LOYOLA COLLEGE IN MARYLAND
2002–2003
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
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 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 and ethnic origin, age, religion, and disability in the administration of any of its educational programs and activities or with respect to admission and 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)

**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
- 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.
The undergraduate full-time enrollment for Fall 2001 was:

- Resident Men: 1,091
- Resident Women: 1,506
- Commuter Men: 366
- Commuter Women: 445

Total Enrollment: 3,408

Photographs provided by:

- Peter Howard: 4
- Larry French: 294

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.
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 circumstance. 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 the young graduates were law and medicine.

Eventually, 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. Evening classes were begun 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, Psychology, Speech Pathology, Modern Studies, Finance, Pastoral Counseling, and Engineering Science 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 the ever-changing workplace.

With 223 full-time faculty, the College today has approximately 6,200 undergraduate and gradu-
The College

ate 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—in Loyola’s Alcalá, Auckland, Bangkok, Beijing, Leuven, Melbourne, or Newcastle programs or with an approved program 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. The 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.

EDUCATIONAL MISSION

Loyola College in Maryland challenges students to learn, lead, and serve in a diverse and changing world. The College is a Catholic comprehensive university, in the educational and spiritual traditions of the Society of Jesus and the Religious Sisters of Mercy, dedicated to the ideals of liberal education and the practice of cura personalis.

Objectives

Education in the liberal arts is central to the mission of Loyola College, and the cornerstone of each student’s education is the core curriculum. Although the College now offers majors in 26 disciplines, all students bring a shared foundation in the liberal arts to their specialized studies as a result of their work in the core program. In addition to serving as a common bond for students, the program represents, on the strength of its continuing commitment to liberal education, the principal source of continuity between the Loyola of today and its past.

Loyola has always been devoted not only to the transmission of knowledge but also to the development of particular qualities of mind and character. The mission of the College is fulfilled only to the degree that it liberates students from self-absorption, parochial ideas, and unexamined beliefs, replacing these with concern and compassion for others, an appreciation of things past or unfamiliar, and a capacity for critical thought. Although this mission shapes all of the courses and many of the activities at Loyola, it is manifested most clearly in the core curriculum. The core, as distinguished from vocational or pre-professional training, affords Loyola students an opportunity to develop the sharpness and versatility of mind which have always been the hallmarks of a Jesuit education.

Both long tradition and the needs of contemporary life mandate the ability to communicate effectively and elegantly as a primary goal of liberal education. Therefore, writing plays a central role in the core curriculum. An important goal of a liberal education is familiarity with the history, the great literature, the central scientific paradigms, the primary philosophical and theological ideas, and the central debates of the Western cultural heritage. Such familiarity, along with the knowledge of a foreign language, helps to set a foundation for examinations of the ideas and mores of other cultures.

A Loyola graduate should be able to think critically and analytically, to reason mathematically, and to understand the methodology of disciplines in both the natural and social sciences. Yet, the unifying objective of the core curriculum extends beyond the provision of fundamental knowledge to the setting of the foundations of intellectual, moral, and spiritual excellence. A liberal education in the Jesuit tradition seeks, ultimately, to provide a rigorous intellectual basis for the development of moral convictions, and for a life of continuous learning and action in service of those convictions.

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 2001 for students who entered the College on a full-time basis in 1995 was 80 percent. Seventy-four percent of the student athletes receiving athletic-related aid who entered in 1995 graduated by August 2001.
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.

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.


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, 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 Counseling Center as well as 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 newly refurbished facility now houses administrative offices and The Study, a spacious student study area on the third floor. The Study is home to the Writing Center which 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 the fall of 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 is being renovated to house the offices of Human Resources.

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, Department of Modern Languages and Literatures, Language Learning Center, 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, faculty and the dean’s 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 which 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; art gallery; a high-technology classroom as well as studio classrooms for drama, art, and music; and a fully-equipped photography center. The wing also contains the McManus Theater which has a seating capacity of 300.

The Center also houses the Career Development and Placement Center as well as 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 recently renovated **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. Along with an expanded food court, dining, and lounge areas, the remodeled Center—a popular hub on the Baltimore Campus—features an expanded bookstore, a lobby, new office and program space, a reading room, a post office, and student mailboxes.

