Departmental Elective
- Elective

*Spring Term*

- PH 398 Experimental Methods II\*
- Ethics Core
- Social Science Core
- Non-Departmental Elective
- Elective
- Elective

\* Required for major

1. PH 202 is prerequisite for all PH 300-level courses. PH 307 and PH 312 are prerequisites for all PH 400-level courses.
2. PH120, PH140, PH141, PH160, PH170, PH180, and PH 185 are appropriate choices to partially satisfy the natural science core requirement.
3. PH 450 and PH 474 are only offered every other year; this necessitates appropriate alterations in the typical schedule depending on whether the years they are offered fall in the student's junior or senior year.
4. Interdisciplinary option courses may need to be spread out over a long time period due to sequencing requirements in some disciplines. However, note that it is possible where appropriate to start the physics course sequence in the freshman year and take more of the interdisciplinary courses later than shown.

Students should consult with an adviser in the Physics Department in order to plan appropriately for the desired program. Interdisciplinary concentrations other than those illustrated here are possible, as are full interdisciplinary majors or other custom-designed programs.

The following are a variety of examples for interdisciplinary track concentrations. Other combinations are also possible and students should consult an adviser in the Physics Department if interested. Note that many of these concentrations can be arranged or slightly augmented to obtain a minor in the relevant discipline. Also note that the natural sciences concentration includes all of the requirements needed for medical school and other health-related studies.

**Computer Science Concentration:**

- CS 202 Computer Science II
- CS 301 Data Structures and Algorithms I
- CS 468 Image Processing
- Three CS Electives

**Materials Science Concentration:**

- CH 101 General Chemistry I (plus Lab)
- CH 102 General Chemistry II (plus Lab)
- EG 351 Introduction to Engineering Materials (plus Lab)

EG 453 Structure of Solids  
 EG 454 Mechanical Properties of Materials  
 PH 462 Solid State Physics

**Physics Teaching Concentration:**

CH 101 General Chemistry I (plus Lab)  
 CH 102 General Chemistry II (plus Lab)  
 ED 301 Educational Psychology  
 ED 422 The Teaching of Science  
 ED 432 Field Experience in Education  
 ED 452 Student Teaching (Secondary Level):  
 Science

To complete the coursework required to become certified to teach on the secondary level, additional courses that fulfill a Minor in Secondary Education must be taken. See requirements in the Education chapter of this catalogue.

**Note:** CH 101 and CH 102 may be replaced by appropriate ED courses.

**Applied Science Concentration:**

EG 331 Linear Circuit Analysis (plus Lab)  
 EG 380 Engineering Thermodynamics  
 EG 431 Continuous-Time Signals and Systems  
 EG 471 Digital Logic and Computer Systems  
 PH 493 Advanced Laboratory I  
 PH 494 Advanced Laboratory II

**Applied Physics Concentration:**

Six PH 300- or 400-level courses

**Commercial Concentration:**

AC 201 Financial Accounting  
 EC 102 Microeconomics  
 EC 103 Macroeconomics  
 EC 320 Mathematical Economics  
 FI 320 Financial Management  
 MG 201 Organizational Behavior

**Natural Sciences Concentration:**

BL 121 Organismal Biology  
 BL 123 Cellular and Molecular Biology  
 CH 101 General Chemistry I (plus Lab)  
 CH 102 General Chemistry II (plus Lab)  
 CH 301 Organic Chemistry I (plus Lab)  
 CH 302 Organic Chemistry II (plus Lab)

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**MINOR IN PHYSICS**

MA 251 Calculus I  
 MA 252 Calculus II  
 MA 304 Differential Equations  
 MA 351 Calculus III  
 PH 201 General Physics I  
 PH 202 General Physics II  
 Four PH 300- or 400-Level Courses  
 Four Laboratory course credits (any combination)

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**COURSE DESCRIPTIONS**

**PH 004 Shop Techniques for Scientists (0.00 cr.)**  
 Knowledge of precision machine tools is essential for the future experimental scientist. Emphasizes the skills necessary to fabricate specialized equipment for use in a scientific environment through demonstrations and hands-on experience. Students completing this course will be granted shop access for assignments or for personal projects. (*Pass/Fail*)

**PH 101 Introductory Physics I (3.00 cr.)**  
*Corequisite: PH 191.* An introduction to physics designed for majors in the life sciences. Fundamental concepts of classical physics including mechanics, fluids, heat, and thermodynamics.

**PH 102 Introductory Physics II (3.00 cr.)**  
*Prerequisite: PH 101. Corequisite: PH 192.* A continuation of PH 101 which includes wave motion, sound, electrostatic and electromagnetic fields, DC and AC circuits, geometric and physical optics, and selected topics in atomic and nuclear physics.

**PH 110 Physical Science I (4.00 cr.)**  
*Prerequisite: Restricted to elementary education majors.* An introduction to the physical sciences, based on hands-on activities and inquiry-based learning. Includes basic concepts in physics and chemistry, including motion, light, heat, and properties of matter.

**PH 111 Physical Science II (4.00 cr.)**  
*Prerequisite: BL 106 or PH 110. Restricted to elementary education majors. Corequisite: ED 430.* Selected topics from chemistry and physics, which are a continuation of PH 110. Also included are topics from the earth sciences: minerals, historical geology, and climate.

**PH 120 Introduction to the Universe (3.00 cr.)**

A survey of the history of astronomy and the current state of this science. A look at the probabilities of, and search for, extraterrestrial life. A study of our solar system, stars and their evolution, our galaxy and other galaxies, supernovas, pulsars, black holes, quasars. *Fulfills one math/science core requirement for non-science majors. Closed to students who have taken PH 140 or PH 141.*

**PH 130 Physics and Philosophy of Light, Space, and Time (3.00 cr.)**

*Prerequisite: PL 201, one additional PL 200-level course.* Examines the nature of light and how the attempt to understand it has forced physics and philosophy to rethink space, time, and the human place in the universe. In this collaborative effort between physics and philosophy, the physical and figurative interpretations of these concepts are studied. *Same course as PL 343.*

**PH 140 Structure of the Solar System (3.00 cr.)**

A survey of the theories of the solar system starting with Pythagoras and Ptolemy and extending through Copernicus, Galileo, Newton, and Einstein. Explores the modern space program and what it has revealed about our planetary environment. *Fulfills one math/science core requirement for non-science majors. Closed to students who have taken PH 120.*

**PH 141 The Stellar Universe (3.00 cr.)**

The search for life elsewhere in our universe is used as an introduction to the life of stars: how they are born, how they mature, how they die—sometimes with a bang and sometimes with a whimper. Pulsars, quasars, and black holes. Galaxies, cluster of galaxies. Cosmology, or how the universe began, if it did, and how it will end, if it will. *Fulfills one math/science core requirement for non-science majors. Closed to students who have taken PH 120.*

**PH 150 Energy and Environment (3.00 cr.)**

An examination of energy sources for the future: nuclear power, breeder reactors, gasoline substitutes, the future of coal, solar and geothermal sources are studied in view of the laws of thermodynamics. Studies the impact of energy use on resource conservation, water resources, air quality, waste disposal, land use.

**PH 155 The Making of the Atomic Bomb (3.00 cr.)**

A survey of scientific discoveries that lead to the creation of the atomic bomb. Topics include atomic and nuclear structure, relativity, electromagnetic and nuclear forces, and early quantum mechanics. Also considers political and ethical implications of nuclear weapons.

**PH 160 Light and Color (3.00 cr.)**

Light and its behavior influences our perception of the world around us. Reflection, refraction, polarization, diffraction and interference are investigated, as well as optical instruments, vision and the phenomena of color. *Fulfills one math/science core requirement for non-science majors.*

**PH 170 Music and Sound (3.00 cr.)**

An introduction to the physical basis of sound in general and of music in particular. The nature of sound as a wave in air is treated first, and the physical quantities which correspond to pitch, volume, and timbre are examined. Topics include sound production in wind, stringed, and electronic instruments; underlying basis of harmony, dissonance and scales; and the human auditory detection system. *Fulfills one math/science core requirement for non-science majors.*

**PH 180 The Game of Science (3.00 cr.)**

A broad overview of how the world works and how scientists understand things. Emphasizes the everyday experiences of the student and how science explains these experiences using just a few basic ideas. Also considers the application of scientific thinking to technology-related public policy issues and science as a human creative activity.

**PH 185 Nature of Scientific Inquiry (3.00 cr.)**

An examination of the central theories and paradigms of modern science and the methodology by which these results came to be accepted. Includes historical narratives of scientific discoveries, comparisons of science with other forms of inquiry, major transdisciplinary ideas in the sciences, and characteristics of a scientific approach to the world.

**PH 191 Introductory Physics Lab I (1.00 cr.)**

*Corequisite: PH 101.* A laboratory course to accompany PH 101 which serves as an introduction to basic principles of experimentation, error analysis and report writing. Experiments are taken from mechanics, heat, and sound.

**PH 192 Introductory Physics Lab II (1.00 cr.)**

*Corequisite: PH 102.* A laboratory course to accompany PH 102. Experiments taken from sound, wave motion, electrostatics, DC and AC circuits, optics, and nuclear physics. Introduces basic electronic instrumentation.

**PH 201 General Physics I (4.00 cr.)**

*Corequisite: MA 251, PH 291.* Designed for majors in the physical sciences. Topics include vectors, kinematics,

Newton's Laws and dynamics, conservation laws, rigid body equilibrium, rotational mechanics, oscillatory motion, fluid mechanics and motion in a gravitational field, and wave motion. Fundamental concepts of vector analysis and calculus are developed.

**PH 202 General Physics II (4.00 cr.)**

*Prerequisite:* PH 201. *Corequisite:* MA 252, PH 292. A continuation of PH 201 which includes classical electromagnetic theory and geometrical optics.

**PH 291 General Physics Lab I (1.00 cr.)**

*Corequisite:* PH 201. An introduction to experimental physics stressing principles of measurement, treatment and presentation of data and error analysis with experiments taken primarily from mechanics.

**PH 292 General Physics Lab II (1.00 cr.)**

*Prerequisite:* PH 291. *Corequisite:* PH 202. A continuation of PH 291 with experiments taken from sound, wave motion, electrostatics, DC and AC circuits, and geometrical optics. Basic electronic instrumentation introduced.

**PH 293 Intermediate Laboratory I (1.00 cr.)**

*Prerequisite:* PH 202, PH 292. A variety of illustrative and sometimes classic experiments in optics, thermal physics, mechanics, electricity and magnetism, and quantum physics; also introduces the rigorous analysis of experimental errors.

**PH 294 Intermediate Laboratory II (1.00 cr.)**

A continuation of PH 293, with further experiments in optics, thermal physics, mechanics, electricity and magnetism, and nuclear and quantum physics. Extends discussion of error analysis to include use of partial derivatives and statistical distributions.

**PH 307 Waves and Fields (3.00 cr.)**

*Prerequisite:* PH 202. *Corequisite:* MA 351. A unified treatment of waves including acoustics and physical optics as examples; development of complex exponential notation within the context of wave physics. Development of the field concept and the use of vector calculus as a mathematical language to describe field behavior; application to the understanding of fluid flow.

**PH 312 Modern Physics (3.00 cr.)**

*Prerequisite:* PH 202. An introduction to the two major revolutionary developments in physics during the twentieth century, namely Einstein's special theory of relativity and quantum physics. Topics in relativity include simultaneity, the Lorentz transformations, and mass/

energy equivalence. Topics in quantum physics include wave/particle duality, the Uncertainty Principle, quantization of energy and angular momentum, atomic orbitals, and the infinite square well model.

**PH 316 Classical Mechanics (3.00 cr.)**

*Prerequisite:* PH 202. Foundations and applications of Newtonian dynamics are applied to single particle systems, many particle systems, and rigid bodies in two and three dimension, at the level of *Analytical Mechanics* by Fowles.

**PH 317 Thermal Physics (3.00 cr.)**

*Prerequisite:* PH 202. An examination of classical thermodynamic concepts including temperature, heat, entropy, free energy, and thermodynamic cycles. Also introduces the concepts of probability and statistical physics with an emphasis on the kinetic theory of gases.

**PH 380 Special Topics in Physics (3.00 cr.)**

*Prerequisite:* PH 202. A course in an area of special interest for junior and senior majors. *May be repeated for credit.*

**PH 382 Biomechanics of Sports and Exercise (3.00 cr.)**

*Prerequisite:* PH 101. A study of the applications of classical mechanics to biological problems, particularly human movement. This includes internal biomechanics which is concerned with the structural functioning of the human musculoskeletal system, as well as external biomechanics which focuses on external forces and their effects on the body and its movement. This study leads into a discussion of the biomechanics of sport and exercise. *Same course as BL 382.*

**PH 386 Readings in Contemporary Physics (1.00 cr.)**

*Prerequisite:* PH 202. An introduction to current research topics in physics and related fields. Specific topics are determined by the interest of the class. Requires independent reading of review materials and oral class presentations. *(Pass/Fail)*

**PH 388 Independent Project in Physics (1.00 cr.)**

*Prerequisite:* Written permission of the instructor. A supervised project in physics.

**PH 391 Physics Research (3.00 cr.)**

*Prerequisite:* PH 202 and written permission of the instructor. Supervised research projects. *May be repeated for credit.*

**PH 397 Experimental Methods I (2.00 cr.)**

*Prerequisite:* PH 202. A combined lecture/laboratory course treating the methods and instrumentation used in contemporary physics (along with other technological

fields). The major emphasis of the course is on analog and digital electronics.

**PH 398 Experimental Methods II (2.00 cr.)**

*Prerequisite:* PH 202. A continuation of PH 397, including an extended treatment of computer interfacing and automated data acquisition.

**PH 400 Internship in Physics (3.00 cr.)**

*Prerequisite:* PH 307, PH 312. Restricted to junior and senior physics majors. Opportunities to gain practical experience in local government and industrial research laboratories through unpaid internships. *Students should consult their major adviser about research areas in which internships are currently available. May be repeated for credit.*

**PH 415 Wave Mechanics (3.00 cr.)**

*Prerequisite:* PH 307, PH 312. A study of quantum physics based on the Schrödinger Wave Equation and its solutions for various physically interesting systems. Applications include atomic and molecular physics, plus other topics contingent on time and interest.

**PH 417 Electricity and Magnetism (3.00 cr.)**

*Prerequisite:* MA 351, PH 307, PH 312. An examination of Maxwell's Equations and their implications, restricted to cases not including dielectrics and magnetic materials. Includes the calculation of electric and magnetic fields from charge and current distributions, as well as the creation/propagation of electromagnetic waves.

**PH 424 Advanced Mechanics (3.00 cr.)**

*Prerequisite:* PH 307, PH 312, PH 316. The methods of Lagrange and Hamilton are developed and applied to a number of mechanical systems. The physics of deformable bodies is presented along with applications. At the level of *Mechanics* by Symon.

**PH 450 Quantum Theory (3.00 cr.)**

*Prerequisite:* PH 415. A study of the formal structure of quantum mechanics including matrix mechanics, operators, and spin. Includes more advanced applications such as scattering theory, perturbations, and quantum statistics.

**PH 460 Optics (3.00 cr.)**

*Prerequisite:* PH 307, PH 312. *Corequisite:* PH 490. Wave motion and electromagnetic theory are applied to the visible and near-visible spectrum. Geometrical optics including thick lenses and aberrations; physical optics including polarization, interference, Fraunhofer and Fresnel diffraction. Topics include Fourier optics, blackbody

radiation, absorption and scattering phenomena, laser physics, and holography. At the level of *Optics* by Hecht.

**PH 462 Introduction to Solid State Physics (3.00 cr.)**

*Prerequisite:* PH 307, PH 312. Examines the physical properties of the solid state. Topics include crystallography, lattice dynamics, free electron theory, band theory, semiconductors, and dielectric properties. At the level of *Solid State Physics* by Blakemore.

**PH 464 Thermal Physics and Statistical Mechanics (3.00 cr.)**

*Prerequisite:* PH 307, PH 312, PH 317. The relationship between microscopic and macroscopic properties of matter are developed. Topics include equilibrium thermodynamics, Boltzmann, Fermi-Dirac, and Bose-Einstein statistics, kinetic theory, and applications to special topics. At the level of *Thermal Physics* by Kittel and Kroemer.

**PH 466 Principles of Nuclear Physics (3.00 cr.)**

*Prerequisite:* PH 307, PH 312. An introduction to nuclear phenomena. The liquid-drop model, the shell model. Radioactivity. Alpha, beta, and gamma decay. Nuclear reactions. Fission and fusion on Earth and in the stars. Elementary particles, their family relationships, and insight from them to theories of the origin of the universe.

**PH 470 Scientific Programming (3.00 cr.)**

*Prerequisite:* PH 307, PH 312. Programming techniques used in the physical sciences, numerical integration, symbolic manipulation, animated graphics, and the simulation of physical systems are applied to examples from all areas of physics.

**PH 474 Electrodynamics (3.00 cr.)**

*Prerequisite:* PH 417. Advanced applications of the basic content in Maxwell's Equations. Includes multipole expansions, boundary value problems, influence of media, retarded potentials, and four-vector formulation of the electromagnetic field.

**PH 480 Advanced Topics in Physics (3.00 cr.)**

*Prerequisite:* PH 307, PH 312. An advanced course in an area of special interest offered for senior majors. *May be repeated for credit.*

**PH 484 Methods of Theoretical Physics (3.00 cr.)**

*Prerequisite:* MA 351, PH 307, PH 312. An introduction to advanced mathematical techniques which are often used in physical theory. Includes elliptic integrals, spherical harmonics, Bessel functions, Fourier analysis, complex analysis, and calculus of variations.



**PH 490 Optics Lab (2.00 cr.)**

*Corequisite: PH 460.* Laboratory experiments selected from optical and radiation phenomena.

**PH 493 Advanced Laboratory I (3.00 cr.)**

*Prerequisite: PH 307, PH 312.* A laboratory which emphasizes extended experiments requiring some equipment design and originality.

**PH 494 Advanced Laboratory II (3.00 cr.)**

A continuation of PH 493; includes a semester-long student research project.

**PH 497 Senior Honors Thesis I (3.00 cr.)**

*Prerequisite: PH 307, PH 312, and written permission of the department Honors Committee.* A full-year research project providing the opportunity for students to pursue an area of special interest. A preliminary paper is required outlining the nature and scope of the problem, the associated literature, and the proposed contribution. Progress reports and a final research paper are required. *By invitation only.*

**PH 498 Senior Honors Thesis II (3.00 cr.)**

*Prerequisite: PH 497.* A continuation of PH 497.





# POLITICAL SCIENCE

**OFFICE:** Beatty Hall, Room 305

**TELEPHONE:** 410-617-2742

**CHAIR:** Diana J. Schaub, Associate Professor

**PROFESSOR:** Michael G. Franz

**ASSOCIATE PROFESSORS:** Janine P. Holc; Kevin W. Hula; William I. Kitchin; Hans Mair (emeritus); Diana J. Schaub; Donald T. Wolfe (emeritus)

**ASSISTANT PROFESSOR:** Douglas B. Harris

Political science is the systematic study of government and politics. It deals with the making and implementing of public policy by means of decisions regarded as authoritative or binding for society.

Although lines of intradisciplinary specialization are not rigidly fixed, the principal subfields include political theory, political behavior and public opinion, political parties and interest groups, legislative process, the executive and public administration, public law and judicial behavior, comparative government and politics, international relations, and state and local government. There are also courses regarded as topical and courses dealing with methods used in the discipline.

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## MAJOR IN POLITICAL SCIENCE

### BACHELOR OF ARTS

Requirements for a major and an example of a typical program of courses are as follows:

#### Freshman Year

##### *Fall Term*

CM 100 Effective Writing  
PL 201 Foundations of Philosophy  
PS 101 Politics\* *or*  
PS 102 American Politics\*  
Language Core  
Math/Science Core

##### *Spring Term*

HS 101 History of Modern Western Civilization  
PS 101 Politics\* *or*  
PS 102 American Politics\*  
PL 200-Level Philosophical Perspectives Course  
Language Core  
Non-Departmental Elective

#### Sophomore Year

##### *Fall Term*

EN 101 Understanding Literature  
TH 201 Introduction to Theology *or*  
Elective  
History Core  
Math/Science Core  
Political Science Elective\*

##### *Spring Term*

English Core  
Fine Arts Core  
Math/Science Core  
Theology Core *or*  
Non-Departmental Elective  
Political Science Elective\*

#### Junior Year

##### *Fall Term*

TH 201 Introduction to Theology *or*  
Elective  
Political Science Elective\*  
Political Science Elective\*  
Political Science Elective\*

##### *Spring Term*

Theology Core *or*  
Non-Departmental Elective  
Political Science Elective\*  
Political Science Elective\*  
Non-Departmental Elective

#### Senior Year

##### *Fall Term*

Ethics Core  
Political Science Elective\*  
Political Science Elective\*  
Elective  
Elective

##### *Spring Term*

Political Science Elective\*  
Political Science Elective\*  
Elective  
Elective  
Elective

\* Required for major.

1. PS 101, PS 102, and any eleven PS 300- or 400-level courses are required for the major.
2. Majors are advised, but not required, to take CS 111 as one of the three course mathematics/science requirement.
3. Students are encouraged to study overseas, and the department is flexible in its acceptance of courses from foreign schools.

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#### MINOR IN POLITICAL SCIENCE

PS 101 Politics  
 PS 102 American Politics  
 Five Upper-Division PS Courses

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#### INDEPENDENT STUDY

The department sponsors independent study projects. The burden for developing a project rests with the student—in consultation with a member of the faculty whose interests include the prospective area of concentration. Assigned readings, conferences on a regular basis, and a paper are standard requirements.

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#### INTERNSHIPS

The department sponsors internships with local officials, the state legislature, national Congress, and other agencies, private and governmental, as well as with various legal and judicial offices (individual attorneys, judges, courts, public defenders, the Public Service Commission, etc.). The burden of making the contacts and arrangements usually rests with the student. Members of the faculty are available on the basis of their academic specialty and available time. A paper and assigned readings are required. *Approval of the department is required. Students with a cumulative grade point average below 3.000 generally are not recommended for internships. Only one internship can be counted toward fulfillment of the major.*

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#### COURSE DESCRIPTIONS

##### PS 101 Politics (3.00 cr.)

The basic principles and problems of political science centered on the origin, powers, and limitations of the state and the nature of the political process.

##### PS 102 American Politics (3.00 cr.)

The nature and concepts of the federal government; the function and operations of its three branches—executive, legislative, and judicial; the role of political parties and pressure groups.

##### PS 301 Asian Politics (3.00 cr.)

The politics of Asia in comparative perspective.

##### PS 302 African Politics (3.00 cr.)

The politics of Africa in comparative perspective.

##### PS 303 Latin American Politics (3.00 cr.)

The politics of Latin America in comparative perspective.

##### PS 305 Natural Law in Political and Legal Thought (3.00 cr.)

A study of natural law doctrines from Greek and Roman speculations to contemporary debates on the possibility and content of a natural law. A review of the writings of various natural law thinkers is undertaken from both an historical and analytical perspective.

##### PS 314 Public Opinion and American Democracy (3.00 cr.)

Deals with the origins, nature, content, and impact of American public opinion. Role of demographics and economics on the distribution of public sentiment is noted; so are surprising departures from “conventional wisdoms” regarding its character.

##### PS 316 American Political Parties (3.00 cr.)

The continuing combat between Democrats and Republicans in the electoral arena. Focus on contemporary studies of the American electorate and its behavior. Attention to congressional and other elections as well as those at the presidential level.

##### PS 318 Media and Politics (3.00 cr.)

What impact do media institutions and actors have on public opinion, governing, and the substance of public policy? Students examine how media routines affect what constitutes news; how political elites use media strategies for campaigning and governing; and how the public consumes and perceives media messages about politics.

**PS 319 Interest Groups in****American Democracy (3.00 cr.)**

An in-depth look at how interest groups and lobbyists function inside the Washington Beltway. The course strikes a balance between practical, strategic, and theoretical issues, including interest group formation and maintenance, lobbying, influencing elections, and group representation in a democratic society.

**PS 321 Religion and Politics in America (3.00 cr.)**

Examines the attempts by religious groups, movements, and interests to influence American Politics through agenda setting, lobbying, demonstrations, and electoral activities. Is “religion and politics” a toxic mix? How do religious interests compete in the political arena? Is the United States a “Christian nation”?

**PS 325 Introduction to Public Policy (3.00 cr.)**

Combines substantive knowledge about political processes and institutions with good analytic and technical skills. Provides instruction in organizational politics, American institutions, and the politics of public health, pollution control, and social security, while introducing forecasting, cost-benefit analysis and decision analysis. Combines lectures, readings, discussion, role-playing experiments, and exercises with preprogrammed examples of computer models of important public decisions.

**PS 326 Congress: The Legislative Process (3.00 cr.)**

Explores the political and institutional factors that determine how and whether legislation becomes law. The role of parties, committees, and other House and Senate legislative institutions in the legislative process are examined. What factors promote and hinder Congress' ability to pass laws in the public interest?

**PS 327 Congressional Politics (3.00 cr.)**

Explores the politics of Congress, both as a collection of individual members and as an institution. Using the whole of congressional history, students examine changes in congressional representation and elections, the politics of lawmaking, the role of Congress in the separation of powers, and Congress' impact on society.

**PS 328 Statesmen and Tyrants (3.00 cr.)**

Explores the nature and dilemmas of political leadership. Examines the actions and reflections of notable rulers from a variety of regimes and historical periods. Pericles, Caesar, Charlemagne, Bismark, Lincoln, Lenin, Churchill, DeGaulle.

**PS 329 The Modern American Presidency (3.00 cr.)**

Examines the presidency since FDR in theory and practice, placing special emphasis on the concept of “presidential power.” The personal and institutional politics of the oval office in war and peace, crisis and conspiracy.

**PS 330 Strategic Intelligence and American Democracy (3.00 cr.)**

An introduction to one of the least understood sectors of the American government, the intelligence community. Examines the missions of the major agencies linked to intelligence collection and analysis, and explores the roles they have played and the challenges they have posed to the democratic state since the second World War.

**PS 331 Political Responses to Crisis (3.00 cr.)**

Explores the reactions of the executive branch to unanticipated domestic and international events. Students examine both the institutional mechanisms and the political imperatives generated in cases such as the Cuban Missile Crisis, the Great Depression, the Iranian hostage crisis, and the Kennedy assassination. Is the “energy in the executive” touted by Hamilton up to the challenges of the twenty-first century?

**PS 334 American Judicial Process (3.00 cr.)**

A study of the federal judicial system, its components, and its contemporary problems. A study of the methods of fact-finding and litigation, as well as the interpretation and application of the law in adjudication, with special consideration of the development of law through judicial precedent.

**PS 341 Constitutional Law: Power in the National System (3.00 cr.)**

A case and doctrinal approach to the Constitutional issues involved with the “separation of powers” system and American federalism. Focuses on the growth of presidential power, the use of Congressional power, and the place of judicial power in U.S. Government. A *visit to the Supreme Court is planned.*

**PS 342 Equal Protection Law (3.00 cr.)**

A case and doctrinal approach to Supreme Court interpretations of the equal protection clause of the Fourteenth Amendment: racial, gender, wealth, etc.; discrimination; affirmative action.

**PS 343 Crime, the Individual, and Society (3.00 cr.)**

America's means for controlling undesirable behavior include criminal law. Examines how much behavior criminal law controls; how crimes are handled by courts;

and what notions of individualism, criminality, and “justice” emerge from criminal law process.

**PS 344 Civil Liberties I (3.00 cr.)**

A case and doctrinal approach to criminal procedural freedoms of the fourth, fifth, sixth, eighth, and fourteenth amendments of the United States Constitution. Due process, search and seizure, wiretapping, privacy, self-incrimination, cruel and unusual punishment. *A visit to the Supreme Court is planned.*

**PS 345 Civil Liberties II (3.00 cr.)**

Freedoms of the first and fourteenth amendments of the United States Constitution. Focuses on the controversies regarding speech, press, religion, assembly, racial discrimination, and voting rights. *A visit to the Supreme Court is planned.*

**PS 349 Legal Decision Making (3.00 cr.)**

A foray into the world of judges, juries, lawyers, and litigants—how they make decisions, explanatory variables related to their decision making, problems in the way things currently work, and proposals for reform.

**PS 350 Introduction to Comparative Politics (3.00 cr.)**

An introduction to the study of countries through comparing and contrasting their domestic political, economic, and social institutions and practices. Deliberate comparison of two or more different political systems and cultures enable students to develop a global perspective in understanding government in our current era of transformation.

**PS 351 Third World Politics (3.00 cr.)**

The difficulties and complexities of the long trek from tradition to modernity. *Counts toward Asian Studies minor.*

**PS 352 The Politics of International Trade (3.00 cr.)**

Considers classical readings and theoretical underpinnings as foundations for the evaluation of current issues in international trade. What are the causes and effects—and who are the winners and losers—of international trade? Topics include classical mercantilism and liberalism, comparative advantage, multilateral trade agreements, international investment, and current trade debate issues.

**PS 353 Global Democratization (3.00 cr.)**

Examines the foundations and growth of democracy, in theory and practice, from the institutions of ancient Greece and the Renaissance Italian republics, through early English and American democracy, up to late twentieth

century democratization. Countries in different stages of democratization are studied: Russia, South Africa, China, and Chile. Country studies cover various aspects of democratization including economics, institutions, the transition from communism, and globalization.

**PS 354 Totalitarianism (3.00 cr.)**

Its pedigree, performance, and prospects.

**PS 356 Coercive Democracy (3.00 cr.)**

A review and analysis of U.S. efforts (and various kinds of debate about those efforts) to build democracy abroad, including the use of undemocratic means. Cases under consideration include Germany and Japan, the Balkans, Haiti and the Middle East, and the special non-coercive case of Russia.

**PS 357 Soviet and Post-Soviet Politics (3.00 cr.)**

Examines both Soviet and “post-Soviet” politics and studies the meaning of the transformations of 1990 by comparing the Soviet Union to its successors, Russia, and the newly independent countries around it. The roles of dissidents, democratization, national movements, as well as mainstream approaches focusing on elite leaders are addressed.

**PS 358 Balkan Politics (3.00 cr.)**

A survey of the causes and consequences of the breakup of Yugoslavia, from 1989 to the present. Starting with a careful understanding of the historical background of the region called “the Balkans,” students examine the role of political institutions such as political parties and elections in the rise of nationalism; consider the importance of cultural, ethnic, and gender identities in the everyday lives of Balkan citizens, as well as the impact of war on those identities; and ask what the violent conflicts in Bosnia and Kosovo—including the NATO intervention—tell us about nationalism, Europe, and the future of the communities that live together in this part of the world.

**PS 359 Approaches to American Foreign Policy (3.00 cr.)**

A study of American foreign policy since World War II. Compares the usefulness of real politik, Marxist, bureaucratic, and pluralist approaches in understanding post-1945 events such as the Cuban Missile Crisis, Vietnam, and the Gulf War.

**PS 360 World War II (3.00 cr.)**

Causes, courses, and consequences of the second World War.

**PS 361 Making Foreign Policy (3.00 cr.)**

Students explore memoirs and other texts by United States and/or foreign leaders to identify the key factors and dynamics in foreign policy decision-making.