**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 over 300,000 books and boasts a rare collection that includes the first editions of the works of Henry James, Gerard Manly Hopkins, and the bound, revised proofs of Evelyn Waugh’s *Brideshead Revisited*. In addition, the library’s automated information system, “Oracle,” is part of the nationwide CARL system which provides a link to other university libraries within the United States and the British Lending Library. CARL also provides access to UnCover, a comprehensive guide to the table of contents of over 12,000 journals. The Oracle online catalogue is available via terminals within the library, the campus network (www.loyola.edu/library), or any computer with a modem (dial-in access, 410-433-6744). Internet connection is also available, providing additional access to on-line databases and public access catalogues. (Also see Library section under Student Life and Services.)

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.

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 houses 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.

Two years ago, 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.

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.

**Cardinal John Henry Newman Towers** houses faculty offices for the Department of Speech-Language Pathology/Audiology; the Margaret A. McManus-Moag Speech, Language, and Hearing Clinic; 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.
Housing facilities for resident students are modern buildings equipped with heating and air conditioning units. All are fully furnished, carpeted, and contain laundry facilities, vending machines, and recreation areas.

Hammerman House and Butler Hall provide coed freshman accommodations with gender-specific floors. Hammerman House also houses the Fava Chapel. Located on the east side of the campus, both residences have visitor’s 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 and 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. Acquinas 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 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.

Renovated in 1997, Gerard Manley Hopkins Court provides traditional dormitory accommodations for freshman students as well as a special interest house for upperclass students. Mary Elizabeth Lange Court houses upperclass students in a combination of new townhouse-style residences and recently renovated suites and apartments. St. Elizabeth Ann Seton Court and St. Robert Southwell Hall provide students of all years with apartment and suite living arrangements.

Avlia Hall, Bellarmine Hall, Claver Hall, and Dorothy Day Hall are comprised of 46 three-bedroom units. Kitchen facilities are included in the apartments. Purchased in 1995, the mid-rise Campion Tower houses undergraduate students and features parking and a swimming pool.
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.

**FRESHMAN 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, which is the required college entrance examination. Candidates are required to take the SAT-I in their junior or senior year of secondary school and to have the results forwarded to Loyola College. Arrangements to take the SAT-I may be made either through the secondary school counselor or by writing directly to the following address:

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

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 15. Freshman students are admitted primarily for the Fall Semester; a limited number of freshmen 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:

Dean of 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 after they have graduated upon completion of four years in 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 in secondary school.

The basis of selection for early admission is as follows:

- The outstanding quality of the applicant’s secondary school record;
- Outstanding performance on Scholastic Assessment Test;
- Evidence of emotional stability and early social maturity;
- Personal interview;
- 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 Deposit

A tuition deposit ($100) must accompany the student’s acknowledgment of acceptance. It is applied to tuition but is not refundable. Payment of this fee reserves a student’s space in class. For freshmen, the deposit deadline is May 1.

Housing

Freshman resident students must also include an additional housing deposit ($400), which is applied to the housing charge and is not refundable. The deposit deadline is May 1.

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 on housing as well as a listing of off-campus housing locations may be obtained from the Office of Student Life.

Freshman Advising

Registration for incoming freshmen 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, freshmen 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.

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 are charged a tuition fee of $420 per credit for the 2002–2003 Fall and Spring Semesters. They are also 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 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 or IAP-66 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 scores if a visa is required and the student is currently studying in the United States. TOEFL scores are not required if the student requires a visa and is not living in the United States;

3. Submit their official transcripts to the World Education Services 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 J-1, J-2, F-1, or F-2 Visa. The Plan is mandatory and nonwaivable, 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 admissions package. Students may also contact the Loyola College Health Service, 410-617-5055; fax: 410-617-2173.

Once a student is accepted to the College and has completed all of these requirements, the I-20 or IAP-66 form will be issued. Please contact the Undergraduate Admissions Office to obtain an international student application packet which includes detailed instructions.

**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 complete at least 20 three- or four-credit courses at Loyola College. At least half of the courses in the major field of study must also be taken at Loyola College. Any course in the major 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 scores. A cumulative quality point average of 2.700 in previous college work and a satisfactory performance on the SATs 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 official 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 (2.000) or better has been earned can be accepted for transfer credit.

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. However, credits and grades for courses taken at all colleges attended will be used in the calculation for honors at graduation. 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.

**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 at least six credit hours. For information, contact the Loyola Insurance Manager, 410-617-5055.

**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.

**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.

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. Campus housing is awarded to readmitted students on a space-available basis.

**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.

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.
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 freshmen 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.

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 five to seven. Upon receipt of official notification of these scores, the Dean of Freshmen 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.

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 Freshmen and Academic Services.

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.

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.

MATHEMATICS TEST
Freshmen 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. Students whose performance is unsatisfactory on Part I will be required to take a noncredit mathematics course 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.
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; 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 $12,155.00
(4 course, 12 credit minimum; 6 course, 20 credit maximum)

Continuing Full-Time Student $11,925.00
(Start Date: 2001–02; 4 course, 12 credit minimum; 6 course, 20 credit maximum)

Continuing Full-Time Student $11,425.00
(Start Date: 2000–01; 4 course, 12 credit minimum; 6 course, 20 credit maximum)

Continuing Full-Time Student $10,900.00
(Start Date: 1999–00 or prior; 4 course, 12 credit minimum; 6 course, 20 credit maximum)

Additional Course Charge (per credit) $420.00

Part-Time Student (per credit) $420.00

Tuition Deposit (per semester)

New/Transfer Student $100.00
(Applied toward tuition; nonrefundable; freshman 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 Records Office. 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 nonrefundable 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 Records Office. 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
Attending (includes cap and gown) $105.00
Not Attending $80.00
(Covers the costs involved in issuing a diploma and the ordinary graduation expenses.)
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 nonacademic services. Required of all full-time students.

Orientation Fee (first term only)
First-Time Freshman Students $125.00
International Students $100.00
New Transfer Students $30.00

Health Insurance Fee $794.00
Mandatory for full-time, degree-seeking students without an insurance waiver. (Subject to change from insurance carrier.)

Health Services Fee $10.00
(per visit; Commuter Students only)

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) $325.00
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.

Dance Fee $250.00

Returned Check Fee $25.00

Special Testing Fee $15.00

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

RESIDENT STUDENT FEES
Resident Services Fee (per semester) $150.00

Room (per student, per nine month year)

Freshman Housing $5,670.00
(Butler, Hammerman, Hopkins Court, Lange Court, Newman Towers, Seton Court, Southwell Hall)

Freshman Housing $5,990.00
(Campion Tower Suites)

Upperclass Housing, Level I $5,990.00
(Converted Campion Tower)

Upperclass Housing, Level II $6,350.00
(Ahern, Aquinas House, McAuley, Newman Towers Efficiencies)

Upperclass Housing, Level III $6,930.00
(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 $3,175.00
Program Fee (one time only) $500.00

Auckland
Tuition Fee* Varies
Deposit** $350.00
Comprehensive Fee $125.00
Housing Fee $3,175.00
Program Fee (one time only) $500.00

Bangkok
Tuition Fee* Varies
Deposit** $350.00
Comprehensive Fee $125.00
Housing Fee $3,175.00
Program Fee (one time only) $450.00

Beijing
Tuition Fee* Varies
Deposit** $350.00
Comprehensive Fee $125.00
Housing Fee $3,175.00

Leuven (per semester)
Tuition Fee* Varies
Deposit** $350.00
Comprehensive Fee $125.00
Housing Fee $3,175.00
Program Fee (one time only) $850.00

Melbourne
Tuition Fee* Varies
Deposit** $350.00
Comprehensive Fee $125.00
Housing Fee $3,175.00
Program Fee (one time only) $500.00

Newcastle (per semester)
Tuition Fee* Varies
Deposit** $350.00
Comprehensive Fee $125.00
Housing Fee $3,175.00
Program Fee (one time only) $850.00

* See Tuition and Fees section.
** 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 nonrefundable.

**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.
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 and businesses. 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 freshman 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 10, the financial aid deadline. Both applications can be filed on-line. The College Board’s Web address is www.collegeboard.com, and the FAFSA Web address is www.fafsa.ed.gov.