**PS 363 Introduction to Gender Studies (3.00 cr.)**

Students are introduced to the main themes and controversies raised by a focus on “gender” as a category of analysis. The incorporation of gender into the theories, approaches and methods of any discipline reveals a wide range of previously hidden tensions and truths. While the course treats the theme of gender as interdisciplinary, it offers a specific focus on politics. How do gender and power intersect? How does attention to gender change the way we evaluate policy, both domestic and international? How do race and class influence gendered identities? *Counts toward Gender Studies minor.*

**PS 364 Women Creating Global Politics (3.00 cr.)**

Students study global politics through the lenses of gender, race, and ethnicity. Suspending the traditional view of international relations as the study of how nation-states make war, this course emphasizes the processes by which gendered and racialized local communities act to challenge dominant cultures, ideologies, and institutions. Students are encouraged to question the role of their own social locations and identities in their interpretations of the world. *Counts toward Gender Studies minor.*

**PS 365 International Politics (3.00 cr.)**

Methodological approaches to the international system of today and its historical antecedents.

**PS 366 International Political Economy I (3.00 cr.)**

Students consider the evolution of the theory and practice of the interplay between politics and economics. They also gain an understanding of the competing arguments in current policy debates.

**PS 367 The Cold War (3.00 cr.)**

The interplay of personality, ideology, politics, and policies in East-West relations.

**PS 368 The Vietnam War (3.00 cr.)**

The roots, ramifications, and repercussions of America’s Vietnam engagement. *Counts toward Asian Studies minor.*

**PS 369 War (3.00 cr.)**

As aggressive instincts appear to be part of the human psyche, the drumbeat of war has echoed down the corridors of history. This team-taught course attempts to

trace this phenomenon to its psychological and social roots, looks at the political and economic ramifications and the present-day configurations of war, its future and that of mankind.

**PS 370 Theories of International Relations (3.00 cr.)**

Explores the theoretical foundations of international relations as well as modern and post-modern critiques. Examines the works of Hobbes, Kant, Marx, Rousseau, and Rawls in their “international politics” forms. Also treats theories of eco-politics, “democratization,” and transnational social movements.

**PS 371 Big City Politics (3.00 cr.)**

The development of government and politics in America’s larger cities from the eighteenth century through the periods of “machine” rule, the progressive reform movement, and the modern “Urban Crisis.” Problems of contemporary urban politics, from crime to education, are dealt with in detail.

**PS 373 International Political Economy II (3.00 cr.)**

Students examine major issues and policy debates. Topics typically include globalization, trade, development, public and private organizations, and the relationship between domestic and international interests. The course compliments the more historical and theory-based PS 366, but neither is a prerequisite for the other.

**PS 375 State Government and Politics (3.00 cr.)**

Examines the origins and extent of state powers from the preemption doctrine to the “new federalism.” Emphasizes operative politics within the state governmental framework. Guest lectures by prominent political figures.

**PS 378 Southern Politics (3.00 cr.)**

The region’s political/social/economic evolution from the once “Solid South” of the post-Civil War era to the rather un-solid South of the modern period. Important events, trends, and personalities are dealt with state by state.

**PS 379 Studies in the Origins of War (3.00 cr.)**

A team-taught, interdisciplinary course designed to promote a dialogue between philosophical reflection and social scientific analysis in the treatment of a singularly important yet immensely complex problem: the origins of war. In the conduct of such a dialogue, philosophical theorizing is challenged in the confrontation with concrete actualities just as the plain “facts” of political history are stripped of their veneer of false obviousness, thereby opening the space for more essential questions.

We hope students leave the course less inclined to demand simple answers and more imbued with the patience and humility demanded by the greatest questions. Readings include Homer, Thucydides, Machiavelli, Hobbes, Hegel, Clausewitz, Lenin, Nietzsche, Freud.

**PS 380 Platonic Political Philosophy (3.00 cr.)**

Socrates and the founding of political philosophy; Thucydides and the crisis of the polis; the critique of Aristophanes; Plato's *Apology*, *Crito*, *Gorgias*, *Republics*, *Theaetetus*; subsequent contributions to the tradition by Cicero, Saint Augustine, Alfarabi, Saint Thomas More; Plato's modern enemies: Machiavelli and Mill. *Same course as CL 380.*

**PS 381 Aristotelian Political Philosophy (3.00 cr.)**

An investigation of the founding of political science by Aristotle devoted to a reading of *Nicomachean Ethics* and *Politics* as well as selections from Aristotle's scientific and logical treatises. Subsequent contributions to the tradition are also considered, including those of Marsilius of Padua and Saint Thomas Aquinas. Aristotle's modern enemies: Hobbes and Marx. *Same course as CL 381.*

**PS 382 Modern Political Theory (3.00 cr.)**

An analysis of major works in political theory from the Italian Renaissance to the French Revolution, including readings from Machiavelli, Descartes, Hobbes, Locke, and Rousseau. Special emphasis on modern conceptions of human nature, authority, and power, as well as the formative impact of the Enlightenment, Scientific Revolution, and Protestant Reformation.

**PS 384 American Political Thought (3.00 cr.)**

An investigation of the ideological origins of the American Revolution; principal writings of the founding period including those of Jefferson, John Adams, Hamilton, and Madison; Tocqueville's assessment of American democracy; Calhoun, Lincoln, Frederick Douglas, and the Crisis of the House Divided; contemporary currents in American political thought.

**PS 385 Democratic Theory (3.00 cr.)**

A theoretical and historical examination of the structural advantages and limitations of democratic political systems, incorporating readings from the history of political philosophy and contemporary political science. Special emphasis on the tension between liberty and equality, the problem of democratic statesmanship, and the relationship between democracy and capitalism.

**PS 386 Marxist Political Thought (3.00 cr.)**

Origins of Marxist theory in Utopian Socialism and German Idealism; Marx's writings on human nature, historical development, political struggle, and economic relationships; subsequent developments in Marxist theory and practice in the Soviet, Chinese, and Third World contexts.

**PS 387 Politics and Literature (3.00 cr.)**

An examination of political themes and works of the literary imagination, from ancient Greek dramas to modern American novels. If it is true that poets are the unacknowledged legislators of the world, as Shelly claimed, what have they taught us about the meaning of justice, the ideal political order, the relation between nature and convention, public and private, men and women, and other pressing questions of political life. *Counts toward Gender Studies minor.*

**PS 388 Socratic Political Philosophy (3.00 cr.)**

Socrates, the first political philosopher, wrote nothing. We know of his unique life and thought through the writings of others—both friends and enemies. By reading works by Aristophanes, Plato, Xenophon, and Nietzsche, we will seek to understand the Socratic way of life. Examines the famous "Socratic turn"—Socrates' move from natural philosophy toward political philosophy and the study of "the human things." We will examine Socrates' quarrels with poets, the Sophists, and the political community itself. Was the Athenian democracy right to put Socrates to death? Finally, we will examine Socrates' relations with his friends and students—how and what did he teach them?.

**PS 389 African-American Political Thought (3.00 cr.)**

W.E.B. DuBois described his people as "gifted with second-sight in this American world...an American, a Negro; two souls, two thoughts, two unreconciled strivings." Examines the writings of those African-Americans who have reflected most profoundly on the American regime and their place in it, from the time of the nation's founding to the present. Authors include Frederick Douglass, Booker T. Washington, W.E.B. DuBois, Martin Luther King, Jr., Malcolm X, Ralph Ellison, James Baldwin, Shelby Steele.

**PS 391 Historicism (3.00 cr.)**

Perhaps no development has been so fateful for modern man as the philosophic discovery of History. No longer simply an adjunct of philosophic reasoning, History acquires a new primacy for those thinkers who seek an alternative to Nature or Providence. Examines



the emergence of the historical consciousness, beginning with its first appearance in Rousseau and moving through its subsequent elaboration in nineteenth and twentieth century thinkers. Consideration given to the theoretical and practical effects of historicism; that is, its bearing on the possibility of philosophy and the character of politics.

**PS 392 Sexual Politics (3.00 cr.)**

While most courses in political philosophy are concerned with the nature of man (understood to mean the nature of humankind), this course is concerned with the nature of men and women—humankind in its bifurcated state. Students examine the classical treatment of sexual politics (in Plato and Aristophanes); the Bible's handling of the question; as well as modern and contemporary authors who deal with the ever vexed questions of the relation between nature and convention, family and state, public and private, men and women. *Counts toward Gender Studies minor.*

**PS 393 Political Power and Platonic Philosophy (3.00 cr.)**

Does the fate of Socrates at the hands of Athens reveal an insoluble conflict between philosophy's insistence on rational critique and the political community's need for solidarity? This team-taught course explores the fundamental tensions between philosophy and politics, focused primarily through the lens of selected Platonic dialogues, but also incorporating writings by Aristophanes, Rousseau, and Nietzsche. *Same course as PL 334.*

**PS 395 Bio-Politics (3.00 cr.)**

An inquiry into the basic nature of homo sapiens and how that nature helps shape politics. Particular attention to questions such as: Is man inherently good or bad? Aggressive? Rational? Destructive? Genetically determined? Able to survive another 100 years, given what we know about ourselves and our technology?.

**PS 396 Politics of Eastern Europe (3.00 cr.)**

An examination of the politics, economics, and history of the region of East Central Europe. Special attention to the collapse of communist party rule and its implications for state and society.

**PS 401 Seminar: Research Methods in Political Science (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* Is political science really a science? Students read works on the underlying philosophy of science, as well as the nature of hypothesis, evidence, and theory in the social sciences.

Research strategies and techniques that can serve students when writing papers, theses, pursuing graduate degrees, or in future careers are developed.

**PS 410 Seminar: Modern Constitutional Theory (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* Allows students who have had an introduction to Constitutional Law to explore more deeply the theoretical foundations that animate contemporary constitutional doctrine. Focuses on discussion of some of the debates surrounding the fundamental premises underlying various constitutional issues, including the nature of and justification for judicial review, methods of constitutional interpretation, federalism, equal protection, and substantive due process.

**PS 420 Seminar: American Political Development (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* Examines the historical development of the American state by focusing on key moments of state-building in the nineteenth and twentieth centuries. An emerging subfield in political science, American Political Development treats political institutions and practices as embedded in social and economic changes and as consequential for future political developments.

**PS 421 Seminar: Legislative Peculiarities (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* Most students of American politics take certain peculiarities of the national legislative process for granted. To be sure, there are periodic calls for reform in areas like campaign finance, ethics, and committee jurisdictions. At the same time, however, few appear to give even a second thought to such matters as the blatant malapportionment of the United States Senate—to say nothing of such oddities as the filibuster or “holds” on legislation. The United States House has its own (albeit less blatant) peculiarities. Perhaps little will (or even should) be done about many of these curiosities—but serious citizens to say nothing of political science students—should be alerted to their existence and consider their possible consequences.

**PS 430 Humanitarian Warfare: Studies in the Moral Use of Force (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* Examines the role of humanitarian intervention in America's post-Cold War foreign policy. Following a survey of the philosophical debate over the use of force, several practical cases are presented—including the experiences of the

Persian Gulf War, Bosnia, Somalia, Rwanda, Kosovo, East Timor, and Sierra Leone.

**PS 440 Seminar: Democracy and Its Critics (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* Is a democratic way of life defensible? What are its alternatives, and how would they change our way of life? The challenges of democratic politics presented by its philosophical critics are explored. While taking note of the ancient consideration of democracy, emphasis is placed on modern and contemporary critics such as Nietzsche, Heidegger, Foucault, and Schmitt.

**PS 441 The United States and the Arab-Israeli Conflict (3.00 cr.)**

The roots and evolution of this conflict are examined through the eyes of its participants; i.e., as the conflict has been understood by Arabs, Israelis, and Americans. The examination begins with discussion of two questions: What does it mean to “do history”? and What role is played by our view of history in shaping our response to events? This course also introduces social-scientific investigation of religious beliefs and practices and how they interact with political, economic, and social dimensions of peoples’ lives and the directions of their societies. Through this multidisciplinary look into a major conflict of the world, students are exposed to major developments in the Middle East as they have been understood by the competing perspectives of the key participants. *Same course as HS 441 and SC 326.*

**PS 460 Seminar: Trouble Spots: The Middle East (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* An investigation of the various factors that keep the area in permanent turmoil: the burden of history, the role of nationalism, cultural and religious cleavages, the linkage of politics, economics and foreign policy, and outside intervention.

**PS 461 Seminar: Trouble Spots: Central America (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* Looks at the root causes of the American dilemma in this strategic region.

**PS 462 Seminar: Iraq (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* An investigation of Iraq, its people and governments, and its important role in Middle East and global politics. Special consideration is given to the U.S. and international role in Iraq since 1990 and Iraq after Saddam Hussein.

**PS 468 Seminar: Rousseau (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* An intensive study of the political philosophy of Jean-Jacques Rousseau.

**PS 469 Seminar: Montesquieu (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* An intensive study of the political philosophy of Montesquieu, with special emphasis on *The Spirit of the Laws* and *The Persian Letters*. Also considers the implications of Montesquieu’s writings for liberalism and modernity, and their broader significance within the history of political philosophy.

**PS 470 Seminar: Tocqueville (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* An intensive study of the political thought of Alexis de Tocqueville.

**PS 471 The Politics of Spiritual Disorder (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* A theoretical and historical examination of the convergence of spiritual disorientation and political disorder. Readings focus on the doctrines and political activities of apocalyptic cults in the ancient world, millenarian sects in the Middle Ages, and the revolutionary Communist and Fascist parties in the nineteenth and twentieth centuries. Students explore the extent to which patterns of continuity can be found among these groups, and offer presentations to the seminar based upon extensive research papers.

**PS 472 Warfare and Human Nature (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* An intensive examination of leading theories regarding the causes of war and of their implications for the mutability or immutability of organized combat between human groups.

**PS 474 Eastern Europe between Nationalism and Democracy (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* Focuses on different ways of interpreting the collapse of Communism in Eastern Europe in 1989. Explores the roles of nationalist and democratic politics in the establishment of new forms of governing in Poland, Hungary, Czechoslovakia, Romania, and former Yugoslavia.

**PS 476 Intelligence, Secrecy, and Governmental Reform (3.00 cr.)**

*Prerequisite: Written permission of the instructor.* This seminar examines the purposes and limitations of the U.S. intelligence community and explores the role of secrecy and covert action in a democratic regime. Special emphasis is

placed upon opportunities and impediments to fundamental reforms in the intelligence community.

**PS 480 Seminar: Poland and the Holocaust (3.00 cr.)**

*Prerequisite:* Written permission of the instructor. While Nazi Germany initiated the Holocaust, Poland was the territory on which it was carried out. Almost half of the Jews killed in the Holocaust were Polish. This seminar focuses on the relationships between Catholic and Jewish citizens of Poland during the Nazi occupation and terror. Recent scholarship, memoirs, and films are used to understand the politics of the Holocaust in Poland, both in the past and today.

**PS 488 Research Seminar:  
National Policy-Making (3.00 cr.)**

*Prerequisite:* Written permission of the instructor. Does the United States have a good policy-making process? Does the process typically make “good” policy? Students focus on the roles of various institutions (public and

private), on how policies are made, and the “merits” of various policies that have been (or could be) proposed and implemented.

**PS 499 Honors Thesis Research (3.00 cr.)**

*Prerequisite:* Written permission of the instructor and the department chair. Students are invited into this optional program by the department during the spring of the junior year and are ordinarily required to complete one course at the 400-level before undertaking honors work. Eligible students who accept the invitation must prepare a formal proposal of their honors project and secure an adviser for the project prior to the start of the honors semester, which may be set for either semester of the senior year. The thesis is read by the adviser and two other faculty members, who also conduct an hour-long oral examination of the student. Based on the oral exam, the thesis, and consultations with the other two readers, the adviser then determines if the student is to receive honors.



# PSYCHOLOGY

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**ASSOCIATE CHAIR:** Jeffrey M. Lating,  
Associate Professor

**DIRECTOR, UNDERGRADUATE EDUCATION:**  
Jenny L. Lowry, Associate Professor

**PROFESSORS:** Faith D. Gilroy; Martin F.  
Sherman; Amanda M. Thomas

**ASSOCIATE PROFESSORS:** Gilbert Clapperton  
(emeritus); David G. Crough; Sharon Green-  
Hennessy; Matthew W. Kirkhart; Jeffrey M.  
Lating; Charles T. LoPresto; Jenny L. Lowry;  
David V. Powers; Steven A. Sobelman

**ASSISTANT PROFESSORS:** Jeffrey P. Baerwald,  
S.J.; Carolyn McNamara Barry; Kerri Anne  
Goodwin; Beth A. Kotchik; Heather Z. Lyons;  
Jonathan J. Mohr

**AFFILIATE FACULTY:** George S. Everly, Jr.;  
Deborah G. Haskins; Cynthia Mendelson; Laurie  
Jo Novak; Elizabeth E. Osmond; Anthony  
Parente; Marla M. Sanzone; Jan E. Williams

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## MAJOR IN PSYCHOLOGY

Psychology is the scientific study of behavior and mental processes. Students majoring in psychology are exposed to fundamental concepts that provide them with a solid foundation in the discipline. Development of critical thinking skills and an understanding of and appreciation for research methodology and diversity are hallmarks of the undergraduate program. In addition, students are provided with a unique degree of flexibility in selecting courses from six required areas to best prepare them for graduate programs or careers of their choice.

The following six courses are required for **all** psychology majors:

- PY 101 Introductory Psychology
- PY 201 Social Psychology
- PY 202 Abnormal Psychology
- PY 203 Psychology of Personality
- PY 291 Research Methods I (with Lab)
- PY 292 Research Methods II (with Lab)

In addition, majors must choose the specified number of courses from each of the following groups:

### **Group I: General (choose three)**

- PY 300 Independent Study in Psychology I
- PY 400 Independent Study in Psychology II
- PY 412 Evolutionary Psychology
- PY 413 Psychological Tests and Measurements
- PY 414 Advanced Statistics with  
Computer Applications
- PY 415 Psychological Systems and Theories
- PY 418 Special Topics in Psychology
- PY 419 Advanced Special Topics in Psychology

### **Group II: Learning (choose one)**

- PY 221 Psychology of Learning
- PY 222 Cognitive Psychology

### **Group III: Behavioral Neuroscience (choose one)**

- PY 331 Biopsychology
- PY 332 Introduction to Neuroscience
- PY 333 Sensation and Perception

### **Group IV: Developmental (choose one)**

- PY 241 Child Psychology
- PY 242 Adolescent Psychology
- PY 243 Adult Development
- PY 244 Life-Span Psychology

### **Group V: Social/Personality (choose one)**

- PY 253 Multicultural Issues in Psychology
- PY 254 Psychology of Women
- PY 255 Psychology of Religion
- PY 351 Interpersonal Behavior
- PY 352 Group Process
- PY 353 Contemporary Issues in Psychology

### **Group VI: Clinical/Applied (choose one)**

- PY 261 Introduction to Health Psychology
- PY 262 Industrial/Organizational Psychology
- PY 325 Controlling Stress and Tension
- PY 326 Substance Abuse: Diagnosis and Treatment
- PY 323 Introduction to Counseling
- PY 327 Psychology of Sleep and Dreaming
- PY 420 Applications in Psychology
- PY 435 Field Experience in Psychology

In addition to the fourteen courses mentioned above, students are to choose one more course from any of the groups to serve as a psychology elective.

**BACHELOR OF ARTS**

Requirements for a major and an example of a typical program of courses are as follows:

**Freshman Year***Fall Term*

- BL 105 Introduction to Anatomy and Physiology\* (with Lab)
- CM 100 Effective Writing\*\*
- PY 101 Introductory Psychology\*
- Fine Arts Core\*\*
- Language Core

*Spring Term*

- HS 101 History of Modern Western Civilization\*\*
- MA 110 Introduction to Statistical Methods and Data Analysis\* *or*
- MA 210 Introduction to Statistics *or*
- MA 265 Biostatistics
- PY 201 Social Psychology\*
- Language Core
- Elective\*\*

**Sophomore Year***Fall Term*

- EN 101 Understanding Literature
- PL 201 Foundations of Philosophy
- PY 203 Psychology of Personality\*
- PY 291 Research Methods I (with Lab)\*
- Elective

*Spring Term*

- PL 200-Level Philosophical Perspectives Course
- PY 202 Abnormal Psychology\*
- PY 292 Research Methods II (with Lab)\*
- English Core
- History Core

**Junior Year***Fall Term*

- TH 201 Introduction to Theology *or* Elective
- PY Group I Course\*\*
- PY Group II Course\*\*
- PY Group IV Course\*\*
- Math/Science Core

*Spring Term*

- PY Group I Course\*\*
- PY Group III Course\*\*

- Ethics Core (PL/TH 300- or 400-level course)
- Theology Core
- Departmental Elective

**Note:** Comprehensive Examination is taken this semester.

**Senior Year***Fall Term*

- PY Group I Course\*\*
- PY Group VI Course\*\*
- Departmental Elective
- Non-Departmental Elective
- Elective

*Spring Term*

- PY Group V Course
- Non-Departmental Elective
- Elective
- Elective

\* Required for major.

\*\* Terms may be interchanged.

1. PY 101 is a prerequisite for all other PY courses.
2. MA 110 or MA 210 or MA 265 is required prior to taking PY 291. MA 110 or MA 210 or MA 265 is required prior to taking PY 291. **These are the only math courses that fulfill the prerequisite for PY 291.**
3. Psychology majors and interdisciplinary majors (except PY/BL) are required to take BL 105 (with lab).
4. All PY 200-level courses (except PY 291 and PY 292) may be used by the non-psychology major as social science core courses, provided the PY 101 prerequisite is met.

**ACCELERATED B.A./M.S. PROGRAM**

Majors intending to pursue graduate studies who achieve a GPA of 3.500 or better become eligible to apply for the department's accelerated B.A./M.S., thesis track program. This program enables students to take graduate courses during their senior year which count toward both the bachelor's and master's degrees. Students accepted into the accelerated program take the following graduate

courses during their senior year, in addition to the necessary undergraduate courses:

*Fall Semester*

- PY 620 Theories of Counseling and Psychotherapy (3 credits)
- PY 746 Research Methods in Psychology I (3 credits)
- PY 761 Thesis Guidance I (1 credit)

*Spring Semester*

- PY 621 Principles and Practices of Psychotherapy (3 credits)
- PY 747 Research Methods in Psychology II (3 credits)
- PY 762 Thesis Guidance II (1 credit)

Students enrolled in the accelerated program may count PY 746 and PY 747 as fulfilling Group I requirements, PY 621 as fulfilling a Group VI requirement, and PY 620 as fulfilling the psychology elective requirement. If the aforementioned course requirements have been satisfied at the time of enrollment in the accelerated program, the above courses will count as “free electives” toward the graduation requirement for the bachelor’s degree. Students are also strongly encouraged to take Advanced Statistics with Computer Applications (PY 414) as part of the undergraduate curriculum.

Students with interest in the accelerated program who meet the GPA requirement are encouraged to apply. Candidates are selected based on GPA, letters of reference, GRE scores, and participation in departmental activities, such as doing research or holding an office in Psi Chi. Applications may be obtained from the department secretary. Completed applications should be returned to the Office of Graduate Admissions by **February 1** of the student’s **junior year**. Questions should be addressed to the director of the master’s program, thesis track.

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**INTERDISCIPLINARY MAJOR**

Students may choose psychology as one component of an interdisciplinary major. The following psychology courses are required:

- PY 101
- PY 201 or PY 202 or PY 203
- PY 291 and PY 292
- One course from Group IV (Developmental)
- Three other courses chosen with the guidance of the academic adviser

Interdisciplinary majors also take a statistics course (MA 110, MA 210, or MA 265) as a math core requirement, and Introduction to Anatomy and Physiology (BL 105, with lab) as one of their core natural science requirements. The remainder of the major courses are selected according to the requirements of that discipline, and certain interdisciplinary combinations stipulate courses that must be taken. A popular combination is that of the biology/psychology interdisciplinary major. This combination is often chosen by those students who would like to eventually pursue medical school, graduate school in health psychology, or a career in research.

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**PSYCHOLOGY COMPETENCY EXAMINATION**

In order to be eligible for graduation, all psychology majors must pass a comprehensive Psychology Competency Examination measuring their knowledge in ten areas of psychology. Students are required to sit for the examination in either the spring of the junior year or fall of the senior year (at the latest). They must choose one of these two examination times; spring senior year is not an option, and there are no make-up examinations. Students who are studying abroad at the time of testing arrange with the director of undergraduate education in psychology to take the test in the fall of their senior year.

Interdisciplinary majors must complete four psychology courses *prior to the spring of their junior year* to be eligible to sit for the examination. Therefore, it is highly recommended that interdiscipli-



nary majors work with their advisers early in their careers to ensure that they have completed their coursework in order to take the examination in a timely manner. Interdisciplinary majors' scores are assessed individually.

A passing score is deemed as a score of at least 300 or better on each subject area. Students whose scores fall below 300 (two standard deviations below the mean) in any area, are required to meet with the director of undergraduate education in psychology to determine the appropriate remediation to be completed before being eligible to apply for graduation. Possible remediation may include, but is not limited to: taking a course in the subject area of difficulty or independently studying material in the designated area and successfully completing a psychology department-administered multiple choice examination.

Students whose scores are above 600 (one standard deviation above the mean) will be recognized as passing the examination with Distinction, and those with scores above 700 (two standard deviations above the mean) will be recognized as passing with Great Distinction.

#### COURSE DESCRIPTIONS

##### **PY 101 Introductory Psychology (3.00 cr.)**

Surveys the multifaceted aspects of both the science and practice of psychology. Biological, cognitive, and social bases of behavior and mental processes are explored, as are the key features and importance of critical thinking skills and solid psychological research.

##### **PY 201 Social Psychology (3.00 cr.)**

*Prerequisite: PY 101.* A social psychological perspective is used in examining such issues as prejudice, attitude change, interpersonal attraction, attributions, altruism, aggression, conformity, and cultural diversity.

##### **PY 202 Abnormal Psychology (3.00 cr.)**

*Prerequisite: PY 101.* A study of abnormal behavior, cognition, and affect. The definition of abnormality is explored, as well as the concept of what constitutes a mental disorder. Classification of abnormality and theories regarding the development of disorders are discussed. Current research findings concerning specific mental disorders, ethical issues, and cultural diversity are explored.

##### **PY 203 Psychology of Personality (3.00 cr.)**

*Prerequisite: PY 101.* Familiarizes students with key theoretical approaches to the study of personality in psychology. Includes a variety of different theoretical perspectives such as psychodynamic, trait, and humanistic approaches, as well as current research relevant to each approach. Both structure and development of personality are examined. Students learn to distinguish and integrate different theoretical approaches and to apply these approaches in understanding human behavior.

##### **PY 221 Psychology of Learning (3.00 cr.)**

*Prerequisite: PY 101.* A survey of classical, instrumental, and cognitively-based theories with emphasis on human and clinical applications. (*Fall only*)

##### **PY 222 Cognitive Psychology (3.00 cr.)**

*Prerequisite: PY 101.* Reviews various theories of cognitive psychology including memory, information processing, and artificial intelligence. Focuses on human information processing as it is related to memory, concept formation, problem solving, and other complex processes, as well as the influences of conscious and unconscious information on behavior. Primarily, psychological theories are discussed; however, brain/behavior relations are also covered, especially as related to brain injury, amnesia, and dementia. Practical and clinical applications are discussed. (*Spring only*)

##### **PY 241 Child Psychology (3.00 cr.)**

*Prerequisite: PY 101.* The psychological development of the child, including maturation and development of behavior, language, emotion, intelligence, social behavior, motivation, and personality. Presentation of significant theorists and their impact on child psychology. Integrates course with service-learning field experience. (*Fall only*)

##### **PY 242 Adolescent Psychology (3.00 cr.)**

*Prerequisite: PY 101.* A study of the physical, intellectual, and emotional changes occurring in adolescence and their physical correlates. Presentation of significant theorists and their impact on adolescent psychology. Considers the effect of these personal changes and of culture upon the developing personality, with the goal of developing student understanding of adolescent behavior. Integrates course with service-learning field experience.

##### **PY 243 Adult Development (3.00 cr.)**

*Prerequisite: PY 101.* Understanding changes in biological, behavioral, cognitive, and social processes as they occur from young adulthood to old age. A life span perspec-

tive is adopted which recognizes the multiple influences affecting development and attempts to identify and integrate these factors.

**PY 244 Life Span Psychology (3.00 cr.)**

*Prerequisite:* PY 101. A study of the developmental factors that affect a person from biological, behavioral, cognitive, and social perspectives. These factors are considered across the entire life span of the individual. Summarizes and integrates material presented in the other developmental courses. (*Spring only*)

**PY 253 Multicultural Issues in Psychology (3.00 cr.)**

*Prerequisite:* PY 101. Designed to critically examine major multicultural issues in psychology. The first half reviews conceptual, historical, philosophical, and theoretical issues. Also examines guidelines for psychological practice with ethnic and culturally diverse populations and the current status of multicultural psychology. The second half explores issues in psychological research and practice with specific ethnic groups.

**PY 254 Psychology of Women (3.00 cr.)**

*Prerequisite:* PY 101. Introduces students to the scientific study of female behavior, personality, and roles in our society. Students will acquire information on the biological, psychological, and cultural determinants of women's roles. *Counts toward Gender Studies minor.* (*Spring only*)

**PY 255 Psychology of Religion (3.00 cr.)**

*Prerequisite:* PY 101. An examination of religious experience as interpreted and explained by the main schools and researchers within psychology. Topics include religion as learned behavior, religion as psychopathology, religion as peak experience, religious experience and psychological development, religion and prejudice, and current directions of research in the psychology of religion.

**PY 261 Introduction to Health Psychology (3.00 cr.)**

*Prerequisite:* PY 101. An introduction to the nature and practice of health psychology. Topics include the roles of diet, exercise, stress, smoking, weight, and environmental pollutants in health and disease. Focuses on the role of self-responsibility in health care as well as non-traditional approaches to medicine. (*Spring only*)

**PY 262 Industrial/Organizational Psychology (3.00 cr.)**

*Prerequisite:* PY 101. Application of psychological principles to the work environment. Students attempt to understand and predict human behavior in organizational settings through the scientific study of individual and group processes as well as organizational struc-

tures and functions. Demonstrates the role of applied psychology in the recruitment, selection, performance appraisal, and promotion of applicants and employees.

**PY 291 Research Methods I (with Lab) (4.00 cr.)**

*Prerequisite:* MA 110 or MA 210 or MA 265 and PY 101. First half of an integrated course wherein students are instructed in all phases of the research process, from its beginning in the formulation of a research question, through the write up of a finished study. Students are provided with the tools and skills needed to conduct their own studies. In this semester, students work in small groups as they research literature, learn to select and/or construct questionnaires and conduct surveys, select appropriate research designs, and understand basic statistical techniques. (*Fall only*)

**PY 292 Research Methods II (with Lab) (4.00 cr.)**

*Prerequisite:* PY 291. Second half of an integrated course wherein design and statistical analysis are interwoven. Students design an independent study, gather and analyze data, discuss implications, and report the findings in APA form. It is expected that many of the studies will be presented at local and/or regional conventions and perhaps submitted to appropriate journals for publication. (*Spring only*)

**PY 300 Independent Study in Psychology I (3.00 cr.)**

*Prerequisite:* PY 101. *Recommended Prerequisite:* PY 291 and PY 292 for a Research Independent Study. Advanced study in an area of psychology which is supervised by a faculty member. Students must arrange for supervision with the faculty member prior to registration. *May be used as a Research Independent Study to fulfill a Group I requirement.*

**PY 323 Introduction to Counseling (3.00 cr.)**

*Prerequisite:* PY 202 or PY 203. An introduction to basic counseling dynamics/skills, empathy training, and non-verbal communication across a variety of theoretical frameworks. The classroom format engages students through lecture and role-plays.