Currently enrolled students must complete the FAFSA and the CSS PROFILE Application by March 15. Financial aid application packets are mailed to renewal applicants in December. New applicants may obtain an application packet from the Office of Financial Aid.

**Presidential Scholarships**

These scholarships provide financial assistance to students of superior academic ability and achievement. Scholarships are limited to entering freshman students who, in the judgment of the Scholarship Committee, are most deserving of assistance because of academic merit. Criteria used in deter-
mining eligibility are: the secondary school grade point average, SAT 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.**

There are five levels of Presidential Scholarships. During the 2002-03 academic year the awards will range from $5,000 to full tuition. All Presidential Scholarships are awarded for four years provided the student maintains a term and a cumulative grade point average of at least a \( B \) (3.000), completes at least 15 credits per term, and receives a grade of \( C \) (2.000) or higher in every subject.

**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 freshman 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 for Commuters**

Sellinger Scholarships are made possible by a generous gift to Loyola College from MBNA America. The scholarships are limited to entering freshman students from the greater Baltimore area who plan to commute to Loyola. Scholarships will be awarded based on an evaluation of high school academic performance and demonstrated financial need. Sellinger Scholarships carry a value of $6,250 per year.

**Loyola Grants**

Loyola Grants are awarded to students with exceptional financial need. These awards carry values of $200 to $16,000 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 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
- 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
Financial Aid

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
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
Jeanett Joseph and Bertha Coblenz 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
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., 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 Mattricci 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
The following corporations, foundations, associations, businesses, high schools and civic, religious, ethnic and fraternal organizations provided scholarship assistance to Loyola College students during the 2001–02 academic year. Loyola College wishes to recognize these groups for their most generous contributions to more than 350 deserving students.

200 Club of Somerset County
8118 Volunteer Association, Inc.
A.A.E. Scholarship Program
Abington Elementary PTA
Acts, Inc.
Advantis – Accounts Payable Department
Aid Association for Lutherans
A.J. Burton Group, Inc.
All Officer’s Wives Club – NAEC
Alpha Sigma Nu – National Jesuit Honor Society
Ambucs Scholarship Living Endowment Fund
American Association of University Women
American Business Women’s Association,
Francis Scott Key Chapter
American Marketing Association, Baltimore Chapter
American Legion Department of Maryland Boys State Scholarship
American Legion Post No. 166 – Synepxent
American Legion Post No. 183 – Parkville
American Legion Post No. 18 – Slate Ridge
American Legion Post No. 336 – Glenwood Landing
American Morgan Horse Institute
Amigos De Las Americas
C.W. Amos & Company, LLC
Amvets Baltimore Post No. 8
Ancient and Accepted Scottish Rite of Freemasonry, Southern
Vincent P. Arabia Scholarship Fund
Archdiocese of Baltimore
Arcola Country Club
Armco, Inc.
Army Emergency Relief, Department of the Army
Arnold Women’s Club, Inc.
Arundel Senior High School
Association of Public School Administrators and Supervisors
Auburn Educational Secretaries and Paraprofessional Association
Auxiliary of Harford Memorial Hospital
Babylon Lodge No. 793 F&AM
Bailey Scholarship Fund
Baldwinsville Community Scholarship
Baltimore City College Scholarship Funds
Baltimore County Minority Advisory Council
Baltimore Washington Conference
Bank of Boston
Joseph J. Barrett, Sr. Memorial Scholarship Fund
Beaver College
Benevolent & Protective Order of Elks
Hagerstown Lodge No. 378
Bic Corporation
Big 33 Scholarship Foundation, Inc.
Bishop Walsh Middle High School
Blindness & Visual Services
Board of Education Worcester County
Boilermakers Local No. 5
Bon Secours Spiritual Center
Borchert Skaneateles School Scholarship
Boston Globe
Boston Safe Deposit & Trust Company
Bowie Lodge No. 2309
Brown Brothers Harriman Company
Bruin Athletic Booster Club
Buffalo Foundation
Stephen Bufton Memorial Educational Fund
Burke Rotary Club
Burkittsville Ruritan Club
Canadian Pacific Railway
Cape Cod Bank and Trust Company
Cardinal Gibbons School
Carpenter House
Carroll County General Hospital
Cashier’s Association of Wall Street
Catholic Daughters of America
Catholic Diocese of Pittsburgh McGillick Scholarship Fund
Central Scholarship Bureau, Inc.
Al Cesky Scholarship Fund, Inc.
Chamber of Commerce
Charlestown Community, Inc.
Chase Manhattan Corporation Scholarship Program
Cherokee Nation
Chesapeake Bay Roost Association of Old Crows
Chesapeake Senior High School
Chick-Fil-A
Chubb Foundation
Church of the Annunciation Scholarship Fund
Church of the Brethren
Citibank Employees Foundation
Citizens’ Scholarship Foundation of America
Citizens’ Scholarship Foundation of America – AT&T Corporation
Citizens’ Scholarship Foundation of America – Bethlehem Steel Foundation
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Youths Friends Association, Inc.

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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 $4,000 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 $2,000 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 halftime 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 five 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 a wage of six dol-
lars ($6) per hour. 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 subsequent undergraduate study. All students are expected to meet their first level of demonstrated financial aid eligibility through the use of Direct Loan funds. 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 termination of college enrollment. Subsidized Direct Loans carry a 3.0 percent federal origination fee which will be deducted from each disbursement. New borrowers must complete an electronic Federal Direct Loan 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 subsequent undergraduate study, less the amount of any subsidized Direct Loan received by the student.

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 Direct PLUS Loan Program.

The interest rate and origination fee are the same as specified above; however, interest accrues immediately during in-school and deferment periods. Interest accruing during these periods may be paid or capitalized.

**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).

**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:

The Maryland State Scholarship Administration
16 Francis Street
Annapolis, MD 21401–1781
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. 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 your 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.

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.

HOPE Scholarship Program

Any Maryland high school senior who has maintained a 3.00 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 3.00 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.

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 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 55 awards in national competitions in less than 20 years. Because compiling the strongest possible set of credentials for presentation to selections committees is quite a lengthy process, students are encouraged to get involved beginning freshman year. Incoming freshman students are invited and urged to attend a Committee presentation during Fall Orientation. 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 freshman 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.

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 $17,000 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 and sophomore year, $300/junior year, and $350/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. Freshman 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
Telephone: 410-617-2376/2387

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

SCHOLARSHIP/FINANCIAL AID RETENTION

Students awarded Presidential Scholarships must maintain term and cumulative grade point averages of at least 3.000 and must receive a grade of C (2.000) or higher in every subject. Claver Scholarship recipients must maintain the minimum scholarship retention requirements indicated in their original award letter. All scholarship recipients must complete at least 15 degree credits per semester.
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:

<table>
<thead>
<tr>
<th>Academic Years Completed</th>
<th>Minimum Number of Credits Earned</th>
<th>Minimum Cumulative Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21</td>
<td>1.800</td>
</tr>
<tr>
<td>2</td>
<td>45</td>
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<td>69</td>
<td>2.000</td>
</tr>
<tr>
<td>4</td>
<td>93</td>
<td>2.000</td>
</tr>
<tr>
<td>5</td>
<td>100</td>
<td>2.000</td>
</tr>
</tbody>
</table>

**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;
- 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 (e.g., 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.

**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) 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 find out more detailed information about their accounts.

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

The U.S. Department of Education provides a website which gives students Internet access to information about any Federal Title IV financial aid they have received. The website (www.nslds.ed.gov) 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 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.

Incoming freshman students are assigned an academic core adviser who is recruited from Loyola’s 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.

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.

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

Through all of these programs, the Center has enriched the humanities disciplines individually and has also fostered dialogue and exchange among separate disciplines.

CAREER ORIENTATION

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

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 bi-
ology as well as their own critical thinking skills. Biology courses required for a biology major are at least three credits, and all 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, an interdisciplinary major in biology/chemistry is available. Students in this major may concentrate in biochemistry or molecular biology. Students may also choose an interdisciplinary major involving biology and another discipline or 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), 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. A choice of major and minor programs also allows students to combine writing with study in another sub-
Computer Science

The information revolution demands that educated people be able to use computers in their profession. There is, and will continue to be, a great need for computer scientists who specialize in the design and development of computer systems.