**PY 325 Controlling Stress and Tension (3.00 cr.)**

*Prerequisite:* PY 101. How to manage stress and tension. A practical overview of stress and coping with an emphasis on students learning to apply course material to everyday living. The applied nature of the class is enhanced by students practicing EMG biofeedback in a laboratory setting.

**PY 326 Substance Abuse: Diagnosis and Treatment (3.00 cr.)**

*Prerequisite:* PY 101. Provides an introduction to diagnosis and treatment of substance abuse and dependence. Information includes an overview of classes of psychoactive drugs and their effects; definitions and diagnosis of substance use disorders; treatment models and interventions; effects of addiction on family; and the role of 12-Step programs in treatment. The emphasis is on practical clinical application of material presented.

**PY 327 Psychology of Sleep and Dreaming (3.00 cr.)**

*Prerequisite:* PY 101. Examines the nature of sleeping and dreaming from experiential, personal, and experimental points of view. Explores the meaning of the dream as treated by Psychoanalytic, Jungian, and Gestalt theorists.

**PY 331 Biopsychology (3.00 cr.)**

*Prerequisite:* PY 101. A study of the relationships between physiological processes and behavior. Areas covered include anatomy of the brain, human and animal behavior, sensation, perception, emotion, and learning. Covers methodological issues as well as content. (Fall only)

**PY 332 Introduction to Behavioral Neuroscience (3.00 cr.)**

*Prerequisite:* PY 101. Introduces students to the field of neuroscience in psychology. Information includes brain/behavior relations from both basic and applied research; methodological and ethical issues regarding neuroscience research; and clinical applications of research in neuroscience, including an introduction to clinical neuropsychological assessment. Discusses animal and human research, as well as the impact of the brain, brain development, and brain injury as it relates to behavior; emotions, cognition, and personality traits. (Spring only)

**PY 333 Sensation and Perception (3.00 cr.)**

*Prerequisite:* PY 101. Examines the organization and processing of sensory information and the influence of emotion, learning, thinking, and other personal factors on human perception. Includes an in-depth analysis of the physiological structure and processing of physical energy by sensory organs, as well as the interactive relationship between the physiological structure of sensory organs, the sensation resulting from environmental stimulation, and the perception of an environmental event. (Spring only)

**PY 351 Interpersonal Behavior (3.00 cr.)**

*Prerequisite:* PY 101. Introduces concepts involving basic communication skills, motivational theory, and inter-

personal learning theory. More specifically, friendships, love, sex, dating, parenting skills, marital relationships, and relationships in the work environment are explored through lectures, discussions, and guest speakers. *Counts toward Gender Studies minor: (Fall only)*

**PY 352 Group Process (3.00 cr.)**

*Prerequisite:* PY 101. Designed to make students aware of the complex relationships that exist in any group, the needs that govern group behavior, the patterns of communication that exist, and the personal and organizational goals that move or restrain a group. Also emphasizes issues for group problem-solving and decision-making.

**PY 353 Contemporary Issues in Psychology (3.00 cr.)**

*Prerequisite:* PY 101. A dialectical approach to controversial issues in psychology, including the etiology of sexual orientation, the false memory debate, and the effects of divorce on children. Emphasizes critical thinking and persuasive skills. *Counts toward Gender Studies minor: (Spring only)*

**PY 400 Independent Study in Psychology II (3.00 cr.)**

*Prerequisite:* PY 300. A continuation of PY 300. *May be used as a Research Independent Study to fulfill a Group I requirement.*

**PY 412 Evolutionary Psychology (3.00 cr.)**

*Prerequisite:* PY 101. An introduction to this rapidly growing approach to the study of psychology. Evolutionary psychology is a combination of evolutionary biology and cognitive psychology, with contributions from anthropology and the neurosciences, which seeks to understand the structure of the human mind. Topics include human nature, problems of survival, sex and mating, parenting and kinship, cooperation, social dominance, aggression, and war. (Spring only)

**PY 413 Psychological Tests and Measurements (3.00 cr.)**

*Prerequisite:* PY 203, PY 292. A study of the rationale, theory and standardization of individual and group psychological tests. Test theory, construction and validation are studied and applied to testing in areas of intelligence, aptitude and personality. Diagnostic features of individual tests are emphasized.

**PY 414 Advanced Statistics with Computer Applications (3.00 cr.)**

*Prerequisite:* PY 292. Designed to teach students to use SPSS (Statistical Package for the Social Sciences). Students learn to organize basic psychological data for

statistical analysis and execute various statistical procedures (e.g., descriptive statistics and inferential statistics). Survey data are collected and analyzed via the techniques learned. *Previous computer experience not required.*

**PY 415 Psychological Systems and Theories (3.00 cr.)**

*Prerequisite: Junior or senior standing in psychology.* An historical approach to contemporary psychological thought. Explores the nature of scientific psychology. Covers major schools of psychological thinking in the areas of sensation, perception, learning, thinking, emotion, motivation, personality, and psychological measurement.

**PY 418 Special Topics in Psychology (3.00 cr.)**

*Prerequisite: PY 292, junior or senior standing in psychology, and written permission of the instructor.* An intensive exploration of a selected topic in psychology through a review of the literature and/or research using a small group seminar approach.

**PY 419 Advanced Special Topics in Psychology (3.00 cr.)**

*Prerequisite: PY 292, junior or senior standing in psychology, and written permission of the instructor.* Individual research guidance in selected areas. *Enrollment limited to eight students.*

**PY 420 Applications in Psychology (3.00 cr.)**

Advanced study in an applied area of psychology. Course content varies by semester and/or year. *May be used to fulfill a Group VI requirement. May be repeated for credit with different application.*

**PY 435 Field Experience in Psychology (3.00 cr.)**

*Prerequisite: Junior or senior standing in psychology and written permission of the director of field education.* By special arrangement with an individual and a selected agency, the student will engage in a supervised experience designed to develop psychological skills in a practical setting.

**PY 440 Leadership Seminar (1.00 cr.)**

*Prerequisite: Written permission of the instructor.* The purpose of the course is to improve the effectiveness of student instructors of FE 100 and Alpha seminars. In addition to serving as a student instructor and working with the seminar's faculty instructor, students attend training sessions, prepare readings on leadership in the context of Jesuit education, attend discussion sessions, and submit reflection papers. *Does not count toward graduation requirements.*



# SERVICE LEADERSHIP PROGRAM

**DIRECTOR:** Robin Crews, Director of Service-Learning

**OFFICE:** Cohn Hall, Room 2

**TELEPHONE:** 410-617-2112

The Service Leadership Program is designed for students interested in exploring issues of social justice through service and leadership. Built on Loyola's established tradition in service and service-learning, the program combines required and elective courses to create an integrated experience in service and leadership. Students from a wide range of disciplines are accepted into the program, and the program can accommodate students who choose to study abroad. Upon completion of the program, students receive special acknowledgment on their transcripts.

Students in the Service Leadership Program are required to complete the following:

- Three one-credit practicums (SL 150, SL 250, SL 350) which count as one three-credit, non-departmental elective toward graduation.
- One three-credit capstone seminar in service leadership (SL 450).
- Three service-learning courses in at least two different departments. When possible, one of the three courses should be in the student's major.

**Note:** This program is closed to new students.

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## COURSE DESCRIPTIONS

### **SL 150 Introduction to Service Leadership (1.00 cr.)**

An introduction to the methods and goals of service leadership. What is meant by "service"? How have different disciplines understood the meaning and significance of service? How can one become a leader in service? Short readings, class discussions, field trips, and outside speakers combine to present students with a range of approaches to service and leadership and to the theory and practice of service-learning.

### **SL 250 Immersion Experience (1.00 cr.)**

*Prerequisite:* SL 150. A week-long service immersion experience imbedded in a semester-long class. Course time prior to the immersion, usually held over Spring Break, is

spent preparing for the service through readings, speakers, discussion, and field trips. The immersion experience consists of a week of service and reflection. The remaining course time is spent reflecting on the immersion experience and its relevance to the course theme (e.g., urban poverty).

### **SL 350 Service Leadership in Action (1.00 cr.)**

*Prerequisite:* SL 150. Students are expected to take a leadership role in identification of a problem, and the design and implementation of a service project to address the problem. Working with a faculty member who acts as facilitator and adviser, students select, research, and fashion their own group project, applying knowledge gained through their experience with service and service-learning and the specific skills developed in their particular discipline.

### **SL 351 Independent Study (1.00 cr.)**

*Prerequisite:* SL 150 and written permission of the instructor and program director. Students have an opportunity to explore a specific topic or research question related to social justice, service, and leadership in considerable depth. Students assume significant responsibility for proposing, designing, and completing a study plan that accomplishes learning outcomes related to clearly identified objectives. Each student meets with the instructor regularly during the semester. May include a service or research project.

### **SL 450 Capstone Seminar in Service Leadership (3.00 cr.)**

*Prerequisite:* SL 150. Normally taken in the senior year, this seminar brings together four years of curricular and co-curricular experiences. It addresses a series of core issues including social justice; the relationship between individual and community as it has been variously understood; the notion of otherness; the notion of civic literacy and what it means to be a citizen; the application of leadership theories to the challenges of service; and service itself, exploring its roots, its methods, and its hazards. *Closed to students who have taken PL 324.*



# SOCIOLOGY

**OFFICE:** Beatty Hall, Room 314

**TELEPHONE:** 410-617-2742

**CHAIR:** Jai P. Ryu, Professor

**PROFESSORS:** Michael G. Burton; Mark F. Peyrot;  
Jai P. Ryu

**ASSOCIATE PROFESSORS:** M. Antonia Keane;  
Barbara H. Vann

**ASSISTANT PROFESSOR:** David W. Kriebel  
(visiting); H. Lovell Smith

**AFFILIATE FACULTY:** Patricia M. Ingram; Mary  
McNeish-Stengel; Pamela D. Pressman; Howard  
Reznick; Kathleen Sullivan

Sociology integrates the dual traditions of the humanities and natural sciences in an effort to describe, understand, and explain human social behavior. Sociology addresses many of the great questions that humanists have posed with the attitude and methods of the natural sciences. Students of sociology therefore develop a strong appreciation for history, philosophy, and the liberal arts in general, while also learning to think scientifically and to apply basic social research techniques. Many students are drawn to sociology because they are people-oriented and are considering a career in which they will deal with other people, such as law, business, medicine, teaching, government service, or social work.

Sociology majors and minors have a wide range of interesting and useful courses to choose from, and they have considerable freedom to design programs of study that match their academic and career goals. Because of its integrative, synthesizing nature and because it offers key social research skills, sociology nicely complements other disciplines, as in a double or interdisciplinary major. Students are urged to talk with faculty members in the department to learn more about the field and its opportunities.

## MAJOR IN SOCIOLOGY

### BACHELOR OF ARTS

Requirements for a major and an example of a typical program of courses are as follows:

#### Freshman Year

##### *Fall Term*

CM 100 Effective Writing  
SC 101 Self and Society\* *or*  
SC 102 Societies and Institutions\*  
Fine Arts Core  
Language Core  
Non-Departmental Elective

##### *Spring Term*

EN 101 Understanding Literature  
HS 101 History of Modern Western Civilization  
SC 101 Self and Society\* *or*  
SC 102 Societies and Institutions\*  
Language Core  
Math/Science Core

#### Sophomore Year

##### *Fall Term*

PL 201 Foundations of Philosophy  
TH 201 Introduction to Theology *or*  
Non-Departmental Elective  
English Core  
Math/Science Core  
Sociology Elective\*

##### *Spring Term*

MA 110 Introduction to Statistical Methods  
and Data Analysis\*  
PL 200-Level Philosophical Perspectives Course  
History Core  
Theology Core *or*  
Elective  
Sociology Elective\*

#### Junior Year

##### *Fall Term*

SC 351 Social Research Methods I\*  
SC 352 Social Research Methods I Lab\*  
SC 355 Sociological Theory\*  
TH 201 Introduction to Theology *or*  
Non-Departmental Elective



Sociology Elective\* (SC 360–499 Level)  
Non-Departmental Elective

*Spring Term*

SC 353 Social Research Methods II\*  
SC 354 Social Research Methods II Lab\*  
Theology Core *or*  
Elective  
Sociology Elective\* (SC 360–499 Level)  
Elective  
Elective

**Senior Year**

*Fall Term*

SC 400-Level Seminar\*  
Ethics Core  
Sociology Elective\*  
Sociology Elective\*  
Elective

*Spring Term*

SC 401 Sociology Practicum and Seminar\*  
Sociology Elective\*  
Elective  
Elective  
Elective

\* Required for major.

1. **Major in Sociology:** Fourteen courses and two labs are required: SC 101, SC 102, SC 351, SC 352, SC 353, SC 354, SC 355, SC 401, three courses at the SC 360–499 level (one of which must be a 400-level seminar), and five electives.
2. **Introduction to Statistical Methods and Data Analysis** (MA 110) or equivalent statistics course (e.g., EC 220) is required for the major. Introduction to Computers with Software Applications (CS 111) is strongly recommended. MA 110 and CS 111 can be used to fulfill the mathematics/natural science core requirements.
3. **Minor in Sociology:** SC 101 and SC 102, plus five additional sociology courses, one of which must be at the SC 360–499 level.
4. **Interdisciplinary Major:** Students wishing to combine sociology with some other field for an interdisciplinary major must take SC 101, SC 102, SC 355, SC 380, and four sociology electives, two of which must be SC 360–499

level (and one of those must be a 400-level seminar). MA 110 is required.

5. Only 100-level sociology courses may be used to satisfy the social science core requirement.
6. Prerequisites may be waived for any course upon receiving written permission of the instructor and the department chair.

**COURSE DESCRIPTIONS**

**SC 101 Self and Society (3.00 cr.)**

A sociological view of the relationship between the person and the social world. The underlying theoretical assumption is that we construct our social reality through the process of interaction with others. Through interaction we learn the roles, norms, and values of our society—we learn to be social beings.

**SC 102 Societies and Institutions (3.00 cr.)**

An introduction to comparative sociology. The major types of society that have existed or now exist are analyzed, together with major patterns of change in societies and institutions.

**SC 103 American Society (3.00 cr.)**

Examines the social and economic changes in American society, focusing on the period since World War II. Changes and experiences are compared by class, gender, race, and geography. Special emphasis on the implications of changing society for today's young adults. Topics include occupational prospects, residential patterns, social problems, political behavior, and the role of public policy in changing society.

**SC 104 Cultural Anthropology (3.00 cr.)**

An introduction to anthropology through the study of diverse past and present cultures: hunting and gathering, horticultural, agrarian, industrial, and contemporary global culture patterns. Examines various anthropological approaches to understanding human behavior, and highlights the insights other cultures offer about our own culture. *Counts toward Gender Studies minor.*

**SC 204 The Family (3.00 cr.)**

An overview of the family institution. Examines the family from both a cross-cultural and an historical perspective. Special emphasis on the American family. Topics include mate selection, sex roles, love, sexuality, family roles and relationships, parenthood, conflict and divorce. *Counts toward Gender Studies minor.*

**SC 205 Social Problems (3.00 cr.)**

Looks at disapproved behavior which has aroused major societal concern. After a survey of the main problems, theories of deviance, including social learning theory, are examined. Various types of deviant behavior are examined from the vantage point of sociological theory. The behaviors examined include crime, sexual deviations, drug addiction, and alcohol abuse.

**SC 207 Protest: Legacy of the Sixties (3.00 cr.)**

An examination of protest movements in the United States and western Europe with emphasis on movements originating in the 1960s. Particular attention given to the civil rights movement, protest against the Vietnam War, the women's liberation movement, and the broader countercultural rebellion as reflected in psychedelics, the hippie phenomenon, and revolutionary activity. Sociological perspectives on protest provide the interpretive framework. Films, music, literature, and firsthand reports are used to depict the mood and legacy of the sixties. *Counts toward Gender Studies minor.*

**SC 208 Sociology through Film (3.00 cr.)**

Films are viewed to see how they reflect American society during different historical periods. Several films portraying other societies also are viewed. Films are analyzed in light of select macro- and micro-sociological concepts and theories. Efficacy and limits of filmed images of societies, in contrast to scholarly descriptions, are carefully examined and discussed.

**SC 209 Sociology of the News (3.00 cr.)**

Applies a sociological perspective to significant events and issues of the day—globally, nationally, and locally. Coursework consists primarily of reading; listening to and watching news reports and commentary; and analyzing and reacting to these materials in writing assignments and class discussion. Sociological understanding of news media includes issues such as the differences among types of media and the factors underlying their presentation of the news. The central goal is to develop skill in the critical consumption of news.

**SC 210 Introduction to Gender Studies (3.00 cr.)**

A broad overview of the study of gender in society. An interdisciplinary approach—ranging across history, psychology, art, economics, literature, philosophy, sociology, political science, biology, and anthropology—is used to address questions such as: How does biology contribute to gender differences? What role does culture play in the construction of gender? A unifying course theme is, in a broad sense, how do different disciplines

study gender. In a narrower sense, specific issues are approached from the perspective of various disciplines. *An introductory course for the Gender Studies minor.*

**SC 214 Introduction to Social Work (3.00 cr.)**

Objectives are to understand the concept of human services; to know the fields of practice in which human services are delivered; to understand the social worker's role in the service delivery system; to be exposed to problems experienced by people and the issues addressed by social service workers; and to understand the concepts of social work practice with individuals, groups, and communities.

**SC 220 Sociology of Sexuality (3.00 cr.)**

A sociological perspective is used to examine human sexuality, focusing on how sexuality reflects the societies in which we live. Although it is often assumed that sexual attitudes and behaviors are biologically based, they are strongly shaped by society. This course examines the history of sexuality in Western society, the acquisition of sexuality, and alternative forms of sexuality. *Counts toward Gender Studies minor.*

**SC 225 Magic, Religion, and Witchcraft (3.00 cr.)**

An anthropological overview of magical and religious beliefs and practices around the world. This overview includes examples from the many small-scale and fewer large, complex societies—both contemporary and ancient—and shows how social science has attempted to understand and account for such beliefs and practices. The relation of magic and religion to science also is explored.

**SC 270 Technology and Society (3.00 cr.)**

The relationship between humans and their technology is explored, from the earliest stone tools to the futuristic technologies of science fiction. The focus is on how people's tools shape them and the societies in which they live. Texts include works by social and natural scientists, futurists, and novelists. Students also have the opportunity to help plan an upcoming world's fair.

**SC 271 Race and Ethnic Relations in America (3.00 cr.)**

Presents issues of race and ethnic relations as major challenges and dilemmas in American society. Topics include assimilation, pluralism, stratification, prejudice, discrimination, adaptation, identity, and multiculturalism. Students examine the historical and current experiences of African-, Hispanic-, Native-, and Asian-Americans, as well as those of people of European

descent. Race relations in America are compared to those in other countries.

**SC 307 Male and Female Roles (3.00 cr.)**

Examines the roots, nature, and social construction of gender. Topics include explanations of the origins of sexual division of labor; socialization processes; interpersonal relationships; reproduction of gender roles on the structural level, e.g., through media and the workplace; and the intersection of gender, race, and class. Although the course focuses on the sex/gender system of contemporary American society, cross-cultural and historical perspectives are incorporated. *Counts toward Gender Studies minor.*

**SC 308 Communication and Problem-Solving Techniques (3.00 cr.)**

Teaches the necessary skills and multiple levels used by social workers and other helping professionals to assist individuals, families, and groups. Basic counseling skills such as active listening and effective communication, as well as crisis management, goal setting, and solution focused strategies are taught and practiced.

**SC 309 Child Welfare (3.00 cr.)**

Exploration of issues related to the child welfare (social service) system which responds to children who have service needs as a result of a dysfunctional family or from experiencing traumatic events in their childhood. Issues addressed include child abuse and neglect, foster care, adoption, impact of chemical dependent or mentally ill caretakers on childhood development, impact of family violence on childhood development, and teen suicide. Highlights the role of the social worker and response by child welfare agencies and the juvenile court for each topic discussed.

**SC 311 Group Dynamics in Helping Relationships (3.00 cr.)**

An examination of the dynamic processes in groups used for counseling, staff development, and community organizing. Topics include description of the various types of therapeutic groups; stages of group development; ethical issues and professional guidelines for group work; and the application of skills for intervention with diverse client groups.

**SC 314 Medical Sociology (3.00 cr.)**

An introduction to the social and social-psychological factors which affect human health and responses to illness. Topics include the nature, cause, course and distribution of disease, and the social organization of

prevention, treatment and rehabilitation. Historical, cross-cultural, and cross-national comparisons will supplement a primary focus on the contemporary situation in the United States.

**SC 325 Religion in Sociological Perspective (3.00 cr.)**

What people believe and how they act influence and are influenced by their religious affiliations and the faith organizations to which they belong. This course focuses on religious beliefs and practices and how those interact with political, economic, and social dimensions of peoples' lives. While emphasis is placed on Christianity in modern America, other religious traditions (including the nonreligious), historical eras, and societies are also considered.

**SC 326 The United States and the Arab-Israeli Conflict (3.00 cr.)**

*Prerequisite:* SC 101, SC 102. The roots and evolution of this conflict are examined through the eyes of its participants; i.e., as the conflict has been understood by Arabs, Israelis, and Americans. The examination begins with discussion of two questions: What does it mean to "do history?" and What role is played by our view of history in shaping our response to events? This course also introduces social-scientific investigation of religious beliefs and practices and how they interact with political, economic, and social dimensions of peoples' lives and the directions of their societies. Through this multidisciplinary look into a major conflict of the world, students are exposed to major developments in the Middle East as they have been understood by the competing perspectives of the key participants. *Same course as HS 441 and PS 441.*

**SC 331 Deviance and Social Control (3.00 cr.)**

An examination of the relationship between deviance and social control, including how and why certain forms of behavior come to be defined as deviant, the nature of formal and informal response to deviance, and the interaction of different social control institutions. An overview of general theories of deviance and the particular forms it takes, with special attention to issues that cut across the whole range of deviance.

**SC 332 The Sociology of Crime and Criminals (3.00 cr.)**

An historical and contemporary overview of the nature of crime and the causes of criminal behavior. Examination of the measurement of crime and crime trends.

**SC 333 Juvenile Delinquency (3.00 cr.)**

An introduction to the field of juvenile delinquency. Covers the history of juvenile crime and its treatment, major developments in the law, trends in youth crime

and victimization, theories of causation and the current status of treatment programs.

**SC 334 Criminal Justice (3.00 cr.)**

An introduction to the structure and operation of the criminal justice system in the United States. Attention is focused on the individual and institutional level. Topics include criminal law, the police, the judicial system, victimology, and corrections.

**SC 340 Individual Study Project (3.00 cr.)**

*Prerequisite: Written permission of the instructor. May be repeated for credit.*

**SC 341 Independent Study in Gender Studies (3.00 cr.)**

*Prerequisite: SC 210 and written permission of the Gender Studies coordinator.* Gender Studies minors may arrange to do independent study with a member of the Committee on Gender Studies or another approved instructor. *Counts toward Gender Studies minor. May be repeated for credit with different topics.*

**SC 348 Gender Studies Capstone Seminar: Special Topics (3.00 cr.)**

*Prerequisite: SC 101 and SC 102 or SC 210.* Brings together junior and senior concentrators, who have already fulfilled most or all of the requirements for the minor, allowing them to explore gender through advanced reading, discussion, and research while drawing on their interdisciplinary experiences in the minor. Topics vary according to the instructor. *Counts toward Gender Studies minor.*

**SC 349 Special Topics in Sociology (3.00 cr.)**

An overview of issues of current concern in sociology; for example: Who's Running America?; Sociology of the Future; Sociology of International Conflicts; Sociology of the Corporation. *May be repeated for credit with different topics.*

**SC 351 Social Research Methods I (3.00 cr.)**

*Prerequisite: EC 220 or MA 110 or written permission of the instructor. Corequisite: SC 352.* Students learn how to use quantitative data to answer questions about the social environment. Familiarizes students with computer applications and presents the logic underlying the analysis of survey data. Skills involve working with existing data sets in the conceptualization and examination of causal relationships. Report writing is an additional component of the coursework. *(Fall only)*

**SC 352 Social Research Methods I Lab (1.00 cr.)**

*Corequisite: SC 351.* Students use the SPSSX statistical package to examine data sets such as the General Social Survey. Topics include computer operations, data coding and entry, variable transformation, scale construction, descriptive statistics, and hypothesis testing. *(Laboratory only)*

**SC 353 Social Research Methods II (3.00 cr.)**

*Prerequisite: SC 351 and SC 352 or PY 313 or written permission of the instructor. Corequisite: SC 354.* An introduction to the logic, ethics, and techniques of social investigation, with a focus on survey design and techniques. Students learn about research design, sampling, and questionnaire construction. Tasks include the review and analysis of a body of literature regarding specific research topics. *(Spring only)*

**SC 354 Social Research Methods II Lab (1.00 cr.)**

*Corequisite: SC 353.* Students use existing data sets to test hypotheses regarding the relationship between social variables. Students also participate in the planning, execution, and analysis of their own surveys. Training regarding interviewing techniques is provided. *(Laboratory only)*

**SC 355 Sociological Theory (3.00 cr.)**

*Prerequisite: SC 101, SC 102.* An overview of classical and modern theory with emphasis on contemporary theories. A focus on classical theory stresses the contributions of scholars whose work most strongly influenced modern theory. The survey of modern theory includes functionalism, varieties of Marxian theory, symbolic interactionist theories, and various middle-range theories. *(Fall only)*

**SC 360 Organizations in Society (3.00 cr.)**

*Prerequisite: SC 101, SC 102. Restricted to juniors and seniors.* An examination of the nature of formal organizations, their structural and dynamic features, and their relationships to each other and the larger society. Topics range from the micro level (including organizational behavior), to the macro level of organization-environment relations. Special topics include the population ecology of organizations, institutionalized environments, and the role of collusion and competition in organizational survival.

**SC 361 Social Inequality (3.00 cr.)**

*Prerequisite: SC 101, SC 102. Restricted to juniors and seniors.* Economic, political, sexual, racial inequality. Emphasis is placed on the United States, but a special effort is made to put the U.S. in historical and cross-cultural context. Extensive descriptive materials are presented

on various systems of social inequality, and the major theoretical and ideological perspectives on inequality are considered. *Counts toward Gender Studies minor.*

**SC 365 Neighborhood and Community in Urban America (3.00 cr.)**

*Prerequisite:* SC 101, SC 102. *Restricted to juniors and seniors.* Examines the social aspects of urban life in modern America. Topics include patterns of city growth; the loss of traditional community; the growth of the underclass; social disorder; economics; and the welfare state. Special emphasis is given to the social organization within the community (e.g., neighborhood associations, faith congregations, business and political coalitions, and interpersonal networks).

**SC 370 Population Studies (3.00 cr.)**

*Prerequisite:* SC 101, SC 102. *Restricted to juniors and seniors.* Students are introduced to the basic concepts of population studies (e.g., population growth and change) and encouraged to relate demographics to some of the most important issues confronting the world. Course components are: (1) major sources of demographic information and theories; (2) population characteristics such as fertility, mortality, and migration; (3) the place of population in contemporary social issues; and (4) application of demographics in business, social policy, and political planning.

**SC 375 Political Sociology (3.00 cr.)**

*Prerequisite:* SC 101, SC 102. *Restricted to juniors and seniors.* An examination of basic patterns in national power structures, both historically and today. The primary focus is on national elites, how they relate to one another and to non-elites, and the consequences of these relations for political stability and democracy. The scope is global, but the main emphasis is on the advanced capitalist societies.

**SC 377 Social Change (3.00 cr.)**

*Prerequisite:* SC 101, SC 102. *Restricted to juniors and seniors.* An examination of societal change from the hunter-gatherer era to the information era, with special attention on changes occurring in the most technologically advanced societies at the turn of the millennium. Various classical and modern theories are evaluated for the light they shed on the agents of change—who or what drives change forward and determines its direction? Particular attention is given to the role of powerful persons, or elites, as change agents. Questions regarding the possibilities for and limits to social change are also explored.

**SC 380 Social Research Applications (3.00 cr.)**

*Prerequisite:* SC 101, SC 102. *Restricted to juniors and seniors.* An overview of the major approaches to social research, including use of existing data sources, and exploratory, observational, survey, and experimental research. There is a strong emphasis on practical applications, especially how to use research principles to conduct evaluation studies. Students review published research and conduct evaluations of social programs and policies. Non-sociology majors learn how research skills can be used by informed citizens and in work settings (e.g., management and communications). Sociology majors learn how to use skills developed in other sociology research courses. *(Fall only)*

**SC 400 Seminar(s) in Special Topics (3.00 cr.)**

*Prerequisite:* SC 101, SC 102. *Restricted to juniors and seniors.* The study of a topic area by intensive review of the literature and/or research. *Seminar format with enrollment limited to fifteen students. May be repeated for credit with different topics.*

**SC 401 Sociology Practicum and Seminar (3.00 cr.)**

*Prerequisite:* SC 101, SC 102, and written permission of the instructor. *Restricted to juniors and seniors.* Provides an opportunity for experiential learning in a work setting or through directed project with department faculty. Students develop career-relevant skills through participation in supervised work experience. Agency placements include courts, social services, counseling centers, research centers, and federal/state/local government. Relevant issues are discussed in seminar. Interested students should contact the department chair or the instructor early in the Fall Semester before registering for the class. Students will not be permitted to enroll once the semester has started. *Seminar format with enrollment limited to fifteen students. (Spring only)*

**SC 410 Seminar: Social Organization of Everyday Life (3.00 cr.)**

*Prerequisite:* SC 101, SC 102. *Restricted to juniors and seniors.* Studies the naturally-occurring activities in which people participate during their day-to-day living. Topics include behavior in public places, such as maintenance of privacy and personal space; forms of social interaction, such as queuing and ordinary conversation; and the social construction of meaning. Emphasizes students' ability to observe, describe, and analyze the social organization of the world in which they live. Students videotape and/or audiotape for class assignments. *Seminar format with enrollment limited to fifteen students.*

**SC 414 Seminar: Psychosocial Factors in Health, Illness, and Medicine (3.00 cr.)**

*Prerequisite: SC 101 and SC 102 or SC 210. Restricted to juniors and seniors.* Examines psychosocial and behavioral factors which contribute to health and illness and influence the ways that medical care is delivered. Etiological factors studied include stress and coping, health promotion behaviors such as diet and exercise, and disease causation factors such as use of legal and illicit substances. Examines how knowledge regarding these factors can be applied in a medical care context, including how health care providers can help patients achieve behavior change. Special emphasis is put on the role of health care providers in helping patients to manage chronic diseases such as diabetes and cardiovascular disease. *Seminar format with enrollment limited to fifteen students.*

**SC 420 Seminar: Gender and Poverty (3.00 cr.)**

*Prerequisite: SC 101 and SC 102 or SC 210. Restricted to juniors and seniors.* Focuses on the theory and methods of studying gender for the first part of the semester. During the remainder of the semester, each student pursues individual research in the area of gender, work, and poverty with special emphasis on the diversity of experience by race, gender, and class. *Seminar format with enrollment limited to fifteen students. Counts toward Gender Studies minor.*

**SC 421 Seminar: Race, Class, Gender, Sexuality (3.00 cr.)**

*Prerequisite: SC 101, SC 102 or SC 210.* A seminar organized around the themes of gender, race, class, and sexuality that is designed to familiarize students with the theory and methods of studying these categories. The focus is on how these categories are socially constructed. Particular attention is paid to privilege, economics, historical and legal contexts, and systems that operate to perpetuate these categories. Throughout, the course relies on the voices of individuals to tell their stories via readings, personal interactions, and class visits. *Seminar format with enrollment limited to fifteen students. Counts toward Gender Studies minor.*

**SC 430 Seminar: America in the Twenty-First Century (3.00 cr.)**

*Prerequisite: SC 101, SC 102. Restricted to juniors and seniors.* Examines dramatic changes occurring in demography (aging population, etc.); ideology (collapse of Communism, etc.); culture (decline of traditional family, etc.); technology (electronics, etc.); and economy (NAFTA, etc.). Explores the implications of these changes at the global, societal, institutional, and personal levels using

various sociological concepts and perspectives. Also attempts to draw a picture of the first decades of the twenty-first century and possibly beyond. *Seminar format with enrollment limited to fifteen students.*

**SC 434 Seminar: Women and Deviance (3.00 cr.)**

*Prerequisite: SC 101, SC 102. Restricted to juniors and seniors.* This seminar is divided into two parts. The first part of the semester examines the adequacy of traditional approaches to deviance in explaining the deviance of females. The second part focuses on selected problem areas: women and violence, substance abuse, and sexual deviance. *Seminar format with enrollment limited to fifteen students. Counts toward Gender Studies minor.*

**SC 440 Seminar: Global Sociology (3.00 cr.)**

*Prerequisite: SC 101 and SC 102 or completion of two social science core courses. Restricted to juniors and seniors.* Globalization has become a favorite topic of the late twentieth century, as technological revolutions during recent decades, combined with the collapse of communism in central and eastern Europe, have profoundly expanded the connections among the world's people. Any educated person in the twenty-first century will need to think globally, and this course explores the possibilities. Similarities and differences among societies are examined, along with the argument that a global social system is emerging. *Seminar format with enrollment limited to fifteen students.*

**SC 471 Minority Group Conflict (3.00 cr.)**

*Prerequisite: SC 101, SC 102. Restricted to juniors and seniors.* A critical examination of the character and origins of ethnic and racial conflict in American cities. Students explore cultural, social, and political factors associated with competition and violence between and within these communities. Topics discussed include intergroup violence, political contest and coalition building, welfare reform, housing opportunities, economic restructuring, drug warfare, and school desegregation. *Seminar format with enrollment limited to fifteen students.*



# SPEECH-LANGUAGE PATHOLOGY/AUDIOLOGY

**OFFICE:** Newman Towers, Room W104

**TELEPHONE:** 410-617-5317

**CHAIR:** Lisa Schoenbrodt, Professor

**PROFESSOR:** Lisa Schoenbrodt

**ASSISTANT PROFESSORS:** Tracie Bullock Dickson; Marie Kerins; Janet Preis; Kathleen Siren

**CLINICAL FACULTY:** Janet Simon Schreck; Lura Vogelmann

**AFFILIATE FACULTY:** Ann Beetz; Charlene Clendaniel; Ana Curtin; Judith Haynos; Jane Martello; Lisa Melody; Michele Miller; Donna Pitts; Sandra W. Shapiro; Russell Summers III; Kathleen Ward

The speech-language pathology program is accredited by the Educational Standards Board of the American Speech-Language-Hearing Association (ASHA). The program prepares a student to become a speech-language pathologist in schools, hospitals, home health care, or other clinical settings. Coursework in the major begins in the freshman year accompanied by clinical observations throughout the undergraduate program. Many courses contain service-learning components which are offered throughout the curriculum. Seniors may be eligible to complete one year of clinical experience in the Baltimore Archdiocesan and/or public schools, or hospital settings. Seniors whose academic achievements distinguish them may be elected into Loyola's chapter of the National Student Speech-Language-Hearing Association's Honor Society.