A Major in Computer Science prepares students to understand computer systems and the computer needs of the scientific and business communities. Graduates are prepared to assume professional responsibilities in positions such as systems analyst or software engineer. Students are also prepared to continue their studies in computer science or allied fields in graduate school.

Computing facilities at Loyola are excellent. Students have accounts on both UNIX and Linux systems with access to all academic computing facilities including the Internet. Numerous personal computers are available. The department maintains its own UNIX, Linux, and Windows NT subnetworks 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 new 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 Engineering Science (M.E.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 in Economics (B.A.) 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 many applications; 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. Those striving to enter such a career 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.

Loyola’s elementary and secondary teacher education programs have been designed to meet the approval of the Maryland State Department of Education using recognized state or national standards honored in many other states. Maryland has reciprocity agreements with a number of other states; however, teacher certification requirements are not identical in all states, and students planning to teach outside of Maryland should contact the State Department of Education in the state where they plan to seek employment for specific certification 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://eees.loyola.edu/.

**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 or minoring in English prepare 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 may elect 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. 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 num-
ber of elective courses. This allows them to acquire a background in various specialized modes of analysis by combining work in economics, 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, Russian and Soviet 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/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 freshman and sophomore years. 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 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 Catholicism are found in literature, art, philosophy, the natural and social sciences, historical study, business disciplines, and theology. Because Catholic doctrine, thought, culture, and life permeate the expanse of academic disciplines, the Catholic Studies minor seeks to integrate into a more coherent curriculum a number of courses currently taught in isolation from one another.

In addition to serving students’ academic needs, the minor will be a focal point for Catholic intellectual life on campus and promote a 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/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 an Interdisciplinary 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.

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. Accounting, business administration, economics, English, history, philosophy, political science, and sociology are the usual majors. 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 computing are several examples.

In recent years, graduates of the program have gone on to such careers as statistical work, operations research, actuarial work, 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 program 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.loyola.edu/dept/milsci/.

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. Chinese, Japanese, and Italian courses are also available. Advanced Russian language and
literature courses can be taken at Goucher College. Likewise, advanced Chinese and Japanese courses are offered at Johns Hopkins University, and advanced Italian classes are accessible through a cooperative program with three area colleges.

As part of its commitment to an international, global perspective, the department also offers 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/dept/mll/.

**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/dept/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 is also available. For more information visit, http://physics.loyola.edu/.

**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/.

**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 graduates 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
Required courses for a major in psychology provide excellent preparation for students who plan to pursue further work beyond the undergraduate level. 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. The department advisory system, together with its updated curriculum, has helped majors to be quite competitive in obtaining admission to a wide range of graduate schools.

For the student who is not preparing for admission to a graduate school in psychology, the electives 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 to provide a rigorous academic experience for those students who are drawn to community-based service, leadership, and issues of social justice. Built on Loyola’s established tradition in service-learning, the Program combines a series of required and elective components to create an integrated experience in service and leadership. Through completion of three one-credit practica, three service-learning
electives, and a capstone seminar, students develop their leadership potential through participation in academic service-learning experiences.

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 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. For more information visit, http://www.loyola.edu/speechpath/.

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, theology/psychology, etc. 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/.

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

Accounting

The accounting program provides firm grounding in business and concentration in 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.

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 are emphasized so that students can 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 many applications, 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 financial 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 work in the global arena. There are specialized courses on the financial, managerial, marketing, and legal aspects of international business. Opportunities are offered for advanced language study, independent study, 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, performance appraisal, and total quality management. Students select a variety of courses as well as internships and practica.

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 Sellinger Scholars Experience (BH 199). Required courses offer increased rigor in the form of outside reading, discussion, and class presentations. Service-learning is integrated throughout the curriculum. 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), offers students the opportunity to participate in professional, social, and community service activities in the Baltimore-Washington metropolitan area. This element is designed to enhance the academic experience and broaden the learning environment.

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 on the Class of 2001 was prepared by the Center:
General:

• Study conducted six to nine months after graduation to give a more accurate picture of the graduates’ activities.

• 89.2 percent or 658/738 graduating seniors responded.