The undergraduate program provides the academic and clinical foundations to prepare students for a graduate professional program in speech-language pathology and/or audiology, or they may use the knowledge for employment in other health-related fields. Students continue their academic and clinical training in a master's program. Students who have a bachelor's degree but have not completed the requirements for an undergraduate Major in Speech-Language Pathology/Audiology are required to complete prerequisite courses before they can apply to the graduate program.

## PRE-PROFESSIONAL AND GRADUATE PROGRAMS

Through the advisement process, students complete coursework and clinical observations that provide the undergraduate requirements for professional certification and licensure.

The College offers extensive clinical observation and practicum opportunities through its clinics. The Margaret A. McManus-Moag Speech, Language, and Hearing Clinic in Baltimore is a modern, fully equipped facility structurally designed to meet stringent acoustical standards. The Center offers diagnostic hearing assessment as well as specialty therapy clinics in specific language/learning disabilities, fluency disorders, adult neurogenic disorders, aural rehabilitation, and audiological assessment. The Columbia Speech and Language Center offers a special clinical program for children with Down Syndrome. The Timonium Speech and Language and Literacy Center serves northern Baltimore County and southeastern Pennsylvania and offers early intervention, oral motor, language learning disability, accent reduction, and other services. There are also over fifty off-campus settings including general and specialized school programs; child and adult rehabilitation centers; acute and chronic care hospitals such as Shock Trauma (MIEMSS), Medical Rehabilitation Center, Sinai Hospital, Johns Hopkins Hospital, Maryland General Bryn Mawr Rehabilitation Hospital, Delrey School, United Cerebral Palsy, Mt. Washington Pediatric Center, and Maryland School for the Deaf.

The professional training program of the Department of Speech-Language Pathology/Audiology is accredited by ASHA. Upon completion of the master's degree program, students will meet all academic coursework and clinical hour requirements for national, professional certification in speech-language pathology by ASHA and state licensure. Loyola graduates have been successful in securing exciting employment opportunities locally, nationally, and internationally.

**MAJOR IN SPEECH-LANGUAGE  
PATHOLOGY/AUDIOLOGY**

**BACHELOR OF ARTS**

Requirements for a major and an example of a typical program of courses are as follows:

**Freshman Year**

*Fall Term*

CM 100 Effective Writing  
SP 202 Introduction to Human  
Communication\*/\*\*

Language Core  
Mathematics Core\*\*  
Social Science Core

*Spring Term*

HS 101 History of Modern Western Civilization  
SP 203 Introduction to Communication  
Disorders\*/\*\*

Language Core  
Science Core\*\*  
Social Science Core

**Sophomore Year**

*Fall Term*

EN 101 Understanding Literature  
PL 201 Foundations of Philosophy  
SP 301 Anatomy and Physiology:  
Speech and Voice\*/\*\*  
SP 305 Phonetics\*  
History Core

*Spring Term*

SP 302 Fundamentals of Hearing\*/\*\*  
SP 303 Introduction to Linguistics\*/\*\*  
SP 403 Articulation and Phonology\*  
PL 200-Level Philosophical Perspectives Course  
English Core

**Junior Year**

*Fall Term*

SP 400 Speech and Voice Science\*/\*\*  
SP 402 Speech and Language  
Development\*/\*\*  
SP 404 Professional and Technical Writing in  
Speech-Language Pathology/  
Audiology\*/\*\*  
TH 201 Introduction to Theology  
Fine Arts Core

*Spring Term*

SP 306 Observation Methods and  
Techniques in Speech-Language  
Pathology/Audiology\*/\*\*  
SP 423 Organic Bases of Childhood  
Communication\*/\*\*  
Theology Core  
Non-Departmental Elective  
Elective\*\*

**Senior Year**

*Fall Term*

SP 407 Clinical Practice in Speech-Language  
Pathology/Audiology I or  
Elective  
SP 440 Clinical Audiology\*/\*\*  
Ethics Core  
Non-Departmental Elective  
Elective

*Spring Term*

SP 406 Organic Bases of Adult  
Communication Disorders\*  
SP 408 Clinical Practice in Speech-Language  
Pathology/Audiology II or  
Elective  
Non-Departmental Elective  
Elective  
Elective

\* Required for major.

\*\* Terms may be interchanged.

1. Majors must complete one mathematics course, one science course, and SP 301 to fulfill the math/science core requirement.
2. **SP 202 is a prerequisite for SP 302, SP 306, and all SP 400-level courses.**
3. The curriculum includes primarily core courses for the freshman and sophomore years. Students will complete two major courses in the freshman year, and four or five major courses in the sophomore year. Students should be able to complete the majority of core courses by the end of the sophomore or junior years. (Many students take core courses in philosophy and theology during the junior year). If students enter with advanced placement, they should be able to complete core courses by the end of the sophomore year. Students planning on

studying abroad should talk with International Programs, the Center for Academic Services and Support, and the department chair in the freshman year to plan their course of study.

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#### CLINICAL PRACTICE

Undergraduate speech-language pathology students will be given the opportunity to take clinical practice in the schools depending upon their grade point average in the major plus recommendations from professors in the department. The Undergraduate Placement Committee meets each spring to determine fall placements and during the fall semester to consider spring placements. Usually, a student placed in a clinical setting for the fall semester will remain in that setting for the academic year. Students who have not qualified for clinical placement in the fall may ask to be reconsidered for the spring semester of the senior year.

The grade point requirement for clinical practice may vary, however, it will never be lower than a cumulative grade point average of 3.000. This is the minimum requirement for clinical placement. Clinical practice is **not** required for graduation. Students who spend a term or year in one of the College's international programs or study abroad at other institutions may not be able to complete all prerequisite coursework for clinical practice. Students are encouraged to work closely with advisers to include all coursework required for graduation.

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#### COURSE DESCRIPTIONS

##### **SP 110 Introduction to Sign Language (3.00 cr.)**

Students master the basis for communicating with finger spelling and sign. Addresses the culture and politics as well as history of the deaf. Considers the impact of deafness on the individual, the family, and the community in relation to their psychological, sociological, and legal perspectives. *Open to majors and non-majors.*

##### **SP 202 Introduction to Human Communication (3.00 cr.)**

Effective communication is a critical skill affecting most, if not all, areas of our personal and professional lives. The components and principles surrounding human communication are addressed. The impact of perception, difference, and language on this process is explored and evaluated. Communication specific to gender, culture, and personal relationships is explored, culminat-

ing in evaluation of others and ourselves. *Open to majors and non-majors.*

##### **SP 203 Introduction to Communication Disorders (3.00 cr.)**

An introduction to the disorders of speech, language, and hearing in pediatric, adolescent, and adult populations. These communication disorders are explored through written and oral projects. The role of the speech-language pathologist and audiologist in the identification and treatment of individuals with these disorders is addressed. *Open to majors and non-majors.*

##### **SP 210 Intermediate Sign Language (3.00 cr.)**

*Prerequisite: SP 110 or written permission of the instructor.* Expands the student's sign language vocabulary and increases speed, accuracy, and fluency of sign language communication. Students give several signed presentations to the class. ASL word order and idioms are highlighted. Discussion of sign language interpreters and the laws governing interpreters in the fifty states are addressed. Lectures focus on deaf culture. *Open to non-majors and majors.*

##### **SP 301 Anatomy and Physiology: Speech and Voice (3.00 cr.)**

Anatomy and physiology of the speech and voice mechanisms, study of the speech process including the phases of symbolization respiration, phonation, resonance, and articulation. *Fulfills one math/science core requirement for majors.*

##### **SP 302 Fundamentals of Hearing (3.00 cr.)**

*Prerequisite: SP 202.* An introduction to acoustics and psychoacoustics as they apply to hearing and the communication process. Detailed information on the anatomy and physiology of the human peripheral and central auditory mechanisms is provided. An in-depth study of the pathologies that may present to those mechanisms is presented.

##### **SP 303 Sociolinguistics (3.00 cr.)**

The field of sociolinguistics deals with the ways in which language serves to define and maintain group identity and social relationships among speakers. Particular topics include regional and social variation in language; language and ethnicity; language, sex, and gender; language and social context; languages in contact; applied sociolinguistics; and linguistic theory.

##### **SP 305 Phonetics (3.00 cr.)**

Students learn principles of speech sound production and use of the International Phonetic Alphabet for pho-

netic transcription. Normal rule-based variations in sound production are discussed, specifically as related to different dialects and idiolects. Students also learn auditory discrimination of speech sound productions with reference to diagnosing and treating speech disorders.

**SP 306 Observation Methods and Techniques in Speech-Language Pathology/Audiology (3.00 cr.)**

*Prerequisite: Sophomore standing or above. Restricted to majors.* Students gain knowledge and experience in clinical observation of children and adults with a variety of speech, language, and hearing problems. In addition to scheduled lecture periods, students observe in the Loyola Speech and Hearing Clinic, and a minimum of two off-campus settings which maintain clinical affiliations with the program. Upon satisfactory completion of this course, students will have fulfilled the observation requirements of the American Speech-Language-Hearing Association for professional certification.

**SP 310 Advanced Intermediate Sign Language (3.00 cr.)**

*Prerequisite: SP 110, SP 210 or equivalent.* Emphasis placed on speed and cognition of finger spelling and sign language. Prepares student for advanced courses in AMSLAN. Proficiency in using sign as a means of expression and communication employed. *Open to non-majors and majors.*

**SP 311 Introduction to Exceptionality and Special Needs (3.00 cr.)**

An interesting, beneficial course for all majors, especially those interested in the human impact of disabilities. This interactive class focuses on children and adolescents with special needs, from both intellectual and experiential perspectives. Students develop a cognitive understanding of a variety of disabilities as well as explore the associated human component. Service learning is required to provide students with an immediate opportunity to integrate their emotional and intellectual knowledge as it relates to the local community of Baltimore. *A service-learning module is included.*

**SP 400 Speech and Voice Science (3.00 cr.)**

*Prerequisite: SP 301, SP 305.* Students learn advanced physiology and acoustics of speech and voice production, as well as current research and theory regarding speech perception. Technological advances in the measurement of the parameters of both normal and disordered speech and voice production are introduced. Laboratory sessions during which students analyze the acoustic properties of speech are included.

**SP 402 Speech and Language Development (3.00 cr.)**

A study of the normal processes of speech and language development. Theoretical constructs and application of theory are discussed. *A service-learning module is included.*

**SP 403 Articulation and Phonology (3.00 cr.)**

*Prerequisite: SP 305.* A study of anatomical, physiological, neurological, and acoustic bases of articulation and phonological systems. Current theories and practices in assessment and intervention are discussed as well as oral motor skills and dialectal variations.

**SP 404 Professional and Technical Writing in Speech-Language Pathology/Audiology (3.00 cr.)**

*Prerequisite: Sophomore standing or above. Restricted to majors.* Students gain knowledge and experience in the area of professional writing for the field of speech-language pathology/audiology. Students develop skills for writing goals and objectives, individualized educational plans, and diagnostic reports. Students also learn the process for writing technical papers and are required to research and write a professional literature review. *A service-learning module is included.*

**SP 406 Organic Bases of Adult Communication Disorders (3.00 cr.)**

*Prerequisite: Junior standing or above.* Assessment and treatment of acquired adult neurogenic communication and voice disorders. Stroke, traumatic brain injury, dementia, dysarthria, apraxia, voice disorders, and other related topics are covered.

**SP 407 Clinical Practice in Speech-Language Pathology/Audiology I (3.00 cr.)**

*Prerequisite: Senior standing and written permission of the clinical placement director.* Supervised clinical practice; clinical experience within public and private school systems and in on-campus clinical centers. *Clinical practice involves participation during the fall and spring terms. Admission by application to the director of clinical placements in spring of junior year. (Pass/Fail)*

**SP 408 Clinical Practice in Speech-Language Pathology/Audiology II (3.00 cr.)**

*Prerequisite: SP 407.* A continuation of SP 407. *(Pass/Fail)*

**SP 416 Independent Study in Speech-Language Pathology/Audiology (3.00 cr.)**

*Prerequisite: Admission by approval of department committee.* Enables students to pursue advanced study on topics of individual interest under faculty supervision. *May be repeated once for credit.*

**SP 423 Organic Bases of Childhood Communication Disorders (3.00 cr.)**

*Prerequisite: Junior standing or above.* A survey of the physical and neurological bases of communication disorders in young children. Topics of discussion may include lead poisoning, prenatal drug exposure, fragile X, and PDD. *A service-learning module is included.*

**SP 440 Clinical Audiology (3.00 cr.)**

*Prerequisite: SP 302.* A study of the assessment of the auditory and balance systems. Differential diagnosis of hearing disorders in children and adults, middle ear analysis, speech audiometric procedures, site of lesion assessments, electrophysiological auditory assessments, and behavioral auditory assessments are addressed.

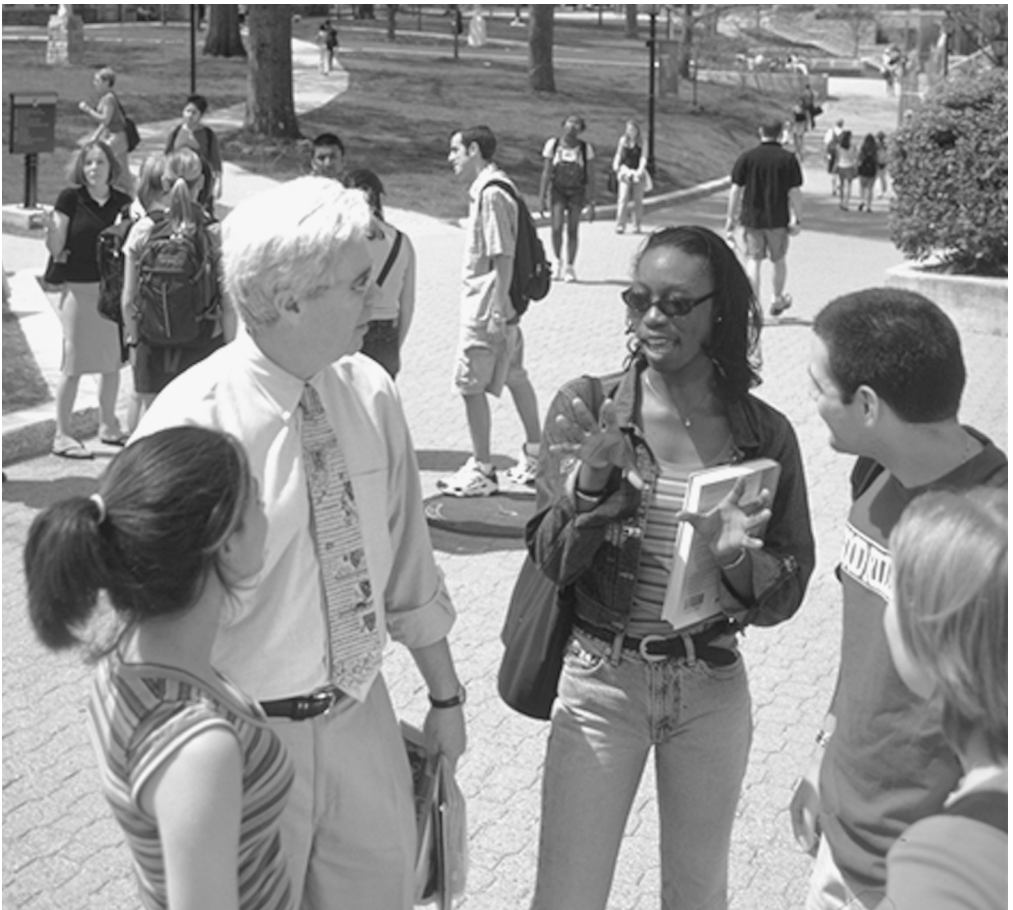
**SP 441 Aural Habilitation (3.00 cr.)**

*Prerequisite: SP 440 (may be taken concurrently).* Restricted to majors. A study of the effects of hearing impairment on

the communication abilities of adults and children. Adult social, emotional, and communication competency is addressed with a focus on conversational repair. Assessment and intervention strategies and amplification systems are highlighted. Pediatric populations are covered including educational options, assessment, and intervention methods. An overview of syndromes associated with hearing impairment is presented.

**SP 442 Cultural Diversity in Communication (3.00 cr.)**

Focuses on the role and impact of communication in a multicultural society. Specifically the course examines systems and characteristics of culture, as well as the role of perception and bias on intercultural communication. The students are required to examine their own biases and expected to learn, expand, and develop more successful means of communication with members across a variety of societies. *Open to majors and non-majors.*



# THEOLOGY

**OFFICE:** Humanities Building, Room T34

**TELEPHONE:** 410-617-2219

**CHAIR:** Stephen E. Fowl, Professor

**PROFESSORS:** James J. Buckley; Stephen E. Fowl; Vigen Guroian; Webster T. Patterson (emeritus)

**ASSOCIATE PROFESSORS:** Frederick Bauerschmidt; Angela Christman; Claire Mathews-McGinnis; Joseph S. Rossi, S.J.

**ASSISTANT PROFESSORS:** John Renner Betz; Stephen Donald Miles; R. Trent Pomplun; Arthur M. Sutherland

**AFFILIATE FACULTY:** John Buchner; Joseph M. Healy; Floyd Herman; Sr. Mary Jane Kreidler; James F. Salmon, S.J.

**DISSERTATION FELLOW:** Bo Karen Lee

The practice of theology in a Catholic context requires study of the origins and uses of Jewish and Christian Scriptures, the history of Christianity (Eastern and Western, Catholic and Protestant), contemporary theologies, and theological ethics. It also requires studying the multiple relationships between theology and contemporary philosophies, religions, and cultures. Thus, all students take an introduction to theology aimed at learning to interpret the Bible, understand history of Christianity, and become people who can respond intelligently, in thought and life, to the way these texts and traditions challenge (and are challenged by) our contemporary cultures.

The second theology course focuses these aims on one of four general areas: Jewish and Christian Scriptures, the History of Christianity, Christian Theology, Theology and Culture (including world religions). Core ethics courses are either case-oriented or theme-oriented explorations of theological ethics. Our electives aim to introduce students (including majors and minors) to the way scholarly research is conducted in the various divisions of theology. These diverse aims are ultimately in the service of reading about, writing about, thinking about, and otherwise engaging the triune God. Our theology courses are addressed to all Loyola students—Catholic and Christian, Jewish or members of other religions, doubters, and nonbelievers.

## MAJOR IN THEOLOGY

### BACHELOR OF ARTS

Requirements for a major and an example of a typical program of courses are as follows:

#### Freshman Year

##### *Fall Term*

- CM 100 Effective Writing\*\*
- PL 201 Foundations of Philosophy\*
- TH 201 Introduction to Theology *or* Elective
- Language Core
- Math/Science Core

##### *Spring Term*

- HS 101 History of Modern Western Civilization\*\*
- PL 200-Level Philosophical Perspectives Course\*
- Language Core
- Elective
- Elective

#### Sophomore Year

##### *Fall Term*

- EN 101 Understanding Literature
- TH 201 Introduction to Theology\* History Core\*\*
- Math/Science Core
- Social Science Core

##### *Spring Term*

- English Core
- Math/Science Core
- Social Science Core
- Theology Core\*
- Elective\*\*

#### Junior Year

##### *Fall Term*

- Ethics Core
- Fine Arts Core
- Theology Elective\*
- Elective\*
- Elective\*\*



*Spring Term*

- Theology Elective\*
- Theology Elective or  
Elective
- Non-Departmental Elective  
Elective
- Elective\*\*

**Senior Year***Fall Term*

- Theology Senior Seminar
- Theology Elective\*
- Theology Elective\*\*
- Non-Departmental Elective  
Elective

*Spring Term*

- Theology Elective\*
- Theology Elective\*
- Theology Elective\*\*
- Non-Departmental Elective  
Elective

\* Required for major.

\*\* Terms may be interchanged.

1. **Core Requirements:** All students are required to take two courses in Theology: Introduction to Theology (TH 201) followed by one of the theology core electives (TH 202–280).
2. TH 201 is the prerequisite for all courses TH 200-level and above.
3. **Second Theology Core Course:** Select from History of Christianity (TH 202–220), Biblical Studies (TH 221–240), Christian Theology (TH 241–260), or Theology and Culture (TH 261–280).
4. **Ethics Core Requirement:** Each student must take one course in ethics or Christian ethics, preferably in junior or senior year. This course may be elected from those offered by the Philosophy (PL 300–319) or Theology Departments (TH 300–319). Organically related to TH 201, the ethics courses offered by the Theology Department focus on the crucial struggle of our time: the struggle for faith and that struggle for justice which it includes.

5. Honors students take a course in the Honors historical sequence, taught by a theology instructor, in place of TH 201, a TH 300-level elective in place of TH 202–280, and HN 300 in place of the core ethics course.
6. Students majoring in theology are to develop an integrated program in consultation with their departmental adviser. Ordinarily, a major includes fulfilling the core requirements in theology and theological ethics plus ten additional courses. These ten courses include a research seminar in senior year and nine 300-level courses; however, students may take as many as three of these nine courses at the 100- or 200-level.
7. Students taking a double or an interdisciplinary major in theology and another area should consult appropriate department chair.

**MINOR IN THEOLOGY**

- Introduction to Theology (TH 201).
- Theology Core Elective (TH 202–280).
- Five Theology Electives, which normally include one theology ethics core course (TH 300–319). No more than one of these five courses may be taken at the 100-level and one at the 200-level.

**COURSE DESCRIPTIONS****TH 201 Introduction to Theology (3.00 cr.)**

Introduces students to the Jewish and Christian scriptures, the history of Christianity, and the way these texts and traditions challenge (and are challenged by) the contemporary world. *Closed to students who have taken TH 140.*

**TH 202 Theology and Catholic Autobiography (3.00 cr.)**

*Prerequisite: TH 201.* Why have Catholics produced an astonishing number of autobiographies? Is it because of Augustine, often credited with creating the genre? Or is it because of the place of spiritual journey in Catholic tradition? Or is it because of a relationship between public conversation and private confession? To answer these questions, students explore the meaning of conversion, calling, and commitment, as well as the value and limits of autobiography as a method of theological reflection. *Counts toward Catholic Studies minor.*

**TH 205 Christian Rome: Understanding****Jesus Christ in Rome (3.00 cr.)**

*Prerequisite:* TH 201. Restricted to students studying in Rome. Christians confess Jesus of Nazareth to be the Messiah or Christ awaited by Israel and the Son of God made flesh. Different ages have had different ways of expressing this understanding, both in theological discourse as well as in art, monuments, and the lives of saints. Students explore the various ways that Christians have spoken and represented their belief in and the devotion to Jesus. In this way, they encounter the riches of theological reflection on Jesus, using the history, art, and architecture of the city of Rome as a means of focusing their discussion. *Counts toward Catholic Studies minor.*

**TH 206 The Gospels and****the Earliest Churches (3.00 cr.)**

*Prerequisite:* TH 201. Explores what we can discover about Jesus and the earliest Christian communities from the texts of the Gospels and other early Christian literature. Constantly examines how such knowledge is relevant to Christian life today. *Counts toward Catholic Studies minor.*

**TH 211 Women in the Christian Tradition (3.00 cr.)**

*Prerequisite:* TH 201. Examines the contributions of women to the Christian tradition, as well as questions addressed by their presence through the use of primary texts and monographs. Writings include Augustine's letters to women and such topics as the role of widows in the early church and medieval reformers and abbesses. The modern era includes women evangelicals, questions raised by some contemporary feminists, and women and religion in America. *Counts toward Catholic Studies and Gender Studies minors.*

**TH 214 Friends and Foes: Jews and Christians****through the Ages (3.00 cr.)**

*Prerequisite:* TH 201. The almost two-thousand year relationship between Christianity and Judaism has often been characterized, at best, by fear and mistrust, and at worst, by violence and antagonism. Studies the relationship between Church and Synagogue from its beginnings in the first century to the current day. *Counts toward Catholic Studies minor.*

**TH 215 Biographical Tales of the Bible (3.00 cr.)**

*Prerequisite:* TH 201. Explores stories of various individuals from the Old and New Testaments (Jesus, Moses, David, Samson, Ruth, Esther, etc.); analyses structure, rhetorical features, and theological perspectives of the narratives; and inquires how the portrayal of these

characters illuminate the shape of God's initiative in human history and the varieties of response.

**TH 216 Ignatius and the Jesuits: An Analysis of a Tradition, 1491–1995 (3.00 cr.)**

*Prerequisite:* TH 201. A theological and historical investigation of the Society of Jesus, arguably the most influential order in the history of the Catholic Church. From the religious conversion of Saint Ignatius Loyola in Renaissance Spain to the state of the Jesuit order in contemporary America, this course endeavors to clarify and interpret the intellectual, spiritual, and pedagogical vision of Ignatius and his followers. The survey includes an examination of the Spiritual Exercises; a study of the evolution of the Society's structure and mission from the first Jesuits to the present; analyses of diverse Jesuit writings over the centuries; a survey of the dazzling triumphs and nefarious intrigues imputed to the Society, and an overview of sundry 'jesuitical' observations on issues facing Catholics at the end of the twentieth century. *Counts toward Catholic Studies minor.*

**TH 218 Sacred Journeys: The History and Theology of Christian Pilgrimage (3.00 cr.)**

*Prerequisite:* TH 201. From the Church's earliest days, pilgrims have taken lengthy, sometimes dangerous journeys to visit holy places—to walk where Jesus walked and to see where saints lived and died. The development of Christian pilgrimage, from its beginnings to the present day, is studied with emphasis on the theological concepts behind pilgrimage practices. Visits to local pilgrimage sites are included. *Counts toward Catholic Studies minor.*

**TH 220 The Catholic Church in the United States (3.00 cr.)**

*Prerequisite:* TH 201. From the Colonial Era to the present. Examines the relationship between the Catholic Church and American culture. Special attention devoted to Catholic attitudes toward independence and the Revolutionary War; the trusteeship controversy; nativism; post-Civil War movements; American imperialism and neutrality prior to United States entrance into World War I; positions on foreign affairs, e.g., the Spanish Civil War, Fascism, and World War II; domestic background of the Second Vatican Council and ecumenism. *Counts toward Catholic Studies minor.*

**TH 221 Catholic Church: Life and Thought (3.00 cr.)**

*Prerequisite:* TH 201. A survey of the seminal events of the two-thousand-year history of the Catholic Church. Because the Church's history is so vast and complex, and its membership so various, key events are presented

through the prism of the lives and thought of major figures. Generally, the persons selected are canonized saints or those proposed for canonization; whether pope or lay woman, each is acknowledged to have lived a Christ-like life, sometimes under the most trying circumstances. Without exception, the persons studied are integral to universal Catholicism and can accurately be called re-formers of the Church. Profoundly involved with the ideas, issues, movements, and crises of their time, they exerted an extraordinary influence on contemporaries, becoming in the process exemplars for future generations of Catholics. In this way, they shaped the course of Church history. Students assess carefully why the weight of their accomplishments is felt even to this day. *Counts toward Catholic Studies minor.*

**TH 222 The Kingdom of God (3.00 cr.)**

*Prerequisite: TH 201.* The image of the Kingdom of God provided the focal point for the message and ministry of Jesus. It has also proved to be a decisive image for Christian theology, particularly in discussions about how the church should relate to secular powers. Begins by studying Jesus' proclamation of the Kingdom of God as it is related in the gospels. It then looks at such figures as Augustine, Luther, and contemporary liberation theologians in order to see how this image of God's kingdom has and continues to inform Christian thought and practice.

**TH 223 The History and Theology of the Papacy (3.00 cr.)**

*Prerequisite: TH 201. Restricted to students studying in Rome.* Presents the theological and historical development of the Papacy. The course is linked with various places in the city of Rome that were of particular importance in this history.

**TH 228 Biblical Views of Good and Evil (3.00 cr.)**

*Prerequisite: TH 201.* Examines personal and communal good and evil in the modern world by discussing modern issues in light of the biblical experience of good and evil.

**TH 229 Images of God in Scripture (3.00 cr.)**

*Prerequisite: TH 201.* Examines the various images/titles given to God in the Old and New Testaments from an historical theological perspective. Some images/titles discussed are God the Father, God the Mother, the Divine Warrior, the Good Shepherd, the Storm God, Christ the King, the Lamb of God and God the Judge. Since our understanding of God is largely shaped by the image we have of Him, this course explores the influences these images/titles have had and continue to have

on our approach to worship, on our concept of Church, and on our self understanding in relation to God.

**TH 231 Story and Revelation: The Art of Biblical Narrative (3.00 cr.)**

*Prerequisite: TH 201.* Examines the ways in which the Old and New Testaments use storytelling as a medium for revelation. We will look both at the literary features of particular biblical narratives and the theological perspectives presented in those stories.

**TH 240 Rethinking Catholicism (3.00 cr.)**

*Prerequisite: TH 201.* An introduction to contemporary Catholic life and thought by way of some of the central efforts to 'rethink Catholicism' in the twentieth century. *Counts toward Catholic Studies minor.*

**TH 242 A History and Theology of Saints (3.00 cr.)**

*Prerequisite: TH 201.* Addresses Christian sanctity as a topic that not only opens a view to central aspects of Catholic faith but also to Western history more generally. Content focuses on the medieval period (500–1500) when the cult of saints held a central position not only in religion but also in social, cultural, and even political life. Students also study the biblical and early Christian influence on the understanding of sanctity as well as the role of the saints in modern Western culture. *Counts toward Catholic Studies minor.*

**TH 243 Heaven and Hell (3.00 cr.)**

*Prerequisite: TH 201.* Are heaven and hell real or merely symbolic? What is the ultimate fulfillment of heaven, and how is it related to fulfillment here and now? What is the eternal loss and misery of hell, and how is it compatible with God's infinite mercy? Analyzes human destiny in light of our own task of character formation. Special attention paid to creation and original sin, the offer of salvation, the interplay of grace and freedom. Also treats Church teaching on purgatory as well as theological speculations about 'limbo'. *Counts toward Catholic Studies minor.*

**TH 244 Forgiveness and Reconciliation (3.00 cr.)**

*Prerequisite: TH 201.* Forgiveness and reconciliation are central to a Christian understanding of God and to Christian life. Explores several different dimensions of forgiveness and reconciliation. Explores how 'forgiveness of sin' is related to Jesus' ministry, death, and resurrection, what forgiveness and reconciliation entail in liturgical and communal contexts, and also considers some moral and political issues concerning (for example) the relationships between forgiveness and account-

ability, forgiveness and memory. Readings drawn from both theological and non-theological sources. *Counts toward Catholic Studies minor.*

**TH 245 Eucharist (The Mass)  
in Ordinary Time (3.00 cr.)**

*Prerequisite: TH 201.* Studies the history of the Eucharist in Jesus and his Judaism, the logic of traditional controversies over the Eucharist (for example, arguments over 'real presence'), and the way the Eucharist challenges (and is challenged by) modern men and women. Most importantly, it studies how the Eucharist can be a way of thinking about God's world through thinking about the ordinary times of our own lives. *Counts toward Catholic Studies minor.*

**TH 246 Who is Jesus? (3.00 cr.)**

*Prerequisite: TH 201.* Explores the identity of Jesus Christ, as expressed in Scripture, the doctrine and tradition of the Church, as well as in art and literature. Emphasizes the historical context of Jesus' life, the variety of ways in which the significance of that life has been articulated over the centuries, and the ways in which one might discern faithful from unfaithful articulations. *Counts toward Catholic Studies minor.*

**TH 247 The Presence of God: Christian Mysticism,  
East and West (3.00 cr.)**

*Prerequisite: TH 201.* An introduction to the Christian mystical tradition, from its roots in the first century to the present. Historically, the course begins with Jewish mystical interpretations of passages from the prophets, Ezekiel and Isaiah in particular, and shows how these interpretations relate to a mystical understanding of the gospels and Pauline epistles. Discussions then turn to the mystical theology of the eastern Church, from Gregory of Nyssa in the fourth century to Gregory Palamas in the fourteenth. Discussions then turn back to the origins of western mysticism in Augustine, follow its transmission through the Middle Ages, and finally, before concluding with the great representatives of Carmel, John of the Cross, Teresa of Avila, and Therese of Lisieux, take careful note of the fact that Ignatius Loyola was himself a mystic. *Counts toward Catholic Studies minor.*

**TH 249 Christian Sacraments (3.00 cr.)**

*Prerequisite: TH 201.* Examines various understandings of the nature of the Church and the sacraments, focusing particularly on the interrelationship between the two. Specific issues include the place of Israel and the Christian community in the teachings of Jesus and the early Church, the historical development of the practice and

theology of the sacraments, the past and present controversies over the nature of both Church and sacraments. Special attention paid to the Roman Catholic tradition, but Protestant and Eastern Orthodox perspectives are also included. *Counts toward Catholic Studies minor.*

**TH 261 Introduction to Judaism (3.00 cr.)**

*Prerequisite: TH 201.* Evolution of Jewish belief and practice from Abraham to modern times; the historical relationship between Judaism and Christianity. *Sponsored with assistance from the Jewish Chautauqua Society.*

**TH 262 African-American Religious Thought (3.00 cr.)**

*Prerequisite: TH 201.* Americans of African descent have accumulated a variety of religious experiences and thought since the 1600s. This course places those experiences and thoughts in historical context and seeks to uncover their impact on and importance for theology, politics, society, literature, and the arts. Selected readings in Cone, Raboteau, Hurston, Thurman, and others.

**TH 263 Culture and World Religions (3.00 cr.)**

*Prerequisite: TH 201.* Culture, which is the human's second nature, can be a mixed blessing. It allows us to understand the world in one way while hindering us from understanding it in any other way. Attempts to overcome that hindrance by placing our culture alongside the cultures of other peoples, particularly in India, Japan, and traditional West Africa. *Counts toward Asian Studies minor.*

**TH 266 Christian Theology and  
World Religions (3.00 cr.)**

*Prerequisite: TH 201.* Jews and Christians have long dealt with what modern people call 'other religions'. They have sometimes talked and worked with such religions; they have sometimes debated with them, or gone to war; and, perhaps most often, they have ignored them. This course studies a narrative of the interaction of Christian theology and other religions from the early Church (Jews and Greeks) through the Middle Ages (Islam) and Catholic Reformation (the Jesuit missions to China) to the rise and demise of 'religion' in our own time. Course focus is placed on contemporary debates, particularly the issue of 'truth' as it arises in Buddhist-Christian conversation and debate. *Counts toward Asian Studies and Catholic Studies minors.*

**TH 269 Theology and Literature (3.00 cr.)**

*Prerequisite: TH 201.* A study of major themes in Christian theology which juxtaposes works of modern fic-

tion and poetry with theological writing. *Counts toward Catholic Studies minor.*

**TH 270 Creation and Evolution (3.00 cr.)**

*Prerequisite:* TH 201. Prepares students to appreciate what both the Judeo-Christian religion and the sciences say about the world in which we live. Includes an historical review of both the religion and scientific sides so students can situate contemporary views of nature and God. *Counts toward Catholic Studies minor.*

**TH 272 The Christian Imagination (3.00 cr.)**

*Prerequisite:* TH 201. Is there a distinctively Christian imagination? What is the relation between faith and human creativity? Do, or should, Christians have a particular way of understanding artistic and literary expression? Students examine a broad range of commentary concerning 'the Christian mind', including biblical and historical writings, novels, poetry, drama, psychology, mystical literature, and film.

**TH 290 Reflections on the Holocaust: Despair and Hope (3.00 cr.)**

*Prerequisite:* TH 201. Examines the Holocaust, 1933–1945, during which most of the Jews of Europe were systematically destroyed. Approaches the period its history, literature, and thought. Reflects upon the costs of the Holocaust, its moral/theological implications, and its effect upon humanity. *Sponsored with assistance from the Jewish Chautauqua Society.*

**TH 301 Ethics: Theology and Ethics of Hospitality (3.00 cr.)**

*Prerequisite:* TH 201. Examines theological sources and foundations for hospitality. Practices of hospitality such as monastic life, pilgrimages, and hospitals are contrasted with vices of inhospitality such as wrath, gluttony, and bribery. The class considers topics like individualism, friendship, and vulnerability that are applicable to issues like ethnocentrism, health care, and urban planning. *Counts toward Catholic Studies minor.*

**TH 302 Ethics: Matters of Life and Death (3.00 cr.)**

*Prerequisite:* TH 201. There are certain ethical issues which address matters directly concerned with the procreation, nurture, and protection of human life and others which involve the taking of life. Religious and nonreligious writers are read who have shed ethical light on subjects such as abortion, eugenics, euthanasia, care of the handicapped, pacifism and warfare, and the death penalty.

**TH 303 Ethics: Virtues and Holiness (3.00 cr.)**

*Prerequisite:* TH 201. Studies the ways in which Christians of the first six centuries answered the question: 'How should one live?' Pays particular attention to the themes which emerge in their answers to this question; e.g., the imitation of Christ, holiness, and the virtues. While some New Testament texts is included in the reading, the primary focus is on the writings of the Church Fathers. The last section of the course studies the writings of twentieth century ethicists and some contemporary literature to see how these themes of holiness and virtue are developed in recent ethical reflection and discussion. *Counts toward Catholic Studies minor.*

**TH 304 Ethics: Introduction to Christian Ethics (3.00 cr.)**

*Prerequisite:* TH 201. Introduces students to the Christian understanding of the moral life through a critical examination of some of the classical texts concerned with this issue. *Counts toward Catholic Studies minor.*

**TH 305 Ethics: Contemporary Moral Issues (3.00 cr.)**

*Prerequisite:* TH 201. An inquiry into the process of deliberate and voluntary moral decision, into the ways in which persons assume and assess responsibility for such decisions, and into the formation of conscience and character. Practical applications are made to questions of peace and violence, resources and poverty, marriage and sexuality, education, medicine and politics. Endeavors, through discussion, to share values, insights, and experience with a view to growth in freedom and responsibility.

**TH 307 Ethics: Marriage and Sexuality (3.00 cr.)**

*Prerequisite:* TH 201. A Catholic theology of human sexuality and the marriage covenant including an analysis of such specific issues as pre- and extramarital sex, homosexuality, marital exclusivity and indissolubility, contraception, abortion, and responsible parenthood. *Counts toward Catholic Studies minor.*

**TH 308 Ethics: Catholic Social Teaching (3.00 cr.)**

*Prerequisite:* TH 201. What, if anything, can we do about the fact that people disagree over many of the things that go into our endeavors to live together individually and socially? Can we say or do anything that will move forward the debates about abortion and sexuality, friendship and the shape of the political commonweal? In particular (how) can Christians reason about such matters with a world that is so diverse, full of so many joys as well as griefs? *Counts toward Catholic Studies minor.*

**TH 313 Ethics: Being Moral in America (3.00 cr.)**

*Prerequisite:* TH 201. How can we be good in America? Throughout the twentieth century, Christian traditions answered this question in diverse and sometimes conflicting ways as they wrestled with social problems in America, including the problem of America itself. Students investigate how these traditions responded to such challenges as individualism, nationalism, war, poverty, and racism and how, in the process, they shaped and were shaped by the American landscape. *Counts toward Catholic Studies minor.*

**TH 315 Ethics: Catholic Social Thought in the United States (3.00 cr.)**

*Prerequisite:* TH 201. American Catholic social thought is a collection of diverse notions and proposals for making American society conform to principles of social justice, elucidated by scripture, tradition, and religious, social and economic experience. Attempts an historical understanding of trends and patterns in the Catholic encounter with social and economic developments in the United States such as emancipation, cosmopolitan conformism, immigration, temperance, industrialization, the labor movement, the New Deal, civil rights, the 'Social Gospel', women's rights, nuclear war, critiques of liberal capitalism.

**TH 316 Ethics: Catholic Spiritual Life in the United States (3.00 cr.)**

*Prerequisite:* TH 201. Spirituality is understood in its functional connotation, as referring to the world of the American Catholic Church in its social, ethnographic, geographical, and even political and economic dimensions and ramifications as they related to formal ecclesiastical life, sacramental practice, ritual activity, contemporary theologies, popular piety—common and persistent beliefs and practices, the line where religion shadows off into superstitions, attitudes toward death, conceptions of hell and visions of the after life, parish life, and regional contrasts among different parts of America. Accents what it was like to be an ordinary Catholic in diverse places at various points in American history. *Counts toward Catholic Studies minor.*

**TH 318 Ethics: New Testament Ethics (3.00 cr.)**

*Prerequisite:* TH 201. Explores the many ways in which the New Testament informs the descriptions and practices of Christian life. Topics include issues of gender, marriage and sexuality, and race.

**TH 319 Ethics: The Church and the Human Body (3.00 cr.)**

*Prerequisite:* TH 201. An exploration of Catholicism's approaches to the human body from the earliest days of the Christian community to contemporary America. Identifies and evaluates the extensive theological and philosophical tradition that Catholicism has brought to matters such as birth control, abortion, celibacy, marriage, chastity, heterosexuality and homosexuality, and self-mortification. Also considers positions within the Church that challenge (d) official Catholic teaching.

**TH 320 Foundations of Catholic Moral Theology (3.00 cr.)**

*Prerequisite:* TH 201. An analysis of contemporary, ethical theories with primary focus on a theory of basic human goods. Considers how norms for moral living are derived according to the principle of integral human fulfillment in those goods and discusses how that principle bears on issues of human life and sexuality. Also examines the relation of faith to morality, particularly the moral implications of hope for fulfillment in Christ. *Counts toward Catholic Studies minor.*

**TH 321 The Theology of John Paul II (3.00 cr.)**

*Prerequisite:* TH 201. John Paul II, the current bishop of Rome (or 'Pope'), is a well-known international figure who has produced a remarkable and controversial theology. Students read selections from John Paul's theology of the triune God in a world of many religions and non-religious ways of life and thought; his theology of the Catholic Church in relation to many other Christian churches; and his theology of the body politic (e.g., human rights) and our personal bodies (e.g., sexuality). Students also read select critics of John Paul's theology as they try to learn the crucial ingredients of a theology true at once to the Gospel and their own lives. *Counts toward Catholic Studies minor.*

**TH 322 Christianity and Its Critics (3.00 cr.)**

*Prerequisite:* TH 201. Beginning with the earliest followers of Jesus, Christianity has responded to criticism from those outside the faith and from dissenters within. This course investigates historical, theological, political, socio-cultural, and philosophical problems related to Christianity and asks students to evaluate ancient and modern critiques of Christianity and judge the adequacy of Christianity's response. *Counts toward Catholic Studies minor.*

**TH 323 Religion in Children's Literature (3.00 cr.)**

*Prerequisite:* TH 201. A theological analysis of how classics of children's literature communicate faith and ethical



values. Books under study include those of C. S. Lewis, M. L'Engle, E. B. White, C. Colodi, and George McDonald. *Counts toward Catholic Studies minor.*

**TH 324 Faith and Film: The Apostle's Creed in the American Cinema (3.00 cr.)**

Frank Capra, one of the truly great directors of cinema's first century, left us this testimony from the artist's viewpoint to the consequences of film's power: "Only the morally courageous are worthy of speaking to their fellow men for two hours in the dark. And only the artistically incorrupt will earn and keep the people's trust." The twofold purpose of this course is to analyze the meaning of the fundamental truths of the Christian faith and to explore the American cinema's capacity to convey those truths. *Counts toward Catholic Studies and Film Studies minors.*

**TH 325 Christian Faith and Economic Justice (3.00 cr.)**

*Prerequisite: TH 201.* A commitment to social justice is integral to the fully Christian and human life. Students explore the meaning of this claim and investigate the contours of a theologically-informed response to human suffering and material poverty. Readings are drawn from Scripture and from different strands and periods within the Christian tradition. Themes addressed include the Kingdom of God; the relationship between Christian love and social justice; the preferential option for the poor; and the spiritual and moral significance of encountering poverty. Students also study modern exemplars who embody a Christian commitment to social justice. *Counts toward Catholic Studies minor.*

**TH 326 Hope, Death, and the End of the World (3.00 cr.)**

*Prerequisite: TH 201.* This seminar studies the partly overlapping and partly opposed claims about the end-time among Catholics and Protestants, Christians and Jews, members of other religions, and unbelievers. Will everyone be saved, or will some go to heaven and some to hell? What do Christians mean when they confess that Jesus Christ will come again to judge the living and the dead or that they look forward to the resurrection of the body and eternal life? Why have Catholics, Orthodox, and Protestants disagreed over purgatory and prayers for the dead? What end does God intend for the world, and how can this end justify hope in a world so deeply wounded by our own indifference and despair, wars, and deaths? Traditional and contemporary books on these issues are read; students, as individuals and a group, develop their own

answers to these questions as they learn the answers of others. *Counts toward Catholic Studies minor.*

**TH 327 The Virgin Mary in Scripture and Tradition (3.00 cr.)**

*Prerequisite: TH 201.* Devotion to Mary is an essential element of Catholicism. This course studies Marian devotion from the early Church to Pope John Paul II. Topics include Mary's divine motherhood, immaculate conception and assumption, and the (very controversial) doctrines of her role in salvation history as coredematrix and mediatrix of grace. *Counts toward Catholic Studies minor.*

**TH 329 Jews and Christians after Christendom (3.00 cr.)**

*Prerequisite: TH 201.* Is Christianity inherently anti-Semitic? This seminar considers historic Christian theological views of the Jewish people; the widespread recent criticism of these views by both Christians and Jews; and the possibilities for mutual understanding between Christians and Jews in the changed circumstances of the late twentieth century. The course concentrates, in particular, on the revisions in Christian theology which might come from Jewish-Christian dialogue and from the explicit rejection of historic Christian anti-Semitism. *Counts toward Catholic Studies minor.*

**TH 331 Finding God in All Things: Spirituality and Prayer in the Christian Tradition (3.00 cr.)**

*Prerequisite: TH 201.* How do we find God? How does God find us? Introduces students to a wealth of prayerful practices, from the traditional to the innovative (e.g., 'Jesuit breadmaking'). Classic and contemporary texts, media, and practical exercises. *No prior experience in prayer or spiritual practice is presumed.*

**TH 333 Faith and Doubt in the Modern World (3.00 cr.)**

*Prerequisite: TH 201.* How, if at all, do people give reasons for their faiths while dealing with doubts—their own and others? Adherents to and critics of Christian faith, faith in God, and more general religiosity offer incompatible answers to this question. Studies these diverse answers by reading, writing and talking about classic and contemporary texts.

**TH 334 The 'Theological' and the 'Religious' in International Cinema (3.00 cr.)**

*Prerequisite: TH 201.* Going beyond a narrow evaluation of the morality of films or the mere recognition of their explicit religious subject matter, this course considers specifically religious or theological issues raised in non-

American cinema. It also explores the theological implications of some international films that do not deal explicitly with religious issues, events, or even symbols. Finally, recurring theological and religious references are investigated, such as cinematic analogues of both redemption and damnation and figures of 'Christ' and 'Satan'. *Counts toward Catholic Studies and Film Studies minors.*

**TH 335 An Introduction to the Theology of Saint Augustine (3.00 cr.)**

*Prerequisite: TH 201.* Studies the life and writings of the great fifth century bishop and theologian, Augustine of Hippo. Topics include grace, free will, scripture, and the role of civil authority. *Counts toward Catholic Studies and Medieval Studies minors.*

**TH 336 Catholic Intellectual Life in the United States: Two Hundred Years of American Catholic Opinion (3.00 cr.)**

*Prerequisite: TH 201.* The thoughts and opinions of John and Charles Carroll, John England, Orestes Bronson, Isaac Hecker, John Lancaster Spalding, John Courtney Murray, Thomas Merton and other American Catholic intellectuals on major questions affecting the country, the world, and the Church. A study of topics such as 'Enlightenment Christianity'; separation of Church and State; the principles behind lay/clerical controversies; Catholicism and Republicanism; the Age of Romanticism and the return of the Medieval Ideal: Ultramontanism and Americanism; antidemocratic theories; 'American Messianism'; religious liberty, academic freedom, and the possibility of religious experience. *Counts toward Catholic Studies minor.*

**TH 337 Reading the Bible in the Modern World (3.00 cr.)**

*Prerequisite: TH 201.* Reading and interpreting texts has become increasingly complex and contentious. Conflicting theories of interpretation abound; the Bible has not escaped the notice of these critical movements. Therefore, this course is devoted to examining debates of authorial intention, about Structuralism and post-Structuralist movements and how they affect the way we might read the Bible today.

**TH 338 Catholic Literature and American Culture in the Twentieth-Century (3.00 cr.)**

*Prerequisite: TH 201.* The religious impulse, Flannery O'Connor claimed, has been "bred out of certain sections of the population like the wings have been bred off certain chickens." "This," she declared, "is a generation of wingless chickens, which I suppose is what

Nietzsche meant when he said God was dead." In these circumstances, the Christian writer who would speak of the supernatural to his readers has often felt the need to choose his methods consciously and deliberately. Such has clearly been the approach of America's preeminent Catholic novelists and short story writers Flannery O'Connor, J.F. Powers, Mary Gordon, Walter Percy, and Wilfrid Sheed. Examines certain texts by these authors and other Catholic writers which demonstrate their struggles with the problem of addressing traditional religious symbols/structures in a secular age. *Counts toward Catholic Studies minor.*

**TH 339 Prophets and Prophecy (3.00 cr.)**

*Prerequisite: TH 201.* The Old Testament (Hebrew Bible) contains stories about prophets as well as texts attributed to these prophets. This course examines both. In addition, students study prophetic activity from a sociological/cross-cultural perspective, examine New Testament reinterpretations of prophetic texts, and explore the possibility of modern prophets and modern applications of ancient prophetic texts.

**TH 341 Medieval Women Authors (3.00 cr.)**

*Prerequisite: TH 201.* An exploration of the social setting and theologies of medieval women authors. *Counts toward Catholic Studies, Gender Studies, and Medieval Studies minors.*

**TH 343 International Catholic Literature in the Twentieth-Century (3.00 cr.)**

*Prerequisite: TH 201.* As the twentieth century comes to a close, perceptive readers of world literature are confronted with an amazing, some might even say bewildering, reality: a sizeable amount of this 'secular' century's most significant and compelling literary works have been penned by confessing Catholic authors. Far from ignoring or even masking their beliefs, these writers go to great lengths to portray and dramatize them, frequently over or against the prevailing cultural and ethical theories, philosophies, and ideologies of the day. Stellar examples of such authors are Georges Bernanos, Paul Claudel, Shusaku Endo, Graham Greene, Flannery O'Connor, and Evelyn Waugh. Students examine outstanding literary attempts by these writers, and other less well-known Catholics, that deal with a wide variety of encounters between Catholic religious life and thought and contemporary culture. *Counts toward Catholic Studies minor.*

**TH 344 The Tradition of Catholic Radicalism (3.00 cr.)**

*Prerequisite: TH 201.* The first half of the course examines the scriptural and theological foundations of counter-cultural forms of Christianity, as well as such figures as

Francis of Assisi and Pascal. The second half of the course looks at such twentieth century figures as Thomas Merton and Dorothy Day. *Counts toward Catholic Studies minor.*

**TH 345 Euthanasia and the Problem of Suffering (3.00 cr.)**

*Prerequisite: TH 201.* How can a good, all-powerful God allow the innocent to suffer? Is it licit to end suffering by intentionally ending the life of the suffering person? This course addresses the age old problem of evil and suffering from the perspective of both Christianity and unbelief. The question of whether human suffering can be meaningful is considered by taking up the issue of euthanasia. The related issues of what constitutes 'ordinary' (and thus morally required) and 'extraordinary' (and thus not morally required) care is discussed in light of a consideration of whether human life is intrinsically valuable and inviolable no matter what its condition. *Counts toward Catholic Studies minor.*

**TH 346 Disputing the Bible (3.00 cr.)**

*Prerequisite: TH 201.* Examines a selection of arguments from the first through the twentieth centuries about how to interpret the Bible. *Counts toward Catholic Studies minor.*

**TH 347 It's Greek to Me: Eastern Roots of Christian Thought (3.00 cr.)**

*Prerequisite: TH 201.* Studies Christians who wrote in Greek and lived in the Christian East (Egypt, Palestine, Syria, Turkey, and Greece), 200–800 A.D. Although less well known than figures from the same period such as Augustine, these authors' influence on Christianity was equally important. Students read works on prayer; veneration of the Virgin Mary, saints, and icons; interpretation of the Bible; and controversies about Jesus Christ and the Trinity.

**TH 348 Old Testament Theology and Ethics (3.00 cr.)**

*Prerequisite: TH 201.* While the Old Testament introduces the notion of an earthly paradise, the Garden of Eden, the rest of its stories acknowledge that we do not live in a perfect world—that we dwell east of Eden. Students examine the theological and ethical perspectives of the Old Testament, addressing such issues as the moral nature of the universe we inhabit; family relationships; ways of structuring our communal life; economics and social justice; gender; finding God in human history; worship as a fundamental human activity; and messianic expectation.

**TH 352 What is Truth? (3.00 cr.)**

*Prerequisite: TH 201.* 'What is Truth?' is the question Pilate asked of Jesus in John's Gospel—the same Jesus who proclaimed himself, 'the way, the truth, and the life'. 'What is Truth?' is also a question asked by ordinary folk as they confront the mysteries and tragedies of life. It is even a question that arises for believers when they ask how (or whether) their beliefs are true—or whether and how their lives are true to their beliefs. The question has been addressed by ancient as well as modern philosophers and theologians.

The first half of the course is spent reading classic theological and philosophical sources on truth—Scriptures, traditional theologians like Anselm and Aquinas, the death of truth in Nietzsche and its resurrection after Wittgenstein. The second half is spent reading modern theologians on truth—Karl Barth, Karl Rahner, Gustavo Gutierrez—and recent literature on the relationship between theories of truth and the doctrine of the Trinity.

**TH 353 Catholic Theology in Modernity (3.00 cr.)**

*Prerequisite: TH 201.* For the past two centuries Catholic theology had engaged in a debate over the relationship between traditional Catholic and specifically 'modern' practices and teachings. The goal of this course is to study this debate, learning to assess the positions of its major participants. Readings center on the First and Second Vatican Councils, the argument between 'progressives' and 'conservatives' in the 1970s and 1980s and the current dispute over women in the Church. *Counts toward Catholic Studies minor.*

**TH 354 Male and Female in the Kingdom of God: Contemporary Gender Perspectives on the Bible (3.00 cr.)**

*Prerequisite: TH 201.* Examines the presentation of gender in the Bible, as well as contemporary readings of biblical texts informed by modern gender studies perspectives. While taking seriously the Church's claim to the Bible as scripture, students explore how the cultural milieu in which its texts were written has shaped them. Explores competing claims that the Bible is largely male-centered and used to support oppressive structures, or that it offers a life-giving message of liberation in spite of its cultural and historical background, in light of the complexities of communal practices and hermeneutical approaches. *Counts toward Catholic Studies and Gender Studies minors.*

**TH 365 Theology and Art (3.00 cr.)**

*Prerequisite:* TH 201. What is beauty? What does it mean to be a beautiful person? Can there be an image of a beautiful God? What does the vision of the crucified Christ mean for our conceptions of what beauty is? These and other questions are examined through study of both written discussions of beauty and art and artistic objects in the Christian tradition. Texts include writings on beauty from Saint Augustine and medieval authors; writings from the Iconoclastic controversy; writings concerning the Christian appropriation of non-Christian images; and John Paul II's Letter to Artists. *Includes museum visits. Counts toward Catholic Studies and Medieval Studies minors.*

**TH 369 Faith and Reason (3.00 cr.)**

*Prerequisite:* TH 201. An investigation of the ways faith has reasoned about itself in relation to challenges in the ancient, medieval, modern, and post-modern worlds. The course eventually focuses on select problems in contemporary theology such as the nature and tests of truth; theology and scientific reasoning; reasoning about Scripture and tradition; God's own reason or logos; the truth of traditional claims about creation, incarnation, resurrection, and so forth. *Counts toward Catholic Studies minor.*

**TH 370 The Theology of Thomas Aquinas (3.00 cr.)**

*Prerequisite:* TH 201. Thomas Aquinas was a major medieval theologian who remains as controversial in the twentieth century as he was in the thirteenth century. Studies Aquinas' life and social context, his exegesis of Scripture, and selections from his major theological works. Focuses on how Aquinas might be a resource for responding to contemporary theological, philosophical, and political questions. *Counts toward Catholic Studies and Medieval Studies minors.*

**TH 399 Contemporary Catholic Intellectual Life (3.00 cr.)**

*Prerequisite:* TH 201. A team-taught course exploring the wide spectrum of contemporary Catholic intellectual life, focusing on the areas of theology, philosophy, politics, and literature. Students seek to understand not only debates within those areas but also attempt to explore lines of continuity stretching across the different genres of thought. For instance, how are the debates in philosophy related to different approaches to literature? Or, how do different theological methods affect how one approaches politics? Examples of thinkers studied include Karl Rahner, Hans Urs von Balthasar, Elizabeth Johnson, and David Tracy in theology; Edith

Stein, Charles Taylor, Alasdair MacIntyre, and Jean-Luc Marion in philosophy; Dorothy Day, Gustavo Gutiérrez, and Richard John Neuhaus in politics; as well as Shusaku Endo, Flannery O'Connor, Mary Gordon, and Graham Greene in literature. The intersection of all four disciplines in the writing of Pope John Paul II is also considered. *Counts toward Catholic Studies minor.*

**TH 400 Senior Seminar (3.00 cr.)**

*Prerequisite:* TH 201. *Restricted to senior theology majors.* Senior theology majors engage in intensive reading and writing in the student's chosen area of concentration under the supervision of a faculty adviser. Includes colloquia in which students report on their research to faculty and other students.