• 7.3 percent or 54/738 students are still seeking employment six to nine months after graduation.

• 67.8 percent of graduates used the Center’s services while undergraduates.

• Liberal arts background allowed graduates to enter a variety of fields.

Total Picture:

• 62 percent of graduates are employed either full-time or part-time.

• 20.8 percent of graduates are attending graduate/professional schools either full-time or part-time.

• 7.3 percent of graduates are currently seeking employment.

Partial lists of companies and graduate/professional schools that employed or accepted 2001 Loyola graduates follow.

Employers

Accenture
Arthur Andersen
Assumption University
Baltimore Sun
Bear Stearns
Black & Decker
Booz Allen & Hamilton
Cap Gemini America
Computer Sciences Corporation
Deloitte & Touche
Enterprise Rent-A-Car
ESPN
Federal Reserve Bank
General Electric
Goldman Sachs
Japanese Consulate
Johnson & Johnson

Johns Hopkins Hospital
J.P. Morgan Chase
KPMG
Legg Mason
Lehman Brothers
Lockheed Martin
MBNA America
Morgan Stanley Dean Witter
New York City Board of Education
New York City Fire Department
Northrup Grumman
Pfizer
St. Gabriels (Thailand)
The Soprano’s
UBS Paine Webber
United Nations

Graduate/Professional Schools

Boston College University
Catholic University
Central Michigan University
Clemson University
Columbia University
Duke University
Fordham University
Georgetown University
Loyola College in Maryland
Ohio State University
Princeton Theological Seminary
Rutgers University
St. John’s University
St. Joseph’s University
San Diego State University
Seton Hall University
Syracuse University
Temple University
Tulane University
University of Alabama
University of Connecticut
University of Colorado
University of Hawaii
University of Maryland
University of Massachusetts
University of North Carolina
University of Southern California
University of Virginia
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 5, 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 degree.

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 history course at the 300-level.

**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 130) and one other English course at the 200-level.

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

**Natural Sciences:** One course in a natural science. One additional course in mathematics (excluding 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- and 200-level.

**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 in depth their specialized areas of study. 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 consist of six introductory courses, seven upper division business core courses, and six (business majors) or eight concentration courses (accounting majors).

**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—nondepartmental or free. Nondepartmental 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 nondepartmental 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 nondepartmental 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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**FIRST-YEAR PROGRAMS**

**Alpha Program**

The Alpha Program offers interested freshman students an opportunity to weave together the heritage of the liberal arts and the Jesuit tradition in freshman 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 are offered in the humanities, social sciences, natural sciences, mathematics, and business. A limited number of sections are offered in the Spring Semester for students who wish to continue the Alpha experience through the second semester of their freshman year. 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 Freshmen and Academic Services. A brochure containing descriptions of the courses is available from the Dean’s office.

**Collegium**

Collegium enrolls 72 first-year students who are housed together on the eighth floor of Campion Tower. These students are divided into three groups with the members of each group enrolled in two of their five regular freshman 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 enjoyable 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.

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**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 first week of the term.**

**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). **Registration for an internship requires submission of the Specialized Study Form no later than the end of the first week of the term.**

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. 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, the assignments and the 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 first week of the term.**

**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 that course. The minimum service requirement is 56 hours per semester, approximately five 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. A Fourth Credit Option Service Contract must also be completed by the beginning of the fourth 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 section on International Programs. A number of programs are offered through Loyola and through other institutions. Visit the International Programs website at http://www.loyola.edu/international/ or the International Programs office for details.

**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

**B.B.A. Concentrations**
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.

**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

DEPARTMENTAL MAJOR/MINOR

Declaration of Major

Upon admission to the College, most students express an interest in a specific major. During the freshman year and possibly the sophomore year, the student, working with a core adviser, selects or confirms the major 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 Records Office.

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, the student must complete and submit the Change of Major/Minor Form 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.

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.
Unsatisfactory. Denotes unsatisfactory work, equivalent to a C (1.67) 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.

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.

Incomplete. See Incompletes section.

No Grade. Denotes a grade to be submitted at a later date.

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.

Listener. 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).