**THE JOSEPH A. SELLINGER, S.J.  
SCHOOL OF BUSINESS AND MANAGEMENT**

**DEAN:** Lee D. Dahringer  
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**FACULTY**

The faculty of the Sellinger School and their representative departments are as follows:

**ACCOUNTING**

**OFFICE:** Sellinger Hall, Room 318  
**TELEPHONE:** 410-617-2474

**CHAIR:** Ali M. Sedaghat, Associate Professor

**PROFESSOR:** Jalal Soroosh  
**ASSOCIATE PROFESSORS:** William E. Blouch; Kermit O. Keeling; Alfred R. Michenzi; Ali M. Sedaghat  
**ASSISTANT PROFESSORS:** Jayne Maas; E. Barry Rice (emeritus); Hong Zhu  
**EXECUTIVE IN RESIDENCE:** Joseph M. Langmead

**ECONOMICS**

**OFFICE:** Sellinger Hall, Room 318  
**TELEPHONE:** 410-617-2357

**CHAIR:** Nancy A. Williams, Associate Professor

**PROFESSORS:** Frederick W. Derrick; Thomas J. DiLorenzo; John C. Larson (emeritus); Charles E. Scott; Stephen J. K. Walters  
**ASSOCIATE PROFESSORS:** Arleigh T. Bell, Jr. (emeritus); Francis G. Hilton, S.J.; John M. Jordan (emeritus); Nancy A. Williams  
**ASSISTANT PROFESSORS:** John D. Burger; Norman H. Sedgley; Marianne Ward  
**AFFILIATE FACULTY:** G. Edward Dickey; Soheila K. Fardanesh; Ruth A. Hartcorn; Ephraim Leibtag; Daniel Mercer; Michael F. Schneider

**FINANCE**

**OFFICE:** Sellinger Hall, Room 218  
**TELEPHONE:** 410-617-2818

**CHAIR:** Lisa M. Fairchild, Associate Professor

**PROFESSORS:** John S. Cotner; Harold D. Fletcher; Thomas A. Ulrich  
**ASSOCIATE PROFESSORS:** Lisa M. Fairchild; Joanne Li; Walter J. Reinhart  
**ASSISTANT PROFESSORS:** Yoon S. Shin; Kenneth W. Small  
**AFFILIATE FACULTY:** Lynne C. Elkes; James R. Farnum, Jr.; Daniel T. Gunter; Edward C. Harding III; Michael Hoffman; Brian K. Israel; Andrew Kyle; James Mouser; Patrick Meaney; Michael Moscato; Timothy C. Murray; Lance A. Roth; Roger Staiger III

**INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT**

**OFFICE:** Sellinger Hall, Room 318  
**TELEPHONE:** 410-617-2357

**CHAIR:** A. Kimbrough Sherman, Associate Professor

**PROFESSORS:** Charles R. Margenthaler (emeritus); Phoebe C. Sharkey; Leroy F. Simmons

**ASSOCIATE PROFESSORS:** Ellen D. Hoadley; A. Kimbrough Sherman; Laurette P. Simmons (emerita); George M. Wright

**ASSISTANT PROFESSORS:** Mark A. Cohen; Natasha Falaleeva; Steven D. Kramer; Gloria Phillips-Wren; Daniel Rice

**AFFILIATE FACULTY:** John Kamauff; Steven D. King

#### **MANAGEMENT AND INTERNATIONAL BUSINESS**

**OFFICE:** Sellinger Hall, Room 418

**TELEPHONE:** 410-617-2691

**CHAIR:** Raymond M. Jones, Associate Professor

**PROFESSORS:** Harsha B. Desai; Richard H. Franke; Roger J. Kashlak; Peter Lorenzi; Anthony J. Mento; Tagi Sagafi-nejad (emeritus)

**ASSOCIATE PROFESSOR:** Christy L. DeVader; Paul C. Ergler (emeritus); Raymond M. Jones

**ASSISTANT PROFESSOR:** Jeffrey Cummings; Hung-bin Ding

**AFFILIATE FACULTY:** Allan G. Bateson; James F. Coleman; William Deming; John T. Everett; Charles Fitzsimmons; Russell W. Gledhill; Mark Hubbard; James L. Hughes; Audra M. Jones; Janna Karp; Mary Page B. Michel; Anthony J. Montcalmo; Matthew Platania; Michael Torino

**EXECUTIVE IN RESIDENCE:** Michael L. Unger

#### **MARKETING, LAW AND SOCIAL RESPONSIBILITY**

**OFFICE:** Sellinger Hall, Room 418

**TELEPHONE:** 410-617-2619

**CHAIR:** Nan S. Ellis, Professor

**PROFESSORS:** Ernest F. Cooke; Nan S. Ellis; Andrea Giampetro-Meyer; John A. Gray; Patrick A. Martinelli (emeritus); Doris C. Van Doren

**ASSOCIATE PROFESSORS:** Gerard A. Athaide; Richard Klink; Darlene Brannigan Smith; Sandra K. Smith Speck

**ASSISTANT PROFESSOR:** David W. Monsma; Abhijit Roy; Suresh Sundaram

**AFFILIATE FACULTY:** Stacey L. Boyd; Gretchen Cannon; Hope Bober Corrigan; Bradley K. Fountain; Christopher T. Helmrath; Pamela Johns; Sheryl L. Kaiser; Anthony D. Patino; Stephen R. Robinson; Brian Sullivan

#### **MISSION**

The Sellinger School provides undergraduate education grounded in the liberal arts tradition, centered in Jesuit core values, enhanced by management education/knowledge, and incorporating experiential learning. Graduate programs serve working professionals seeking post-baccalaureate management development to further their careers and personal interests. Both undergraduate and graduate programs develop and prepare ethical, reflective, and competent leaders of business and society in a diverse and changing world by fostering a passion for excellence and the principles of *cura personalis*—education and care of the whole person: body, mind, and spirit.

#### **HISTORY**

Loyola College was founded in Baltimore in 1852 by the Society of Jesus and was instilled with its core values: excellence in all things and *cura personalis*. Business education at Loyola began with undergraduate courses being offered in 1943. In 1967, Loyola initiated its Masters of Business Administration (MBA) program and in 1975, its Master of Science in Finance (MSF). In 1973, the Executive Master of Business Administration (EMBA) program was established, and the MBA Fellows Program followed in 1984 in response to the needs of the region. All of these programs were the first of their kind in the state of Maryland, contributing to Loyola's long history of excellence.

In 1980, the School of Business was formed as a separate entity, being named the Joseph A. Sellinger, S.J., School of Business and Management in 1984. The Sellinger School Board of Sponsors was formed in 1981 and continues as an ongoing consultative group supporting the quality of the School. By 1990, Loyola had achieved accreditation by AACSB International – The Association to Advance Collegiate Schools of Business in its undergraduate, graduate, and accounting programs and had established a chapter of Beta Gamma Sigma, the business student honor society. Currently, the MBA and MSF programs are the largest in the region, and the Sellinger School enjoys its reputation as the business school of choice in the Baltimore metropolitan area.



**EDUCATIONAL AIMS**

The Sellinger School's educational aims include the development of:

- oral and writing skills to communicate coherently and effectively;
- analytical skills to improve decision-making;
- critical and reflective thinking;
- an understanding and value of differences among people, ideas, cultures, religions, and ways of life;
- appreciation of leadership that incorporates service to others.

Additionally, these aims include teaching and fostering an understanding of:

- the nature of ethical reasoning, justice, and service to others and the ability to incorporate these considerations into decision-making;
- the global, environmental, technological, economic, political, legal and regulatory context of business/organizations;
- how value is created, sustained, and developed by an organization through the integrated production and distribution of goods and services;
- individual and group dynamics within an organization;
- financial theories, analysis, reporting, and markets and the ability to evaluate the financial position of an organization.

**CURRICULUM****Bachelor of Business Administration (B.B.A.) Majors:**

Accounting  
Business Administration

**The business administration major requires a concentration selected from the following disciplines:**

Business Economics  
Finance

General Business  
International Business  
Management  
Management Information Systems  
Marketing

An economics major is available in the College of Arts and Sciences. A Bachelor of Arts (B.A.) is awarded.

The accounting major requires seven upper-division courses in accounting and one course in oral communication. Within the business administration major, six upper-division courses must be completed in the declared concentration area. Both majors include fourteen common courses as specified below:

AC 201 Financial Accounting (*formerly AC 101*)  
AC 202 Managerial Accounting (*formerly AC 102*)  
EC 102 Microeconomic Principles  
EC 103 Macroeconomic Principles  
EC 220 Business Statistics  
FI 320 Financial Management (*formerly BA320*)  
IB 282 International Business (*formerly BA382*)  
IS 251 Management Information Systems  
(*formerly BA251*)  
LW 305 Legal Environment of Business  
(*formerly BA305*)  
MG 201 Organizational Behavior (*formerly BA301*)  
MG 402 Business Policy (*formerly BA402*)  
MK 240 Marketing (*formerly BA340*)  
OM 330 Operations Management (*formerly BA330*)  
Ethics Core (College of Arts and Sciences)

In addition to the specified prerequisites, all students enrolling in upper-level business courses ordinarily must have satisfactorily completed a minimum of sixty credits.

As a general rule, the only common courses that may be taken until the sixty credits have been completed are: AC 201, AC 202, EC 102, EC 103, EC 220, FI 320, IB 282, IS 251, MG 201, MK 240, and ethics. In addition, students majoring in a Sellinger School program must complete CS 111 or CS 112 and MA 151 or MA 251. Completion of sixty credits, including CS 111 or CS 112 and MA 151 or MA 251 or their equivalent, results in upper-division standing.

A student completing the B.B.A. program may complete a **maximum** of sixty-nine credits within the Sellinger School of Business and Management, including EC 102, EC 103, and EC 220.

#### EXPERIENTIAL LEARNING REQUIREMENT

Entering freshman B.B.A. candidates (Class of 2008 only) must complete an experiential learning requirement. Experiential learning serves to enhance traditional classroom work through the integration of theory and practice. Students are afforded the opportunity for enriched academic discussion and a broadened learning environment through international and internship experiences.

Students select one of the following:

#### INTERNATIONAL EXPERIENCE

The international experience option provides students with exposure to business, cultural, social, and political environments outside of the United States. Fulfillment of this option may be satisfied in one of the following ways:

**Study Abroad Program:** A summer, single semester, or two semester study abroad program coordinated through the International Programs Office.

**Three-Credit Course:** A course offered during a traditional semester with a study tour component coordinated through a faculty member.

**One-Credit Course:** A short-term course offered during winter break, spring break, or the summer, ordinarily coordinated through a faculty member. The credit awarded is in addition to the 120 credits required for graduation. *(This option is not currently offered but is in the development stage.)*

**Residence Abroad:** A United States citizen who has lived abroad two or more years after the twelfth birthday. Appropriate documentation and formal approval are required.

**Non-U.S. Citizen:** An international student who has matriculated into Loyola College as a degree candidate. Appropriate documentation and formal approval are required.

Formal approval for residence abroad, non-U.S. citizens, or special circumstances must be referred to the Assistant Dean of the Sellinger School and the appropriate department chair as necessary. In accordance with College policy, students with a history of serious disciplinary problems or those on any form of disciplinary probation cannot go abroad.

#### INTERNSHIP EXPERIENCE

An internship is an on-site working experience that applies business knowledge and skills and is integrated with business studies through concurrent academic involvement. An internship may be taken in the fall, spring, or summer semester, in or out of state. Fulfillment of this option may be satisfied in one of the following ways:

**Three-Credit Course:** A major or elective course, ordinarily taught by a Loyola College faculty member, requiring a minimum of 150 hours working with an organization. *Only one, three-credit internship may count toward graduation requirements.*

**One-Credit Course:** A one-credit course or an extension of a three-credit course, ordinarily taught by a Loyola College faculty member, requiring a minimum of one hundred hours working with an organization. The one-credit typically relates to a summer internship or an experience during the traditional semester that is not related to a three-credit internship course. Class sessions are held prior to and after the conclusion of the work experience. The credit awarded is in addition to the 120 credits required for graduation. *(This option is not currently offered but is in the development stage.)*

**Research:** A three-credit major or elective course involving collaboration with a faculty member in a significant research endeavor. The faculty member assists in the development of a testable hypothesis, acquisition of appropriate data, evaluation of evidence, and drafting of research findings for submission or presentation to an appropriate audience.

Formal approval for special circumstances must be referred to the Assistant Dean of the Sellinger School and the appropriate department chair as necessary.

**SELLINGER SCHOLARS PROGRAM**

The Sellinger Scholars Program is an honors program in business administration designed to prepare outstanding students for roles of leadership and service in a diverse and changing world. The Scholars team of directors and faculty strive to create a learning environment that nurtures the growth of men and women of character and competence. Sellinger scholars graduate as individuals who can manage the challenges of a complex world and make meaningful contributions to their communities, their professions, and their families.

Sellinger scholars are selected on the basis of academic achievement, leadership potential, and community involvement. The program has two primary components: curricular coursework and the Sellinger Scholars Experience (BH 199). Required courses offer increased rigor in the form of outside reading, discussion, and class presentations. Coursework begins in the fall of the sophomore year and must be taken in sequence. There are no required courses in the junior year due to the high number of students who study abroad.

The second component, the Sellinger Scholars Experience (BH 199), is designed to enhance the academic experience and broaden the learning environment. A thematic approach focuses on leadership in the sophomore year, ethics and corporate social responsibility in the junior year, and life transitions in the senior year. Scholars must enroll in this one-credit course every semester, unless they are on leave from Loyola or studying abroad. *Credit received for this courses does not count toward the 120 credits required to graduate.*

Required courses fulfill degree requirements as indicated for the Bachelor of Business Administration (B.B.A.):

- BH 199 Sellinger Scholars Experience
- BH 201 Organizational Behavior (MG 201)
- BH 202 Managerial Accounting (AC 202)
- BH 251 Management Information Systems (IS 251)
- BH 305 Legal Environment of Business (LW 305)
- BH 402 Business Policy (MG 402)

At the end of each semester, Sellinger scholars are expected to successfully complete courses totaling

a minimum of fifteen credits applicable to a degree (excluding pass/fail courses and courses assigned a grade of W) and to maintain a minimum cumulative GPA of 3.300 throughout the program. Should a student complete fewer than fifteen credits as defined above and/or the cumulative GPA falls below a 3.300 in a given semester, the student will be allowed one semester to demonstrate successful completion of fifteen credits and/or to raise the GPA to the minimum standard. Ordinarily, if this is not achieved, the student will not be allowed to continue in the program.

**BACHELOR OF BUSINESS ADMINISTRATION**

Requirements for a major and typical program of courses are listed below. This is a possible plan of study, but it need not be followed in the same order by every student.

**Freshman Year***Fall Term*

- CM 100 Effective Writing
- CS 111 Introduction to Computers with Business Applications *or*
- CS 112 Introduction to Computer Science
- EC 102 Microeconomic Principles
- MA 151 Applied Calculus for Business and Social Sciences *or*
- MA 251 Calculus I
- Language Core

*Spring Term*

- EC 103 Macroeconomic Principles
- HS 101 History of Modern Western Civilization
- Fine Arts Core
- Language Core
- Natural Science Core

**Sophomore Year***Fall Term*

- AC 201 Financial Accounting
- EC 220 Business Statistics
- EN 101 Understanding Literature
- IS 251 Management Information Systems (*or* BH 251)
- PL 201 Philosophical Anthropology I

*Spring Term*

- AC 202 Managerial Accounting (*or* BH 202)
- MG 201 Organizational Behavior (*or* BH 201)
- MK 240 Marketing

PL 200-Level Philosophical Perspectives Course  
English Core

### MAJOR IN ACCOUNTING

Major Requirements:

AC 301 Intermediate Accounting I  
AC 302 Intermediate Accounting II  
AC 311 Cost Accounting  
AC 401 Advanced Accounting  
AC 402 Accounting Information Systems  
AC 412 Taxation of Business Entities  
AC 421 Auditing

*Select one of the following courses to fulfill the oral communication requirement necessary to sit for the CPA exam in Maryland:*

CM 290 Public Speaking  
IS 253 Presentations (*formerly BA333*)  
SP 101 Business and Professional Speaking

Students planning to sit for the CPA exam are encouraged to take Business Ethics (PL 310) as their ethics core course.

Alternatively, students admitted to the Loyola MBA program in their senior year may take Ethics, Moral and Social Responsibility (GB 700) to satisfy the business ethics requirement for the CPA exam. In this case, a 300-level theology or philosophy ethics course should still be taken to satisfy the undergraduate ethics core requirement.

A student is allowed to complete a maximum of two graduate level courses while in the undergraduate program. It is important to note that courses taken at the graduate level **do not count** toward the forty-course graduation requirement for the undergraduate degree.

An example of a typical program of courses follows:

### Junior Year

#### *Fall Term*

AC 301 Intermediate Accounting I  
AC 311 Cost Accounting  
IB 282 International Business  
TH 201 Introduction to Theology  
Non-Departmental Elective

#### *Spring Term*

AC 302 Intermediate Accounting II  
FI 320 Financial Management  
LW 305 Legal Environment of Business  
(*or* BH 305)  
History Core  
Theology Core

### Senior Year

#### *Fall Term*

AC 412 Taxation of Business Entities  
AC 421 Auditing  
OM 330 Operations Management  
PL 310 Business Ethics *or*  
Ethics Core  
Non-Departmental Elective

#### *Spring Term*

AC 401 Advanced Accounting  
AC 402 Accounting Information Systems  
CM 290 Public Speaking *or*  
IS 253 Presentations *or*  
LW 406 Business Law *or*  
SP 101 Business and Professional Speaking  
MG 402 Business Policy (*or* BH 402)  
Non-Departmental Elective

Course requirements for the CPA exam vary by state. In order to choose the appropriate courses, accounting majors should contact their major advisers.

### 150-Hour Program

To comply with the requirements to sit for the CPA exam, the Department of Accounting has established a 150-hour program that enables students to earn a bachelor's degree in accounting after four years and an MBA in the fifth year. In Maryland, the 150-hour requirement to sit for the exam went into effect July 1, 1999.

The fifth year of the program is flexible to enable students to work while they are taking courses. This new program prepares accounting graduates to perform better in an ever-changing business environment and enhances their marketability. For more information about the fifth year of accounting education, consult the graduate catalogue.

**MAJOR IN BUSINESS ADMINISTRATION**

Requirements for each concentration and an example of a typical program of courses follow:

**Business Economics Concentration**

Concentration requirements:

EC 301 Intermediate Macroeconomics  
EC 302 Intermediate Microeconomics

*Select four of the following courses:*

EC 360 Environmental Economics  
EC 370 Cost-Benefit Analysis  
EC 380 Sports Economics  
EC 420 Econometrics  
EC 430 Monetary Economics  
EC 435 Public Sector Economics  
EC 440 International Financial Economics  
EC 446 International Trade  
EC 448 Development Economics  
EC 450 Managerial Economics  
EC 460 Business and Government  
EC 480 Labor Economics  
EC 490 Health Economics  
EC 498 Economics Independent Study  
EC 499 Economics Internship

An example of a typical program of courses follows:

**Junior Year**

*Fall Term*

EC 302 Intermediate Microeconomics  
IB 282 International Business  
TH 201 Introduction to Theology  
Non-Departmental Elective  
Non-Departmental Elective

*Spring Term*

EC 301 Macroeconomics  
FI 320 Financial Management  
History Core  
Theology Core  
Non-Departmental Elective

**Senior Year**

*Fall Term*

LW 305 Legal Environment of Business  
(or BH 305)  
OM 330 Operations Management

Economics Elective  
Economics Elective  
Elective

*Spring Term*

MG 402 Business Policy (or BH 402)  
Ethics Core  
Economics Elective  
Economics Elective  
Elective

Students with good mathematical skills are encouraged to take MA 251 and MA 252. Students interested in pursuing graduate study in economics are encouraged to take MA 301.

**Finance Concentration**

Concentration requirements for entering freshman students (Class of 2008 only):

FI 380 Fixed Income Securities: Valuation and Markets  
FI 381 Equities: Valuation and Markets  
FI 440 Financial Analysis and Valuation  
FI 441 Advanced Financial Management

*Select two of the following courses:*

FI 326 Insurance and Risk Management  
(formerly BA326)  
FI 326 Insurance and Risk Management  
(formerly BA326)  
FI 340 Global Financial Management  
FI 426 Special Topics in Finance (formerly BA426)  
FI 430 Financial Services Firms and Their Environment  
FI 431 Derivative Securities and Markets  
FI 433 Portfolio Management (formerly BA423)  
FI 499 Finance Internship (formerly BA426)

**Note:** Personal Financial Management (FI 121; formerly BA121) does not fulfill course requirements for the finance concentration.

An example of a typical program of courses follows:

**Junior Year**

*Fall Term*

FI 320 Financial Management  
IB 282 International Business  
TH 201 Introduction to Theology

History Core  
Non-Departmental Elective

*Spring Term*

FI 380 Fixed Income Securities: Valuation  
and Markets  
FI 381 Equity Securities: Valuation and Markets  
OM 330 Operations Management  
Theology Core  
Non-Departmental Elective

**Senior Year**

*Fall Term*

FI 440 Financial Analysis and Valuation  
LW 305 Legal Environment of Business  
(*or*BH 305)  
Finance Elective  
Non-Departmental Elective  
Elective

*Spring Term*

FI 441 Advanced Financial Management  
MG 402 Business Policy (*or*BH 402)  
Ethics Core  
Finance Elective  
Elective

**General Business Concentration**

This is the interdisciplinary concentration within the Sellinger School. Six upper-level courses are selected from the Sellinger School offerings. No more than three courses may be selected from any discipline.

**Note:** Personal Financial Management (FI 121; formerly BA121) and Presentations (IS 253; formerly BA333) do not fulfill the upper-level course requirements of the general business concentration.

An example of a typical program of courses follows:

**Junior Year**

*Fall Term*

FI 320 Financial Management  
IB 282 International Business  
TH 201 Introduction to Theology  
Non-Departmental Elective  
Non-Departmental Elective

*Spring Term*

LW 305 Legal Environment of Business  
(*or*BH 305)  
History Core  
Theology Core  
Major Elective  
Major Elective

**Senior Year**

*Fall Term*

OM 330 Operations Management  
Major Elective  
Major Elective  
Non-Departmental Elective  
Elective

*Spring Term*

MG 402 Business Policy (*or*BH 402)  
Ethics Core  
Major Elective  
Major Elective  
Elective

**International Business Concentration**

Concentration requirements:

IB 482 Global Strategy (*formerly* BA482)  
Two International Area Studies Courses

*Select three of the following courses:*

FI 425 International Finance (*formerly* BA425)  
IB 470 Special Topics in International  
Business (*formerly* BA470)  
IB 471 Managing Diversity: Globally and  
Domestically  
IB 472 Globalization: Opportunities and  
Challenges  
IB 499 International Business Internship  
(*formerly* BA420)  
LW 410 International Business Law (*formerly* BA410)  
MG 415 International Management (*formerly* BA415)  
MG 419 Special Topics in Management:  
International Topic (*formerly* BA419)  
MK 448 International Marketing (*formerly* BA448)

The International Area Studies requirement may be fulfilled in one of three ways: two courses of a foreign language beyond the intermediate level; **or** two courses focusing on one geographic area outside of the United States; **or** two courses with a



broad international focus. Each semester the department approves a listing of courses that fulfill the geographic area and broad international focus options.

An example of a typical program of courses follows:

### Junior Year

#### *Fall Term*

FI 320 Financial Management  
 IB 282 International Business  
 TH 201 Introduction to Theology  
 History Core  
 Non-Departmental Elective

#### *Spring Term*

LW 305 Legal Environment of Business  
 (orBH 305)  
 International Area Studies Course  
 Theology Core  
 International Business Elective  
 Non-Departmental Elective

### Senior Year

#### *Fall Term*

OM 330 Operations Management  
 International Business Elective  
 International Business Elective  
 Non-Departmental Elective  
 Elective

#### *Spring Term*

IB 482 Global Strategy  
 MG 402 Business Policy (orBH 402)  
 International Area Studies Course  
 Ethics Core  
 Elective

### Management Concentration

*Select six of the following courses:*

IB 471 Managing Diversity: Globally and Domestically  
 IB 482 Global Strategy (formerly BA482)  
 LW 408 Employment Law (formerly BA408)  
 MG 403 Small Business Management and Entrepreneurship (formerly BA403)  
 MG 411 Human Resources Management (formerly BA411)  
 MG 412 Leadership and Decision-Making (formerly BA412)

MG 415 International Management (formerly BA415)  
 MG 419 Special Topics in Management (formerly BA419)  
 MG 499 Management Internship (formerly BA431)

An example of a typical program of courses follows:

### Junior Year

#### *Fall Term*

FI 320 Financial Management  
 IB 282 International Business  
 TH 201 Introduction to Theology  
 Non-Departmental Elective  
 Non-Departmental Elective

#### *Spring Term*

LW 305 Legal Environment of Business  
 (orBH 305)  
 History Core  
 Theology Core  
 Management Elective  
 Management Elective

### Senior Year

#### *Fall Term*

OM 330 Operations Management  
 Management Elective  
 Management Elective  
 Non-Departmental Elective  
 Elective

#### *Spring Term*

MG 402 Business Policy (orBH 402)  
 Ethics Core  
 Management Elective  
 Management Elective  
 Elective

### Management Information Systems Concentration (MIS)

Concentration requirements:

IS 352 Applications Programming (formerly BA352)  
 IS 353 Database Design and Implementation (formerly BA353)  
 IS 355 Telecommunications (formerly BA355)  
 IS 452 Decision Support Systems (formerly BA452)  
 IS 453 Information Systems Analysis and Design (formerly BA453)  
 IS 458 Special Topics in Management Information Systems (formerly BA458)

The following courses may be taken as free electives:

- IS 457 Special Topics in Java (*formerly BA457*)  
 IS 459 Research Project in Management  
 Information Systems (*formerly BA459*)  
 IS 499 Internship in Management  
 Information Systems

An example of a typical program of courses follows:

### Junior Year

#### Fall Term

- IB 282 International Business  
 IS 355 Telecommunications  
 OM 330 Operations Management  
 TH 201 Introduction to Theology  
 Non-Departmental Elective

#### Spring Term

- IS 352 Applications Programming  
 IS 353 Database Design and Implementation  
 History Core  
 Theology Core  
 Non-Departmental Elective

### Senior Year

#### Fall Term

- FI 320 Financial Management  
 IS 452 Decision Support Systems  
 IS 453 Information Systems Analysis and Design  
 LW 305 Legal Environment of Business  
 (*or BH 305*)  
 Elective

#### Spring Term

- IS 458 Special Topics in Management  
 Information Systems  
 MG 402 Business Policy (*or BH 402*)  
 Ethics Core  
 Non-Departmental Elective  
 Elective

### Marketing Concentration

Concentration requirements:

- MK 346 Buyer Behavior (*formerly BA346*)  
 MK 440 Selling Concepts and Strategies  
 (*formerly BA440*)  
 MK 441 Information for Marketing  
 Decision-Making (*formerly BA441*)  
 MK 442 Strategic Marketing (*formerly BA442*)

Select two of the following courses:

- LW 404 Marketing Law (*formerly BA404*)  
 MK 444 Product Development and  
 Management (*formerly BA444*)  
 MK 445 Advanced Professional Selling  
 MK 446 Electronic Commerce  
 MK 447 Promotion Management (*formerly BA447*)  
 MK 448 International Marketing Management  
 (*formerly BA448*)  
 MK 449 Special Topics in Marketing  
 (*formerly BA449*)  
 MK 450 Marketing Aspects of Branding and  
 Packaging  
 MK 499 Marketing Internship (*formerly BA443*)

An example of a typical program of courses follows:

### Junior Year

#### Fall Term

- FI 320 Financial Management  
 IB 282 International Business  
 MK 346 Consumer Behavior  
 TH 201 Introduction to Theology  
 History Core

#### Spring Term

- LW 305 Legal Environment of Business  
 (*or BH 305*)  
 MK 440 Selling Concepts and Strategies  
 OM 330 Operations Management  
 Theology Core  
 Non-Departmental Elective

### Senior Year

#### Fall Term

- MK 441 Information for Marketing  
 Decision-Making  
 Marketing Elective  
 Non-Departmental Elective  
 Non-Departmental Elective  
 Elective

#### Spring Term

- MG 402 Business Policy (*or BH 402*)  
 MK 442 Strategic Marketing  
 Ethics Core  
 Marketing Elective  
 Elective

**MINOR IN BUSINESS ADMINISTRATION**

The Sellinger School offers minors to support the career and professional interests of students pursuing majors in arts and sciences. Business minors are not available to business majors. A student may only select one business minor.

**Business:** Recommended for students seeking exposure to business concepts; may also be of interest to students who later declare a major in business or pursue an MBA at Loyola or elsewhere. Requirements are as follows:

- AC 201 Financial Accounting (*formerly AC 101*)
- EC 102 Microeconomic Principles\*
- IS 251 Management Information Systems  
(*formerly BA251*)

*Plus any three courses from the following:*

- FI 320 Financial Management (*formerly BA320*)
- IB 282 International Business (*formerly BA382*)
- LW 305 Legal Environment of Business  
(*formerly BA305*)
- MG 201 Organizational Behavior (*formerly BA301*)
- MK 240 Marketing (*formerly BA340*)
- OM 330 Operations Management (*formerly BA330*)

Students considering a Loyola MBA are also encouraged to complete EC 103 as part of their social science core.

**Business Economics:** Recommended for students seeking rigorous preparation in market analysis. Requirements are as follows:

- EC 102 Microeconomic Principles\*
- EC 103 Macroeconomic Principles\*
- EC 301 Intermediate Macroeconomics *or*
- EC 302 Intermediate Microeconomics
- Three additional EC Courses (no more than one of which can be at the 200-level). EC 220 will be approved only if EC 420 is completed.

To plan the set of courses that is most appropriate to their needs, students should consult the economics department chair or their minor adviser. This minor is not available to Bachelor of Arts in Economics students.

**Entrepreneurship:** Recommended for students interested in small business, self-employment, and family-owned business. Requirements are as follows:

- AC 201 Introductory Accounting I  
(*formerly AC 101*)
- AC 202 Introductory Accounting II  
(*formerly AC 102*)
- EC 102 Microeconomic Principles\*
- MG 201 Organizational Behavior (*formerly BA301*)
- MG 403 Small Business Management and Entrepreneurship (*formerly BA403*)
- MK 240 Marketing (*formerly BA340*)

**Information Systems:** Recommended for any student interested in the use of information and the development of information systems. Requirements are as follows:

- CS 111 Introduction to Computers with Software Applications *or*
- CS 201 Computer Science I
- IS 251 Management Information Systems  
(*formerly BA251*)
- IS 453 Information Systems Analysis and Design (*formerly BA453*)

Three additional IS 300- or 400-level courses (excluding IS 253; *formerly BA333*).

**International Business:** Recommended for non-business students interested in a global perspective. Requirements are as follows:

- EC 102 Microeconomic Principles\*
- IB 282 International Business (*formerly BA382*)
- MG 201 Organizational Behavior (*formerly BA301*)

Plus three courses from the following:

- IB 470 Special Topics in International Business (*formerly BA470*)
- IB 471 Managing Diversity: Globally and Domestically
- IB 472 Globalization: Opportunities and Challenges
- IB 482 Global Strategy (*formerly BA482*)
- IB 499 International Business Internship  
(*formerly BA420*)
- MG 415 International Management (*formerly BA415*)

**Marketing:** Recommended for nonbusiness students in areas such as psychology, political science, and sociology as well as communication majors, especially those concentrating in advertising and public relations. Requirements are as follows:

- EC 102 Microeconomic Principles\*
- MK 240 Marketing (*formerly BA340*)
- MK 346 Buyer Behavior (*formerly BA346*)
- MK 440 Selling Concepts and Strategies (*formerly BA440*)

*Plus any two courses from the following:*

- MK 444 New Product Development and Management (*formerly BA444*)
- MK 445 Advanced Professional Selling
- MK 446 Electronic Commerce
- MK 447 Promotion Management (*formerly BA447*)
- MK 448 International Marketing (*formerly BA448*)
- MK 449 Special Topics in Marketing (*formerly BA449*)
- MK 450 Marketing Aspects of Branding and Packaging
- MK 499 Marketing Internship (*formerly BA443*)

\* Satisfies a social science core requirement.

\*\* Satisfies second math/science core requirement.

## COURSE DESCRIPTIONS

### ACCOUNTING

**AC 109 Survey of Accounting** (3.00 cr.)  
Focuses on the role of financial accounting in business and society. Topics include the exploration of the conceptual framework that drives the reporting and communication of accounting information to investors and creditors in the capital marketplace and also the economic context of how business events affect a company. Course format includes guest speakers representing a variety of fields as well as off-campus site visits to area firms. This course is a must toward achieving financial literacy. (*Not recommended for students majoring in accounting.*)

**AC 201 Financial Accounting** (3.00 cr.)  
*Prerequisite:* *Sophomore standing.* Focuses on introducing financial accounting which provides information for decision makers outside the entity primarily by means of general-purpose financial statements. Students acquire a basic knowledge of the language of business. Topics include the application of accounting theory and gen-

erally accepted accounting principles to business transactions encountered by corporations during the accounting cycle. (*Formerly AC 101*)

**AC 202 Managerial Accounting** (3.00 cr.)

*Prerequisite:* AC 201. Introduces managerial accounting for internal decision makers. Students learn how to prepare and use financial information primarily for internal decision-making purposes. Topics include accounting for manufacturing; job order cost systems; standard costs; and budgeting. Statement of cash flows and financial statement analysis are also covered. (*Formerly AC 102*)

**AC 301 Intermediate Accounting I** (3.00 cr.)

*Prerequisite:* AC 202, EC 102, EC 103. *Recommended Prerequisite:* EC 220. Focuses on the development of financial information for investors and others external to the organization. Topics include review of the accounting cycle; cash, receivables, inventories, operational assets, and preparation of financial statements. Students learn to prepare, understand, and interpret financial statements. Pronouncements of the AICPA, FASB, and SEC are an integral part of the course.

**AC 302 Intermediate Accounting II** (3.00 cr.)

*Prerequisite:* AC 301. Students learn to develop and analyze the information reported in financial statements. Topics include stockholders' equity, short-term and long-term investments, short-term and long-term liabilities, revenue recognition issues, leases, accounting changes, and financial analysis. Pronouncements of the AICPA, FASB, and SEC are an integral part of the course.

**AC 311 Cost Accounting** (3.00 cr.)

*Prerequisite:* AC 202, EC 102, EC 103. *Recommended Prerequisite:* EC 220. Deals with cost measurement, recording, and forecasting. In-depth coverage of cost-volume-profit analysis, costing systems, budgeting, manufacturing-costing systems, relevant costs, and decision-making. Emphasizes the use of computers as tools for managers. Students learn to identify, classify, and apply cost accounting techniques in business applications.

**AC 401 Advanced Accounting** (3.00 cr.)

*Prerequisite:* AC 302. Focuses on specialized financial accounting topics related to business combinations and consolidated financial statements; partnership accounting; financial reporting by multinational corporations, including foreign currency translation and transactions; governmental accounting; nonprofit entities. Students develop a thorough understanding of these topics. (*Spring only*)

**AC 402 Accounting Information Systems (3.00 cr.)**

*Prerequisite:* AC 302. Examines computer-based accounting and management control systems in the flow of information and assets. Students learn to recognize the strengths and weaknesses of automated accounting information systems and understand the interaction of accounting and management information systems. Topics include personal computers, electronic data interchange, and distributed data processing. (*Spring only*)

**AC 411 Tax Accounting Principles (3.00 cr.)**

*Prerequisite:* AC 202, EC 102, EC 103, EC 220. Introduces the concepts and principles of the federal income tax of individuals. Students learn to apply the tax concepts and principles in basic tax preparation. Topics include the determination of gross income; business and non-business deductions; property transactions; applications of tax software; and an introduction to tax research. (*Fall only*)

**AC 412 Taxation of Business Entities (3.00 cr.)**

*Prerequisite:* AC 202, EC 102, EC 103, EC 220. The study of four related themes of federal entity taxation. The first theme involves the structure of federal income taxation. Topics include the determination of gross income, business deductions, and business losses. The second theme involves the taxation of business entities. Topics include corporate formation, capitalization, operation, and dividend distributions; partnership formation and operation; and subchapter S election and operation. The third theme deals with special business topics, which include multi-jurisdictional taxation, the corporate alternative minimum tax, and taxation of proprietorships. The fourth theme covers the basics of corporate liquidations and reorganizations. Additional topics include a comparative analysis of the various forms of doing business and an introduction to tax research. The Internal Revenue Code and Regulations are an integral part of this course. (*Fall only*)

**AC 421 Auditing (3.00 cr.)**

*Prerequisite:* AC 302. Focuses on the concepts of auditing in manual and computer-based accounting systems, as well as the generally accepted auditing standards and procedures. Students develop the judgement and decision-making skills needed to function as auditors. Topics include ethical responsibilities, internal control evaluation, evidence gathering, reporting standards, and basic auditing concepts.

**BUSINESS ADMINISTRATION****BA 499 Business Administration Internship (1.00 cr.)**

*Prerequisite:* Written permission of the coordinator for experiential learning. Students gain a better understanding of business through work experience. Student interns are required to work in a business environment under the guidance of an on-site supervisor for a minimum of one hundred hours. The location may be in- or out-of-state, on a paid or unpaid basis. Course requirements include a weekly work log and scheduled performance evaluations signed by the on-site supervisor. Available to all Sellinger School major and concentration disciplines during the fall, spring, or summer semesters. Fulfills experiential learning requirement, beginning with entering freshman B.B.A. candidates (Class of 2008 only). Does not count toward the 120-credit graduation requirement. May be repeated for credit

**SELLINGER SCHOLARS PROGRAM****BH 199 Sellinger Scholars Experience (1.00 cr.)**

Offers students the opportunity to participate in professional and social activities designed to enrich the academic experience and expose students to local business leaders. These activities take place on campus and in the Baltimore-Washington Metropolitan area. Sellinger Scholar students must enroll in this course every semester, unless they are on leave from the College or studying abroad. For non-degree credit. Restricted to Sellinger scholars.

**BH 201 Organizational Behavior (3.00 cr.)**

*Prerequisite:* Sophomore standing. Restricted to Sellinger scholars. Develops a conceptual understanding of the behavior of individuals and groups as it relates to management practice. Examines theory and research from the behavioral sciences for implications regarding managing people, decision making, and implementation of decisions. Topics include motivation and leadership, performance appraisal, reward systems, power and politics, conflict, organizational change and development. Sellinger scholars are expected to undertake additional reading and prepare research in consultation with the instructor. Fulfills MG 201 course requirement. (Formerly BH 301)

**BH 202 Managerial Accounting (3.00 cr.)**

*Prerequisite:* AC 201. Restricted to Sellinger scholars. Introduces managerial accounting for internal decision-makers. Students learn how to prepare and use financial information primarily for internal decision-making purposes. Topics include accounting for manufacturing; job order cost systems; standard costs; and budgeting. Statement of cash flows and financial statement analysis

are also covered in this course. *Selling*er scholars are expected to undertake additional reading and prepare research in consultation with the instructor. Fulfills AC 202 course requirement. (Formerly BH 102)

**BH 251 Management Information Systems (3.00 cr.)**

*Prerequisite:* CS 111 or CS 112 or CS 201. *Restricted to Selling*er scholars. Examines the development and use of information systems in organization. Students discuss the integration of information systems into business activities and apply word processing, spreadsheet, and presentation applications to a business task. Topics include the foundation of business functions; the components of an information system; the benefits of information systems; information technology; and contemporary approaches to building information systems. *Selling*er scholars are expected to undertake additional reading and prepare research in consultation with the instructor. Fulfills IS 251 course requirement.

**BH 305 Legal Environment of Business (3.00 cr.)**

*Prerequisite:* Sixty credits. *Restricted to Selling*er scholars. Examines the legal environment of business activity. Students learn to explain basic legal terms; articulate legal rights and requirements in the managerial setting; identify how a particular legal issue fits into the legal system and how law develops and changes; and discuss managing an organization's legal matters, including ethical use of the law. Topics include classifications and sources of law, dispute resolution, agency, business associations, corporate governance, contracts, torts, product liability, securities, equal employment opportunity; and intellectual property. *Selling*er scholars are expected to undertake additional reading and prepare research in consultation with the instructor. Fulfills LW 305 course requirement.

**BH 402 Business Policy (3.00 cr.)**

*Prerequisite:* BH 201, BH 305, FI 320, IB 282, MK 240, OM 330, and senior standing in a business concentration. *Restricted to Selling*er scholars. Focuses on the decisions that affect the character of the total organization. Examines choice of purpose, objectives and strategies, development of organizational culture, and determination and implementation of policies necessary for the attainment of organizational goals. Provides a general management point of view. Uses cases drawn from organizations of various sizes and industries. Students learn to complete an industry analysis and to formulate and implement a strategy. Topics include organizational strategy, systems, culture and people, and the role of the general manager. *Selling*er scholars are expected to undertake additional reading and prepare research in consultation with the instructor. Fulfills MG 402 course requirement.

**BUSINESS ECONOMICS**

**EC 102 Microeconomic Principles (3.00 cr.)**

Investigates how individuals in market economies make decisions about what goods will be produced, how they will be produced, and for whom they will be produced. Students learn to analyze the impacts of changes in markets; illustrate the concepts of consumer demand and production; and explain the process of profit maximization under various market structures. Topics include the laws of supply and demand; behavior of firms in competitive and noncompetitive markets; functioning of labor and capital markets; poverty and income inequality; economics and the environment; economic systems in other countries.

**EC 103 Macroeconomic Principles (3.00 cr.)**

*Prerequisite:* EC 102. Introduces macroeconomic equilibrium, its impact on unemployment and inflation, and the effect of economic policy initiatives on that equilibrium. Students learn to predict the qualitative effect on changes in economic aggregates on each other and on GDP. Topics include the business cycle; national income and product accounting; equilibrium in the aggregate demand—aggregate supply model; the multiplier; the national debt; financial intermediaries; money and its creation; fiscal and monetary policy; comparative advantage and the gains from international trade; commercial policy; foreign exchange markets; and the balance of payments. Effects of international transactions are incorporated with each topic.

**EC 210 American Economic History (3.00 cr.)**

*Prerequisite:* EC 102 or written permission of the instructor. Examines the economic forces underlying historical development in America from the pre-Colombian period to modern times. Students develop skills in the use of economic tools of analysis and an enhanced understanding of the application of the laws of economic behavior to events of historical significance. Topics include problems of exploration and migration; the economics of revolution; the institution of slavery; entrepreneurship and development; causes and consequences of the Great Depression; and the economics of political and cultural change.

**EC 220 Business Statistics (3.00 cr.)**

*Prerequisite:* MA 109 or equivalent. Introduces the concepts and application of statistics in management. Students learn to apply estimation and hypothesis testing to univariate and multivariate business problems. Topics include descriptive statistics and statistical inference;



linear regression; correlation; and trend and seasonal time series analysis.

**EC 250 Capitalism and Its Critics (3.00 cr.)**

*Prerequisite:* EC 102. Provides students with an opportunity to read and think carefully about some of the major writings that defend and criticize capitalism, especially on moral and philosophical grounds. Topics for discussion include the industrial revolution; causes and consequences of the Great Depression; economic justice; wealth creation; environmentalism; economics and race; and the social responsibility of business.

**EC 260 Law and Economics (3.00 cr.)**

*Prerequisite:* EC 102. An application of the tools of economic analysis to several key areas of the law. Topics include contracts, environmental policy, criminal law and crime deterrence, discrimination in employment and housing, landlord-tenant laws, property law, torts, and zoning.

**EC 280 Economic Problems of Cities (3.00 cr.)**

*Prerequisite:* EC 102. An application of the tools of economic analysis to the most pressing problems of American cities: poverty, crime, diminished employment opportunities, and low educational attainment. Additional topics include housing segregation, welfare policy, homelessness, and urban government. International comparisons are drawn.

**EC 290 European Economic History (3.00 cr.)**

*Prerequisite:* EC 102 or written permission of the instructor. Combines an examination of historical events with basic economic tools and principles to provide a different perspective on European development. Attention is focused on important economic processes that help to shape the European historical record. Students gain an introduction to economic reasoning and methods from the perspective of their relevance to an understanding of history. Students have the opportunity to use economic concepts to obtain a deeper understanding of historical questions. Topics include the effects of European nationalism; the nature and consequences of the Industrial Revolution; the effects of the Transportation Revolution; the economics of European migration patterns; and the creation of an international economy.

**EC 301 Intermediate Macroeconomics (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, MA 151 or MA 251. Analyzes the economy-wide forces, policies, and institutions that directly determine and otherwise influence long-term economic trends and short-term fluctuations. Students learn the central lessons of contemporary macroeconomics; gain confidence in their ability to discuss eco-

nommic policies in professional settings; and acquire the skills needed to begin macroeconomic studies. Topics include the key ideas of Nobel Prize winners; national income and product accounting; balance of payments; unemployment; employment; labor force participation; international trade and finance; monetary fiscal policies; facts and theories of long-term economic growth; facts and theories of business cycles; the powerful role of expectations and policy credibility; and modern electronic connections among all types of international markets. (*Spring only*)

**EC 302 Intermediate Microeconomics (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, MA 151 or MA 251. Analyzes the motives, constraints, and behaviors of consumers and producers. Students learn the foundations of supply and demand analysis, cost analysis, and pricing strategy; refinements of these foundations under different market structures and regulation environments; and basic market and policy research. Topics include consumer preferences, budget constraints, work incentives, and demand patterns; producer input-output technology, cost of production, factor demand, and product supply patterns; entrepreneurial behavior; market structures such as perfect competition, monopolistic competition, oligopoly, and monopoly; antitrust law and regulation institutions; international markets; property rights; and economic notions of voter behavior. (*Fall only*)

**EC 320 Mathematical Economics (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, MA 151 or MA 251. Investigates the use of applied mathematics in economics; serves as an introduction to economics for science and mathematics majors; and strengthens the mathematics skills of economics majors taking it as an elective. Students learn to structure, discuss, and analyze fundamental economic lessons using algebra and calculus. Topics include the structure of constrained optimization problems; market equilibrium analysis; quality characteristics of economic models; distinctions between stocks and flows; dynamics and laws of motion in equilibration processes.

**EC 360 Environmental Economics (3.00 cr.)**

*Prerequisite:* EC 102. Examines contemporary issues of environmental quality, natural resource allocation, and conservation from the economic perspective. Students develop an understanding of the history of the environmental movement and learn to analyze environmental issues using economic tools. Topics include benefit-cost analysis, property rights, incentive-based pollution control policies, and a review of government regulatory performance.

**EC 370 Cost-Benefit Analysis (3.00 cr.)**

*Prerequisite:* EC 102. Presents the foundations and methods of cost-benefit analysis (CBA) used to evaluate environmental, health, and safety regulations. Students learn to develop and use cost-benefit analysis. Topics include the economic and ethical principles underlying CBA; the distinction between real costs and transfers; alternative methods for estimating benefits and costs; the discounting of benefits and costs; risk assessment; and federal guidelines for conducting CBA.

**EC 380 Sports Economics (3.00 cr.)**

*Prerequisite:* EC 102. *Recommended Pre- or Corequisite:* EC 220. Applies the tools of price theory and statistical analysis to professional and amateur sports. Students develop analytic tools useful in both the management of sports enterprises and the evaluation of strategy in the contests themselves. Topics include demand analysis; pay and performance; economic impact analysis and government subsidies for franchises; discrimination; and the implications of elementary game theory for strategic decision-making in sports.

**EC 420 Econometrics (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, EC 220. Develops and applies the tools of economic theory, mathematics, and statistics to economic phenomena. Students learn to investigate the specification, estimation, and interpretation of empirical economic relationships using least squares techniques. Simple and multiple regression, alternative specifications, and simultaneous equations are used in case studies to form a foundation of experience for students to become applied statisticians and economists.

**EC 430 Monetary Economics (3.00 cr.)**

*Prerequisite:* EC 103. Examines microeconomic and macroeconomic monetary issues, problems, and theory. Students learn to predict the effect of monetary events on financial markets and the real economy. Topics include functions and measures of money; interest rates, present value, and yield; capital asset pricing model; diversification; risk and term structure of interest rates; financial intermediaries; creation and determination of the money supply; the Federal Reserve System; tools, goals, and targets of monetary policy; demand for money; money and real GDP; transmissions mechanisms.

**EC 435 Public Sector Economics (3.00 cr.)**

*Prerequisite:* EC 102. Examines the non-market provision of goods and services. Students learn to analyze public expenditure and tax policies and investigate their impact on income distribution and resource allocation.

Topics include the analysis of collective decision-making and the application of cost-benefit analysis.

**EC 440 International Financial Economics (3.00 cr.)**

*Prerequisite:* EC 103. *Recommended Prerequisite:* EC 301. Examines the financial side of international economic activity. Topics include balance of payments; foreign exchange; spot markets and forward markets; covered and uncovered interest parity conditions; monetary and portfolio balance models of exchange rate determination; macroeconomic policy in an open economy; under fixed and flexible exchange rates; optimum currency areas; and issues surrounding the European Monetary Union.

**EC 446 International Trade (3.00 cr.)**

*Prerequisite:* EC 102 or EC 103. Investigates the theory and practice of international trade. The course begins with an analysis of the basis and gains from trade and considers trade policy and obstructions to trade. It reaches focus on special topics such as the relationship between trade and the environment and the development of other economies.

**EC 448 Development Economics (3.00 cr.)**

*Prerequisite:* EC 102 or EC 103. Examines the theory and practice of the economic development of nations. The first segment focuses on the meaning of development. The second segment considers the internal and external forces that encourage or discourage economic development. The course closes with a consideration of special topics such as the link between development, environment, education, and income distribution.

**EC 450 Managerial Economics (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, EC 220. Develops expertise in applying microeconomic analysis to practical business management decisions using a combination of economic theory, quantitative tools, and practical exercises. Students identify and analyze aspects of business strategy decisions. Topics include demand and cost, including the theory and how to apply it in a practical way; pricing; competitive strategies; and the impact of the environment of business and governmental actions on business decision-making.

**EC 460 Business and Government (3.00 cr.)**

*Prerequisite:* EC 102. Examines the nature of business behavior in competitive and noncompetitive markets and the nature and consequences of government regulation of this behavior. Students acquire tools useful in the development of competitive strategies and develop a sophisticated understanding of regulatory institutions and behavior. Topics include collusion, mergers and acquisitions, preda-

tory behavior and monopolization, emerging deregulation of public utilities, and health and safety regulations.

**EC 480 Labor Economics (3.00 cr.)**

*Prerequisite:* EC 102. Focuses on the labor market with emphasis on the economic incentives related to work and the individual and institutional responses to them. Students learn to identify the critical economic aspects of individual, firm, and governmental decisions relating to work and the investment in human capital. Topics include supply and demand for labor; labor markets; investment in human capital, including college; unions; unemployment; welfare; public policies related to labor; and the importance of incentives for behavior in each of these contexts.

**EC 490 Health Economics (3.00 cr.)**

*Prerequisite:* EC 102. Examines the basic concepts and models of health economics. Students learn to understand and critique the health care industry and proposed policies. Topics include the institutional and economic structure of the health care industry; the incentives by the market, government, and insurance; the private and public demand; production; and the political economy of health care.

**EC 498 Economics Independent Study (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, EC 220, junior standing in economics (B.A. or B.B.A.), and written permission of the instructor. An individual research project with an economics faculty member in a specific area of mutual interest. The student must begin with a written plan for the project and conclude with a written research report and presentation. Arrangements for supervision with a faculty member must be made prior to registration. *Ordinarily, no more than one independent study may be counted toward the major requirements.*

**EC 499 Economics Internship (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, EC 220, junior standing in economics (B.A. or B.B.A.), and written permission of the instructor. Provides students with preparation for careers in business, law and public policy through practical work experience, rigorous study of the economic theories related to the internship, and individual reflection for career planning. Ordinarily, interns spend approximately ten hours per week at the internship site and spend additional time each week meeting with the faculty sponsor and producing the required academic components. Arrangements for supervision with a faculty member must be made prior to registration. *Only one internship course may count toward graduation requirements.*

**FINANCE**

**FI 121 Personal Financial Management (3.00 cr.)**

Designed to allow students to develop a framework for planning and implementing a lifetime finance program. Investigates alternative personal financial decisions with a view toward optimizing personal wealth and creating more informed consumers. Students develop a personal financial plan. Topics include personal budgeting and planning and investment decisions with respect to education, automobiles, houses, securities, health and property insurance, retirement needs, and estate planning. *Open to all majors as a general elective. Does not fulfill course requirements for the finance concentration. (Formerly BA121)*

**FI 320 Financial Management (3.00 cr.)**

*Prerequisite:* AC 201, EC 102, and sophomore standing. *Corequisite:* AC 202 and EC 220. Studies the theory and practice of financial analysis and management in the corporate setting and its role in the larger economic environment. Students discuss what specific assets a firm should acquire, what total volume of funds should commit, and how the required funds of the firm should be financed. Topics include time value of money, risk and return relationships, fundamental valuation theories, financial markets, capital investment decisions, cost of capital, capital structure, dividend policy, and international finance. *(Fall/Spring; formerly BA320)*

**FI 326 Insurance and Risk Management (3.00 cr.)**

*Prerequisite:* FI 320 and junior standing in a business concentration or written permission of the instructor. Studies the importance of risk identification, measurement, and management with respect to personal and business affairs. Provides an in-depth overview of insurance company operations and types of insurance coverage, including property/liability, employee benefits, life and health, and social. Provides students with a framework for identifying major exposures to risk and evaluating alternative methods of handling those risks. Emphasizes how to evaluate the various kinds of insurance contracts and how to make pricing, marketing, and investment decisions. Topics include risk identification, measurement, and management; fields of insurance and their legal principles; contract analysis; and examination criteria for selecting the most appropriate combination of tools. *(Spring only; formerly BA326)*

**FI 340 Global Financial Management (3.00 cr.)**

*Prerequisite:* FI 320. *Corequisite:* IB 282. Provides students with a fundamental understanding of the international dimensions of corporate finance function. Students

apply the concepts, approaches, and technology to support financial management in a multinational business environment. Topics include a detailed examination of foreign exchange markets, foreign exchange risk and its management, and international financial markets. *Closed to students who have taken FI 425. (Fall/Spring)*

**FI 380 Fixed Income Securities: Valuation and Markets (3.00 cr.)**

*Prerequisite: FI 320.* Provides students with a fundamental understanding of the pricing of bonds and operation of the bond market. Emphasis is placed on the various types of bonds and their characteristics and the risks associated with bonds. The mathematics of bond pricing and duration are also explored. The determination of interest rates, the behavior of interest rates, and the risk and term structure of interest rates are integral parts of the course. Additional topics include covenants, the effects of monetary policy, bond derivatives, and embedded options such as puts, calls, and conversion features. *Closed to students who have taken FI 422 and FI 427. (Fall/Spring)*

**FI 381 Equity Securities: Valuation and Markets (3.00 cr.)**

*Prerequisite: FI 320.* Provides students with an introduction to the organization and functioning of equity markets, equity risk definition and measurement, financial theory, and models of equity valuation. The application of valuation models to market series, industries, and individual firms is also included. *Closed to students who have taken FI 422 and FI 427. (Fall/Spring)*

**FI 422 Investments Management (3.00 cr.)**

*Prerequisite: FI 320.* Examines a wide variety of investment topics and introduces students to the primary sources of investment information. Students develop a logical framework for financial investments. Topics include types of investments; investment principles and programs; sources of investment information; the mechanics of making investments; the operation of the securities market; and the analysis of government, public utility, and industrial securities. *(Fall/Spring; formerly BA423)*

**FI 425 International Finance (3.00 cr.)**

*Prerequisite: FI 320.* Focuses on the theory of the firm as applied in a global decision framework. Students apply the concepts, approaches, and technology to support financial management in a multinational business setting. Topics include a detailed examination of foreign exchange markets; foreign exchange risk; direct foreign investment; country risk analysis; multinational debt and equity markets; reporting results to investors and tax authorities;

international aspects of investment portfolios; and the ethical considerations of transcultural commerce. *Closed to students who have taken FI 340. (Fall/Spring; formerly BA 425)*

**FI 426 Special Topics in Finance (3.00 cr.)**

*Prerequisite: Written permission of the instructor and FI 380 and FI 381 or FI 422 and FI 427.* Provides students with specific seminars and/or research projects which address the outstanding topics in a particular field of finance. Students discuss the particular topics at an in-depth level. Potential topics encompass investments, real estate finance, international finance, financial management, capital markets, financial institutions, and financial modeling. Depending upon the topic, critical reviews of selected journal articles, guest lectures, empirical research, research projects and papers, as well as student presentations may be an integral part of the course. *May be repeated for credit with different topics. (Formerly BA426)*

**FI 427 Capital Markets and Financial Institutions (3.00 cr.)**

*Prerequisite: FI 320.* Surveys of money and capital markets and our more important financial institutions in order to determine their functions and interrelations in the national economy. Students discuss the role of financial institutions in the determination of interest rates from loanable funds, monetary policy, term structure, and risk structure. Topics include the behavior of interest rates, portfolio choice, efficient capital markets, hedging, and the money supply process. *(Fall/Spring; formerly BA427)*

**FI 429 Financial Research Projects (3.00 cr.)**

*Prerequisite: FI 320, FI 422, and written permission of the instructor.* Involves an individual research project under the supervision of a faculty member. A written plan is required at the beginning and a written research project at the end. *(Formerly BA429)*

**FI 430 Financial Services Firms and Their Environment (3.00 cr.)**

*Prerequisite: FI 380 and FI 381 or FI 422 and FI 427.* Provides an overview of financial services firms including commercial banks, savings banks, credit unions, insurance companies, mutual funds, securities firms, investment banks, and finance companies. Addresses operational issues within the financial services environment. Develops a framework for analyzing and measuring the risks faced by financial institutions by considering the environment in which these firms operate. Strategies and appropriate techniques that financial institutions can use to manage risk are also emphasized. *Closed to students who have taken FI 428.*

**FI 431 Derivative Securities and Markets (3.00 cr.)**

*Prerequisite:* FI 380 and FI 381 or FI 422 and FI 427. Designed for students' understanding of derivative-related financial instruments such as forwards, futures, and options and the use of derivatives in investment and corporate financial management. An introduction to derivative security markets, the valuation of derivatives, derivative trading strategies, and the management of corporate risk with derivatives are covered. (Fall only)

**FI 432 Advanced Financial Analysis (3.00 cr.)**

*Prerequisite:* FI 422. *Corequisite:* FI 427. Consists of the evaluation of financial statements from the point of view of equity and credit analysts. Students assess firm profitability and risks, prepare pro forma financial statements, and apply spreadsheet models for financial decision-making. Topics include financial statement analysis, income and expense recognition, liability recognition, asset valuation, profitability and risk analysis, and financial forecasting. (Fall only; formerly BA432)

**FI 433 Portfolio Management (3.00 cr.)**

*Prerequisite:* Senior standing and FI 380 and FI 381 or FI 422 and FI 427. An introduction to portfolio theory and management in the practical world that integrates students' knowledge of equity and fixed income valuation. Topics include portfolio strategies, futures and options, commodities, the Internet, and portfolio management under live market conditions. (Spring only; formerly BA423)

**FI 435 Financial Policy (3.00 cr.)**

*Prerequisite:* FI 432. Focuses on the integration, formulation, and implementation of financial decisions and policies by using cases which describe actual business situations to understand the objective of wealth maximization. Students learn and apply underlying theories of finance, use financial tools, and relate the financial valuation paradigms to the broader strategic environment facing managers. Topics include strategic financial planning; social responsibility of financial managers; the ethical dimensions of financial decisions; application skills of financial techniques; forecasting and risk analysis; required return and sources of capital; and the timing and sequencing of financial action plans. (Spring only; formerly BA421)

**FI 440 Financial Analysis and Valuation (3.00 cr.)**

*Prerequisite:* FI 380 and FI 381 or FI 422 and FI 427. The assessment of business financial performance and valuation from the point of view of equity and credit analysts. Students learn to analyze a firm's profitability and risk by applying both financial and strategic analysis,

prepare pro forma financial statements, ascertain the intrinsic value of a business, and apply spreadsheet models for financial decision making. *Closed to students who have taken FI 432.* (Fall/Spring)

**FI 441 Advanced Financial Management (3.00 cr.)**

*Prerequisite:* FI 380 and FI 381 or FI 422 and FI 427. *Corequisite:* FI 440. The implementation of financial decisions and policies by using actual case situations. Students learn to apply the concepts and decision-making tools employed in effective financial decision-making and increase their knowledge and understanding of the underlying theories of financial management. Through team case analysis and presentation, students develop analytical, communication, and interpersonal skills including the ability to identify and frame problems, recognize assumptions, and identify solution strategies. Students also develop the ability to speak effectively and persuasively, the capability to lead and motivate others, and the capacity to work effectively within a team. *Closed to students who have taken FI 435.* (Spring only)

**FI 499 Finance Internship (3.00 cr.)**

*Prerequisite:* Written permission of the instructor and FI 380 and FI 381 or FI 422 and one finance elective. Provides students with preparation for careers in finance through practical work experience, in-class personal development, and career planning. Through the on-site work requirement, students learn the application of financial theory to actual business problems. Additionally, in-class projects, on-site work requirements, an internship portfolio, and class presentations are an integral part of the course. *Closed to students who have taken FI 424. Only one internship course may count toward graduation requirements.* (Fall/Spring; formerly BA424)

**INTERNATIONAL BUSINESS****IB 282 International Business (3.00 cr.)**

*Prerequisite:* Sophomore standing. Focuses on the external environments that affect cross-boarder business transactions, including cultural, political, economic, and legal environment factors. Students learn to integrate international frameworks for trade, foreign investment, and foreign exchange transactions. *Counts toward Asian Studies minor.* (Formerly BA382)

**IB 470 Special Topics in International Business (3.00 cr.)**

*Prerequisite:* IB 282 and sixty credits. Readings and discussion in selected areas of international business. Past topics include emerging markets and international and



comparative management. *May be repeated for credit with different topics. (Formerly BA470)*

**IB 471 Managing Diversity:**

**Globally and Domestically (3.00 cr.)**

*Prerequisite: IB 282 and sixty credits.* Develops a conceptual and comparative understanding of environments, both globally and within the United States, in which managers and executives make decisions and lead. Various influences and attitudes explored through lectures, discussion, and case studies include cross-culture, religion, gender, race, sexuality and privilege. Students learn how specific business practices such as communications, motivation, negotiations, alliance formation, and social responsibility are affected by these influences.

**IB 472 Globalization: Opportunities and Challenges**

**(3.00 cr.)**

*Prerequisite: IB 282 and sixty credits.* Globalization has become one of the most contentious terms of the new century. Advances in technology, trade barrier reduction, foreign direct investment (by multinationals), and short-term capital flows have created unprecedented opportunities and challenges alike. The course is conducted in seminar fashion and seeks to examine both mainstream and critical views.

**IB 482 Global Strategy**

**(3.00 cr.)**

*Prerequisite: FI 425 or LW 410 or MG 415 or MK 448, IB 282.* Capstone course for international business majors and other interested students bringing together the managerial and environmental dynamics at work in the global economy. Incorporates all aspects of international business to enable managers to develop, implement, and evaluate a global strategy for the firm, be it family-owned or a transnational corporation. Specific firms, industries and/or regions may be selected for study. *(Spring only; formerly BA482)*

**IB 499 International Business Internship (3.00 cr.)**

*Prerequisite: IB 282 and written permission of the instructor.* To augment classroom learning with practical field experience, internships are arranged in area companies and state, federal, or international organizations. Students must develop a research topic in conjunction with their instructor and the host institution. A “mentor” with the host organization helps students in the identification and completion of the research project which must be an international business topic. Periodically, students meet with the instructor in groups or individually. A minimum of 150 hours of internship in the host organization is required. A journal of activities

and a final report are required. *Occasionally cross-listed with Management Internship (MG 499). Only one internship course may count toward graduation requirements. (Formerly BA420)*

**MANAGEMENT INFORMATION SYSTEMS**

**IS 251 Management Information Systems (3.00 cr.)**

*Prerequisite: CS 111 or CS 112 or CS 201.* Examines the development and use of information systems in organization. Students discuss the integration of information systems into business activities and apply database, spreadsheet, and presentation applications to business tasks. Topics include the foundation of business functions; the components of an information system; the benefits of information systems; information technology; and contemporary approaches to building information systems. *Recommended completion during sophomore year. (Formerly BA251)*

**IS 253 Presentations**

**(3.00 cr.)**

*Prerequisite: CS 111 or CS 112 or CS 201 and sophomore standing.* Develops expertise in the art and technology of giving effective presentations. Students develop the principles and skills for effective delivery of information and persuasive content and use the tools and techniques to create, present, and critique effective presentations. Coverage includes presentation technology; the planning and design of effective presentations; delivery techniques; and methods for managing the interpersonal aspects of a formal presentation. *(Fall only; formerly BA333)*

**IS 352 Applications Programming**

**(3.00 cr.)**

*Prerequisite: Junior standing in management information systems.* Introduces advanced programming concepts using the C++ language. Students learn traditional and object-oriented programming. Topics include edit/compile/link/debug cycle, data types, control structures, functions, console and file input/output, sorting, encapsulation, polymorphism, and reuse of code. Management considerations in a programming environment are also treated. *(Spring only; formerly BA352)*

**IS 353 Database Design and Implementation (3.00 cr.)**

*Prerequisite: IS 251 or written permission of the department chair.* Develops current information technology skills to include the creation and use of database-centered information systems in the organization. Students learn to translate user requirements into a database system which includes Access and SQL. Topics include characteristics of database systems, normalization, application of database management systems, and managerial issues involving database administration. *(Spring only; formerly BA353)*



**IS 355 Telecommunications (3.00 cr.)**

*Prerequisite:* Junior standing in management information systems. Introduces concepts and technologies of data and voice communications. Students learn about telecommunications systems, equipment, protocols, transmission alternatives, and network design. (Fall only; formerly BA355)

**IS 452 Decision Support Systems (3.00 cr.)**

*Prerequisite:* IS 352 and senior standing in management information systems. Develops current information technology skills to include systems to support decision makers in less structured, less specified problem environments. Students learn to differentiate decision support systems from other systems classifications and design and construct such a system. Topics include risk analysis; management science models; graphics aids; simulation; the use of external files and databases. (Fall only; formerly BA452)

**IS 453 Information Systems Analysis and Design (3.00 cr.)**

*Prerequisite:* IS 251 and OM 330 or written permission of the department chair. Prepares students to play a significant role in the development of information systems in organizations. Students learn to complete the phases of the systems development life cycle—feasibility, analysis, design, implementation, and maintenance—using structured tools and techniques, project management, and oral presentations. Topics include the roles of systems analysts, designers, and programmers; application of multiple development methodologies; systems requirements determination; data flow diagramming; input/output design; human factors; object-oriented analysis and design techniques; use of the project repository; and global and ethical concerns in systems development. (Fall only; formerly BA453)

**IS 457 Special Topics in Java (3.00 cr.)**

*Prerequisite:* Junior or senior standing in computer science or management information systems. Readings and discussions of selected areas in management information systems. Topics might include end user computing, design of the human-computer interface, office automation, the impact of the international dimension, and the strategic impact of information technology. (Spring only; formerly BA457)

**IS 458 Web Technologies (3.00 cr.)**

*Prerequisite:* IS 453 or written permission of the department chair. Capstone course for the management information systems concentration and other interested students, bringing together advanced technology for the Internet and managerial concepts for electronic commerce. Objectives are to provide a hands-on experience in

analyzing, designing, implementing, and evaluating systems for the Web and to involve students in wide-ranging discussions of recent developments in information systems. (Spring only; formerly BA458)

**IS 459 Research Project in Management Information Systems (3.00 cr.)**

*Prerequisite:* Senior standing in management information systems and written permission of the chair. Individual research in a specific area of mutual interest with a faculty member. The student must begin with a written plan for the project and conclude with a written research report. (Formerly BA459)

**IS 499 Internship in Management Information Systems (3.00 cr.)**

*Prerequisite:* IS 251, OM 330, and senior standing or written permission of instructor. Individual study and group preparation and reflection while working for an organization. Students work with an executive or information systems professional, performing duties that are matched with Loyola coursework. Each internship is constructed by an MIS professor in conjunction with the on-site internship supervisor. Students work with the professor before engagement and at end of the term. Only one internship course may count toward graduation requirements. (Fall/Spring)

**LAW AND SOCIAL RESPONSIBILITY****LW 109 Business, Law, and Society (3.00 cr.)**

Provides a foundation for students who wish to explore the role that law plays in social, political, economic, and cultural life as it pertains to business behavior. The coursework provides a foundation of knowledge regarding the basic concepts necessary to understanding how business operates, the rules of law, and the influences and effects of law on the social and economic system. The course goal is to provide students with an understanding of the nature and functions of law in society and how law influences business behavior. (Formerly BA209)

**LW 305 Legal Environment of Business (3.00 cr.)**

*Prerequisite:* Sixty credits. Examines the legal environment of business activity. Students learn to explain basic legal terms; articulate legal rights and requirements in the managerial setting; identify how a particular legal issue fits into the legal system and how law develops and changes; and discuss managing an organization's legal matters, including ethical use of the law. Topics include classifications and sources of law, dispute resolution, agency, business associations, corporate governance, contracts, torts,

product liability, securities, equal employment opportunity, and intellectual property. (Formerly BA305)

**LW 404 Marketing Law (3.00 cr.)**

*Prerequisite:* Sixty credits or written permission of the instructor. Examines the legal aspects of marketing strategy with an emphasis on consumer protection and antitrust issues under U.S. law and with regard to international legal considerations. Students learn to articulate a legal framework to analyze marketing strategy in terms of legal issues—domestic and international—and explain and illustrate relevant regulation. Topics include federal and UCC product warranty law; FDA and state regulation of false, misleading, and deceptive advertising; First Amendment freedom of commercial speech; intellectual property; U.S. antitrust and European Union fair trade practice law. *Fulfills upper-level course requirement of marketing concentration. (Formerly BA404)*

**LW 405 Corporate Governance and Securities Law (3.00 cr.)**

*Prerequisite:* LW 305. The study of corporate governance focuses primarily on U.S. law and includes shareholder rights and shareholder activism; directors and officers' responsibilities and liability exposure; and issues related to insider trading and reporting requirements. The study of securities law examines U.S. laws regulating the securities industries with consideration to international law. Students learn to articulate the U.S. legal framework and principal legal requirements for the securities industry as well as licensing and regulation of finance professionals. Students also learn to identify and explain recent legal developments and emerging legal challenges—domestic and international—in the securities industry. (Formerly BA405)

**LW 406 Business Law (3.00 cr.)**

*Prerequisite:* Senior status or written permission of the instructor. Examines the legal aspects of a commercial transaction. Students learn to explain the nature of a commercial transaction including formulating a contract for the sale of goods, paying for the goods, and financing the transaction. Topics include contract law, the uniform commercial code (sale of goods, negotiable instruments, secured transactions, bank collections and deposits), surety, and bankruptcy. (Spring only; formerly BA406)

**LW 408 Law and Inequality in Business (3.00 cr.)**

*Prerequisite:* Sixty credits. Focuses on legal responses to issues of inequality in the workplace. Students develop an understanding of how to promote an employment environment that fosters legally and morally sound

relationships between employers and employees. Topics include the employment relationship; employment practices, from selection to termination; employment discrimination, including discrimination based upon race, gender, religion, age, and disability; employment regulation, including labor law, wage and hour regulation, occupational safety and health laws, worker's compensation statutes, and issues related to retirement income. *Fulfills upper-level course requirement of the management concentration. (Formerly BA408)*

**LW 409 Special Topics in Law and Social Responsibility (3.00 cr.)**

*Prerequisite:* Sixty credits. Examines a selected area of law with in-depth coverage of concepts and applications. Students engage in serious, focused research. Past topics include constitutional law, gender and the law, children and the law, sports law, and Internet law. *May be repeated for credit with different topics. (Formerly BA409)*

**LW 410 International Business Law (3.00 cr.)**

*Prerequisite:* LW 305. Examines the principal laws, legal sources, enforcement forums, and legal issues relevant to managing international business. Students learn to explain the legal framework for international business, as well as relevant U.S. law, treaty, and host country laws. Topics include legal framework for international business; international sales contracts, including CISG, carriage by sea, letters of credit, and dispute resolution; GATT, EU, NAFTA, and U.S. import/export laws, including procedures to challenge trade practices; licensing and protection of intellectual property; host country regulations affecting fair trade, financing, employment, environment, forms of business organization, and human rights relevant to business. *Fulfills upper-level course requirement and substitutes for an area study course in international business concentration. (Spring only; formerly BA410)*

**LW 499 Internship in Legal Studies (3.00 cr.)**

*Prerequisite:* LW 305 and senior standing. Students are prepared for careers in law through practical work experience. Students become familiar with the legal practice of an internship sponsor and accomplish law-related projects working with a legal professional. *Offered only on an independent study basis. Only one internship course may count toward graduation requirements.*

**MANAGEMENT**

**MG 100 Introduction to Business (3.00 cr.)**

Provides a basic understanding of business activity, including the language of business (definitions, concepts,

and principles) and practical exercises related to business functions. Students learn to read a financial report and discuss the activities and decisions of the business functions. Topics include the context of business (economic, ethical, international, and uncertainty), as well as the importance, terminology, and activities of marketing, accounting, finance, human resources, teams, production, and business reporting. (Formerly BA100)

**MG 201 Organizational Behavior (3.00 cr.)**

*Prerequisite:* Sophomore standing. Develops a conceptual understanding of the behavior of individuals and groups as it relates to management practice. Examines theory and research from the behavioral sciences for implications regarding managing people, decision-making, and implementation of decisions. Topics include motivation and leadership, performance appraisal, reward systems, power and politics, conflict, organizational change and development. (Formerly BA301)

**MG 319 Special Topics in Catholic Studies (3.00 cr.)**

*Prerequisite:* Sixty credits. Selected topics in Catholic Studies with a business or management perspective in a seminar format. Each topic delivered is designed to foster college-wide discussion of the relationship between Christian faith, learning, and business. Additional emphasis is placed on the important role for non-Catholics and non-Christians in Catholic/Jesuit education. Topics may include Marketing Materialism and Christian Spirituality or Catholic Leadership. *Counts toward Catholic Studies minor.* (Formerly BA319)

**MG 402 Business Policy (3.00 cr.)**

*Prerequisite:* FI 320, IB 282, LW 305, MG 201, MK 240, OM 330, and senior standing in a business concentration. Focuses on the decisions that affect the character of the total organization. Examines choice of purpose, objectives and strategies, development of organizational culture, and determination and implementation of policies necessary for the attainment of organizational goals. Provides a general management point of view. Uses cases drawn from organizations of various sizes and industries. Students learn to complete an industry analysis and to formulate and implement a strategy. Topics include organizational strategy, systems, culture and people, and the role of the general manager. (Formerly BA402)

**MG 403 Small Business Management and Entrepreneurship (3.00 cr.)**

*Prerequisite:* AC 201, EC 102, MG 201, MK 240. Applies functional business concepts to the entrepreneurial enterprise. Students learn to focus their individual talents in the quest of a vision or an idea. Topics include

business plan development, issues concerning managing growth and small businesses; and social responsibility and responsibility/responsiveness of a small business. (Formerly BA403)

**MG 411 Human Resources Management (3.00 cr.)**

*Prerequisite:* MG 201 and sixty credits. An examination of the contemporary personnel administration function including systems for manpower planning, recruitment and selection, evaluation, promotion and compensation, and employee development. Recent trends in the areas of management point of view rather than a department or specialist orientation. Discusses case equal opportunity, quality of work life, and union-management relations. (Fall only; formerly BA411)

**MG 412 Leadership and Decision-Making (3.00 cr.)**

*Prerequisite:* MG 201 and sixty credits. Students develop a better understanding and practice of leadership through examination of the theory, research, and practice of effective leadership in a global, diverse world; the need for and development of leadership as part of the effective management of organizations; and the personal characteristics, behavioral styles, transformational, and other current models of leadership. (Spring only; formerly BA412)

**MG 415 International Management (3.00 cr.)**

*Prerequisite:* EC 102, IB 282, MG 201. Investigates business policy, strategy, structure, and process in an international context. Focuses on the international business environment and management practices outside the United States. Students develop an understanding of the complex and varied role of the general manager in a non-domestic environment. Topics include the international environment; the role of the general manager overseas; and global strategies, policies, and processes. (Formerly BA415)

**MG 419 Special Topics in Management (3.00 cr.)**

*Prerequisite:* Sixty credits. Readings and discussions in selected areas of management. Topics might include productivity management, career planning and development, small business management, organizational change and development, legal liabilities of managers, critical thinking, and R&D Management. *May be repeated for credit with different topics.* (Formerly BA419)

**MG 499 Management Internship (3.00 cr.)**

*Prerequisite:* MG 201, senior standing, and written permission of the instructor. Combines practical work experience with applied classroom work and projects. Individual internship placements for found for students. Students

must complete a minimum of 150 hours working at the organization/business on projects and activities assigned by the supervisor. Scheduled performance reviews are completed by the student's supervisor. Classroom projects include: multiple networking assignments related to the internship placement, conducting and submitting a written industry analysis, weekly written reports integrating learning from completed coursework and the internship, reading a specialized "readings list" related to the industry of the student's placement, and developing an updated resume and cover letter at the end of the internship. *Only one internship course may count toward graduation requirements. (Formerly BA431)*

## MARKETING

### **MK 240 Marketing (3.00 cr.)**

*Prerequisite:* EC 102 and sophomore standing. Students acquire a basic understanding of marketing's role in helping an organization accomplish its mission. Students learn to identify the elements of the marketing mix, describe how these elements can be integrated to achieve organizational objectives, and detail a product's marketing plan. Topics include customer behavior, market segmentation, and the marketing mix—product, promotion, pricing, and distribution. *(Formerly BA340)*

### **MK 346 Buyer Behavior (3.00 cr.)**

*Prerequisite:* MK 240 and sophomore standing. Examines the internal and external factors which influence consumer and business buyer behavior, as well as the decision-making process of individual and organizational buyers. Students learn to identify the major ideas and processes that characterize the consumer field and to apply these in the development and implementation of marketing strategy. Topics include discussions of the influences of culture, subculture, social class, demographics, groups, learning, motivation, and attitudes; the decision-making process, and the effect of regulation on market strategy. *(Formerly BA346)*

### **MK 440 Selling Concepts and Strategies (3.00 cr.)**

*Prerequisite:* MK 240. Develops personal sales effectiveness through focusing on customer orientation and a needs-based philosophy of client service. Examines the processes involved in business-to-business selling as well as the roles and responsibilities of sales representatives. Students learn to apply the strategies and enhanced interpersonal skills required in the selling of products, services, and ideas. Topics include relationship management, prospecting and sales planning, needs development, and adaptive selling. *(Formerly BA440)*

### **MK 441 Information for Marketing**

#### **Decision-Making (3.00 cr.)**

*Prerequisite:* EC 220 or equivalent, MK 240, and senior standing. Restricted to students concentrating in marketing. Examines the role of information in marketing decision-making. Students learn to collect and analyze information from primary and secondary sources and to interpret information for decision-making. Topics include problem definition, secondary information, focus groups, survey research, questionnaire design, and attitude measurement. *(Fall only; formerly BA441)*

### **MK 442 Strategic Marketing (3.00 cr.)**

*Prerequisite:* MK 346, MK 441. Restricted to students completing a marketing concentration. Focuses on the strategic and analytical approach to making marketing decisions. Students learn to solve marketing problems using contemporary principles such as marketing warfare and niche marketing. Topics include current issues and future trends as they relate to career opportunities and change in the marketing field. The project includes the development and presentation of a marketing plan or marketing audit for a profit or nonprofit organization in manufacturing, distribution, or service delivery. *(Spring only; formerly BA442)*

### **MK 444 New Product Development**

#### **and Management (3.00 cr.)**

*Prerequisite:* MK 240. Studies innovation in terms of planning, implementing, and controlling new product entry in diverse industries. Students learn to identify the new product development process; develop a new product strategy; describe appropriate structures for product development; and use multivariate statistical techniques to evaluate the attractiveness of a new product concept. Topics include technology-based development, organizational learning, and new product acceleration. *(Formerly BA444)*

### **MK 445 Advanced Professional Selling (3.00 cr.)**

*Prerequisite:* MK 240, MK 440. Builds on knowledge obtained in MK 440. The primary course objective is to give each student a deeper insight into business-to-business selling from two perspectives: strategic account planning and tactical process development. The secondary objective is to enhance the ability of each student to communicate confidently and effectively in a selling environment by way of discussion and role-playing the sales process.

### **MK 446 Electronic Commerce (3.00 cr.)**

*Prerequisite:* CS 110 or CS 111, MK 240. Enables students to develop a better understanding of how the Internet

and other technologies affect traditional marketing. First, how can technology increase efficiency in established marketing functions? Second, how does the technology of electronic marketing transform marketing strategies? Finally, how has technology fundamentally changed consumer behavior through a power shift from corporations to individual mouse-holders? Students learn how such a marketing transformation results in new business models that add customer value, build customer relationships, and increase company profitability. More specifically, students gain an understanding of the many ways in which electronic technologies affect the four elements of the marketing mix.

**MK 447 Promotion Management (3.00 cr.)**

*Prerequisite:* MK 240. Deals with the management of the promotion function in a business or nonprofit organization. Students develop an understanding of the role promotion plays in an organization's marketing strategy. Topics include promotional strategy, integrated marketing communication, advertising, personal selling, sales promotion, and public relations. (Formerly BA447)

**MK 448 International Marketing (3.00 cr.)**

*Prerequisite:* MK 240. Develops a global overview of the marketing function. Students learn to describe the international marketing context and identify adaptations in data collection and analysis, product, price, promotion, and distribution necessitated by this context. Topics include cultural, legal, financial, and organizational aspects of international marketing. (Formerly BA448)

**MK 449 Special Topics in Marketing (3.00 cr.)**

*Prerequisite:* MK 240 and sixty credits. Provides an opportunity for students to conduct intensive study and/or research in a selected marketing topic or industry. Students work under the direct guidance of a faculty adviser to accomplish the course requirements agreed upon by the student and adviser. Topics may include health care marketing, financial services marketing, and nonprofit marketing. *May be repeated for credit with different topics.* (Formerly BA449)

**MK 450 Marketing Aspects of Branding and Packaging (3.00 cr.)**

*Prerequisite:* MK 240. Provides an in-depth understanding of how branding and packaging are used to gain the target audience's attention in the competitive retail environment. Students learn to use product packaging as a critical strategic element for brand identity and differentiation. Key topics include brand recognition and the marketing mix, branding a service, consumer

research and packaging, emotional branding, global aspects of branding and packaging, package design elements, packaging and the law, and store brands versus national brands. Case analysis is used to reinforce course topics and develop analytical skills by examining the branding strategy of Fossil Watches, Tylenol, Victoria's Secret, Joe Boxer, Starbucks' Frappuccino, Nescafe, Coca-Cola, and the "for Dummies" books.

**MK 499 Marketing Internship (3.00 cr.)**

*Prerequisite:* MK 240 and senior standing. *Restricted to seniors pursuing a marketing concentration or minor:* Prepares students for careers in marketing through practical work experience and in-class discussion. Students become familiar with the marketing function of an internship sponsor and accomplish marketing-related projects working along with a marketing professional. This experience is summarized in an internship resume for use in the job search process. Topics for class discussion include time management, assertiveness training, gender in the workplace, spirituality and work, resume writing and networking, and other topics focusing on professional success and self-development. *Only one internship course may count toward degree requirements.* (Formerly BA443)

**PRODUCTION AND OPERATIONS MANAGEMENT**

**OM 330 Operations Management (3.00 cr.)**

*Prerequisite:* EC 102, EC 220, IS 251, and MA 151 or MA 251 or equivalent. Develops the processes by which organizations create value. Students develop an overview of the planning and operation of systems to convert resources to goods and services. Topics include operations strategy, design of processes, product and process quality, global competition and supply chain issues, productivity of operating systems, impact on societal and physical environment, and methods to improve decision-making. (Formerly BA330)

**OM 499 Internship in Operations Management (3.00 cr.)**

*Prerequisite:* IS 251, OM 330, and senior standing or permission of instructor. Individual study and group preparation and reflection while working for an organization. Students work with an executive or information systems professional, performing duties which are matched with Loyola coursework. Each internship is constructed by an operations management professor in conjunction with the on-site supervisor. Students work with the professor before engagement and at end of the term. *Only one internship course may count toward graduation requirements.* (Spring/Summer)







# ACADEMIC CALENDAR

## FALL SEMESTER 2004

### JULY 2004

- 1 **Last day to obtain a partial refund of Tuition Deposit for cancellation of Fall 2004 registration (full-time students)**

### AUGUST 2004

- 18 Mail-In Registration ends for Fall Semester (**part-time** students)

### SEPTEMBER 2004

- 3 First-year resident students report to residence halls and Fall Orientation begins
- 4–5 Fall Orientation continues
- 5 Upperclass resident students report to residence halls
- 6 Faculty advisers meet with first-year students
- 6 Labor Day (No Classes)
- 7 **Fall 2004 Semester begins**
- 7 Applications due for January 2005 Graduation
- 7–10 Late Registration – Drop/Add Period
- 10–19 “Initium”
- 17 Mass of the Holy Spirit (Classes Cancelled, Noon – 2:00 p.m.)

### OCTOBER 2004

- 1–3 Family Weekend
- 15 Mid-Semester Holiday
- 15 Mid-term grades due in Records Office by 3:00 p.m.\*
- 20 **Registration for Spring 2005 Semester (Class of 2005)**
- 20 Applications due for May 2005 Graduation (**full-time** students)
- 28 Registration for Spring 2005 Semester (Class of 2006)

### NOVEMBER 2004

- 1 All Saints Day
- 4 Registration for Spring 2005 Semester (Class of 2007)

- 12 **Last day to withdraw from a course with a grade of W**
- 11 Registration for Spring 2005 Semester (Class of 2008)
- 23 Thanksgiving Holiday begins after last class
- 24–28 Thanksgiving Holiday
- 29 Classes Resume

### DECEMBER 2004

- 8 Feast of the Immaculate Conception
- 10 Last day of classes for Fall Semester
- 13–21 Exams and close of Fall Semester; exams are scheduled on Saturday, December 18.

## SPRING SEMESTER 2005

### JANUARY 2005

- 3 Mail-In Registration ends for Spring Semester (**part-time** students)
- 16 Resident students report to residence halls
- 17 Martin Luther King, Jr. Holiday (College Closed)
- 18 **Spring 2004 Semester begins**
- 18 Applications due for May 2005 Graduation (**part-time** students)
- 18–21 Late Registration – Drop/Add Period

### FEBRUARY 2005

- 9 Ash Wednesday
- 11 Fall 2005 Tuition and Housing Deposits due (**full-time** students)

### MARCH 2005

- 4 Mid-term grades due in Records Office by 3:00 p.m.
- 7–13 Spring Break
- 14 Classes Resume
- 18 Maryland Day Celebration
- 24–28 Easter Vacation
- 29 Classes Resume
- 30 **Registration for Fall 2005 Semester (Class of 2006)**

**APRIL 2005**

- 4 Mail-In Registration begins for Summer Sessions
- 5 **Last day to withdraw from a course with a grade of *W***
- 7 Registration for Fall 2005 Semester (Class of 2007)
- 14 Registration for Fall 2005 Semester (Class of 2008)

**MAY 2005**

- 2 Last day of classes for Spring Semester
- 3 Study Day
- 4–12 Exams and close of Spring Semester; exams are scheduled on Saturday, May 7
- 19 Baccalaureate Mass: Reitz Arena, 11:00 a.m.
- 20 Commencement: 1st Mariner Arena, 10:45 a.m.

**SUMMER SESSIONS 2005****MAY 2005**

- 13 Mail-In Registration ends for first Summer Session

**JUNE 2005**

- 1 **Classes begin for first Summer Session**
- 1 Applications due for September 2005 Graduation
- 1–2 Late Registration for first Summer Session
- 21 **Last day to withdraw with a grade of *W* for first Summer Session**
- 27–28 Summer orientation and testing program for first-year students
- 30–7/1 Summer orientation and testing program for first-year students

**JULY 2005**

- 1 **Last day to obtain a partial refund of Tuition Deposit for cancellation of Fall 2005 registration (full-time students)**
- 4–5 Independence Day Observed (College Closed)
- 11 Mail-In Registration ends for second Summer Session

- 11–12 Summer orientation and testing program for first-year students
- 14 First Summer Session ends
- 14–15 Summer orientation and testing program for first-year students
- 18 **Classes begin for second Summer Session**
- 18–19 Late Registration for second Summer Session

**AUGUST 2005**

- 4 **Last day to withdraw with a grade of *W* for second Summer Session**
- 25 Second Summer Session ends
- \* Mid-term grades are available on Webadvisor (<http://www.loyola.edu/webadvisor/>) once they are processed. Mid-term grades are mailed to the student's permanent address only.

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# MAPS

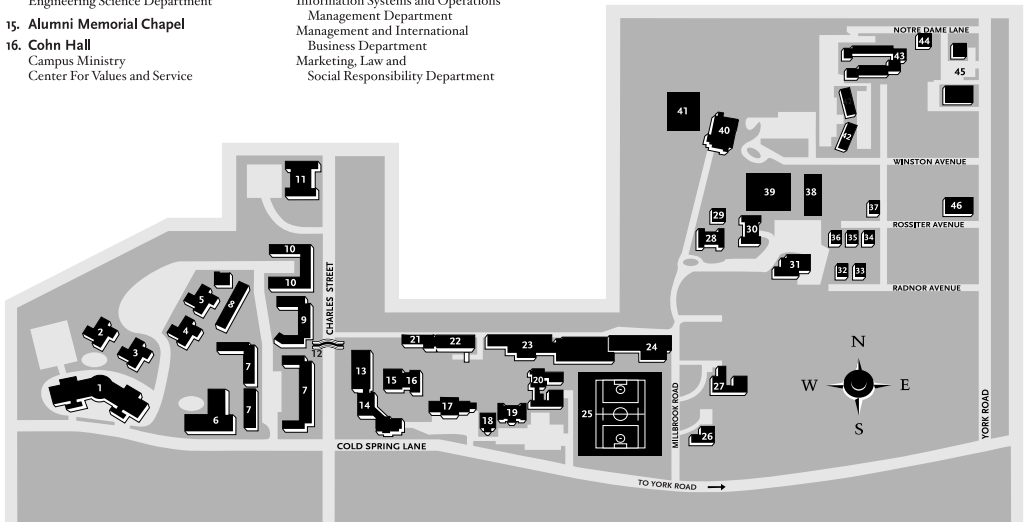
## BELTWAY GUIDE

Loyola College in Maryland is located at the corner of Cold Spring Lane and North Charles Street in Baltimore City. When using I-695 (the Baltimore Beltway), take Exit 25 (Charles Street). Proceed south on Charles Street, just north of the Cold Spring Lane intersection. For information on campus office locations, consult the Campus Map.



**BALTIMORE CAMPUS**  
**4501 N. CHARLES STREET**

1. **Newman Towers**  
ATM Machine (SunTrust)  
Cyber Café  
Environmental Health and Safety  
Event Services and Auxiliary  
Management  
Logistics and Support Services  
Margaret A. McManus-Moag  
Speech and Hearing Center  
Primo's: The New Marketplace  
Sodexo Marriott Dining Services  
Administrative and Catering Offices  
Speech-Language  
Pathology/Audiology Department  
Stamp Machine  
The Write Place
2. **Avila Hall**
3. **Bellarmino Hall**  
WLOY Radio Station
4. **Claver Hall**
5. **Dorothy Day Hall**  
Sand Volleyball Court  
Television Production Center/Classroom
6. **Campion Tower**  
Studio Guilford  
Telecommunications
7. **Seton Court**  
Alcohol and Drug Education and  
Support Services  
Health Services-Health  
Education Programs  
Student Life Office  
Women's Center
8. **Southwell Hall**
9. **Hopkins Court**
10. **Lange Court**
11. **Fitness and Aquatic Center**  
Recreational Sports
12. **USF&G Pedestrian Bridge**
13. **Knott Hall**  
Mathematical Sciences Department  
Physics Department  
Technology Services
14. **Donnelly Science Center**  
Biology Department  
Chemistry Department  
Computer Science Department  
Engineering Science Department
15. **Alumni Memorial Chapel**
16. **Cohn Hall**  
Campus Ministry  
Center For Values and Service
17. **Beatty Hall**  
Counseling Center  
Education Department  
Political Science Department  
Psychology Department  
Sociology Department
18. **Xavier Hall**
19. **Jenkins Hall**  
Academic Affairs and Diversity  
Academic Coordinator for Varsity Sports  
Government and Community Relations  
Human Resources Service Center  
Institutional Research  
Resource Management  
Study Center  
Vice President for Academic Affairs  
Vice President for Administration  
and Finance/Treasurer  
Vice President for Development  
and College Relations  
Vice President for Student  
Development and Dean of Students
20. **Rev. Francis X. Knott, S.J.  
Humanities Center**  
Admissions  
Graduate  
Undergraduate  
Alumni Relations  
Classics Department  
Communication Department  
Dean-College of Arts and Sciences  
Development and College Relations  
English Department  
Financial Aid  
Grant Services  
History Department  
Hug Lounge  
Philosophy Department  
Phonathon Center  
Public Relations  
Publications  
Refectory  
Theology Department
21. **Sellinger School of  
Business and Management**  
Accounting Department  
Copy Center  
Dean-Sellinger School of  
Business and Management  
Economics Department  
Finance Department  
Information Systems and Operations  
Management Department  
Management and International  
Business Department  
Marketing, Law and  
Social Responsibility Department
22. **Maryland Hall**  
Academic Publications  
Center for Academic  
Services and Support  
Dean of Freshmen and  
Academic Services  
International Programs  
Instructional Services  
Language Learning Center  
Modern Languages and  
Literatures Department  
National Fellowships Office  
Office of First Year Research  
Records  
Student Administrative Services  
Student Telephone Services
23. **DeChiaro College Center**  
Career Development and  
Placement Center  
Emil G. "Lefty" Reitz Arena  
Julio Fine Arts Wing  
Art Gallery  
Fine Arts Department  
McManus Theater  
Recital Room  
Post Office  
Selling VIP Lounge  
Stamp Machine  
Student Mailboxes
24. **Andrew White Student Center**  
ALANA Services  
ATM Machines (Allfirst, First Union  
and Bank of America)  
Athletic Department  
Bookstore  
Boulder Garden Café  
Campus Box Office  
Commuter Affairs  
Cyber Café  
Leadership and New Student Programs  
McGuire Hall  
Student Activities  
Student Government Association
25. **John M. Curley, Jr., Field**
26. **Armiger House**  
President's House
27. **Ignatius House**  
Jesuit Community Residence
28. **Hammerman House**  
Fava Chapel
29. **Maroger Art Studio**
30. **Butler Hall**
31. **Service Building**  
Physical Plant  
Public Safety Dispatch
32. **300 Radnor Avenue**  
Center for Social  
and Community Research
33. **302 Radnor Avenue**  
Military Science/ROTC
34. **305 Rossiter Avenue**  
McIneany Cottage
35. **301 Rossiter Avenue-  
Justin Ocher House**
36. **Early House**  
Military Science/ROTC
37. **304 Rossiter Avenue**  
Campus Ministry House
38. **Tennis Courts**
39. **Butler Practice Field**
40. **Loyola/Notre Dame Library**
41. **Notre Dame Alumnae Field**
42. **Ahern Hall**
43. **McAuley Hall**
44. **Aquinas Hall**
45. **5104 York Road**  
Central Duplicating  
Post Office Sorting Room  
Public Safety Administration  
Transportation and Parking
46. **5000 York Road**  
Accounts Payable/Disbursements  
Administration and Process Design  
Archives  
Financial Services  
Controller  
Payroll  
Systems and Operations  
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