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 (1.67) is an unsatisfactory grade since a 2.000 average is required for graduation. A course with a grade below 2.000 (on a four point scale) will not be accepted in transfer from another institution. Grades brought in from the packaged, exchange, or co-op 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; i.e., 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 this grade on the transcript, the student must satisfy the attendance and other course requirements set by the instructor for an official audit. Students not meeting the requirements set for an audit 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* (Incomplete) may be given to a student who is passing a course but for reasons beyond the student’s control (illness, injury, or other nonacademic 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.

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.

If the completion date is more than two weeks after the end of the semester, the appropriate dean’s signature will be 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* (0.000) 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:

\[ A = 4.000 \text{ grade points}; \quad A- = 3.670; \quad B+ = 3.330; \]
\[ B = 3.000; \quad B- = 2.670; \quad C+ = 2.330; \quad C = 2.000; \quad C- = 1.670; \quad D+ = 1.330; \quad D = 1.000; \quad \text{and } F = 0.000. \]

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 co-op 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 Alcalá, Auckland, Bangkok, Beijing, and Melbourne programs; the Florence affiliation; and exchange programs in which the grades are transferred to Loyola College.

Loyola students in Beijing, 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, freshman students are required to have a cumulative QPA of at least 1.800 at the end of their first and second semesters of study. At 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 freshman 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 the first semester of freshman year if their cumulative QPA is below 1.400.
- Students whose QPA is below 1.800 at the end of freshman 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 Freshmen 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 dismissed 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 accompany the Registration Request Form when students register for their final semester. 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 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**

**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, inform the student’s instructors.

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.

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 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 grade of 2.000 or higher (on a four point scale) must be obtained for any course transferred to Loyola College, and then only the credits are transferred. 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 Freshmen and Academic Services.

**Exceptions**

Exceptions to academic policies must have the approval of the appropriate dean.

**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, by mail, or over the telephone; however, students can access their midterm and final grades via the Internet at http://www.loyola.edu/computersystems/webadvisor/. On-line access requires a valid User Name and Password (obtained from Technology Services). Final grade reports are not mailed to the home address, except in those cases where a student’s academic performance does not meet the standards for good academic standing (see Good Academic Standing).

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 Student Departure 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 nondepartmental elective is a valid repeat for any other free or nondepartmental 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.

Residency Requirement

The residency requirement is the satisfactory completion of 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 field of study must also be taken at Loyola College. Any course in the major 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.

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 one- and two-credit courses) on the Undergraduate Registration Form. 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. Freshman students are permitted to request a sixth course for their second semester if they earn a QPA of 3.000 or above for 5, 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. Students on academic probation (QPA below 2.000) may request a sixth course only with the permission of the director of the Center for Academic Services and Support. Students may not take a core, major, or minor course as a sixth course unless their other five courses are also core, major, or minor courses. 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 Departure Form;

• Depending on the time and reasons for withdrawing, the student will receive a grade of either W, F, or AW for any incomplete courses (see Withdrawal from a Course).

Course Keys

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

AC Accounting
AH Art History
BA Business Administration
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
FR French
GK Greek
GL Geology
GR German
GY Geography
HN Honors Program
HS History
IT Italian
JP Japanese
LT Latin
MA Mathematical Sciences
MS Military Science
ML Modern Language
MU Music
PE Physical Education
PH Physics
PL Philosophy
PS Political Science
PT Photography
PY Psychology
RS Special Education
SA Studio Art
SC Sociology
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.
In 2001–2002, Loyola sent over 40 percent of its juniors to 17 different countries. The College sends students abroad through packaged programs in Alcalá, Auckland, Bangkok, Beijing, Cork, Leuven, Melbourne, and Newcastle; exchange programs in Amsterdam, Buenos Aires, Hirakata City, Jönköping, Koblenz, La Rochelle, Montpellier, Rotterdam, and Wernigerode; affiliations in Florence, Harare, and London; 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 where Loyola has a program except as a part of that program.

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.)

Students interested in any of the opportunities listed below should visit, http://www.loyola.edu/international/ or contact the Office of International Programs at 410-617-2910.

**PACKAGED PROGRAMS**

The College presently has single-semester or one-year packaged programs in eight cities: Alcalá, Auckland, Bangkok, Beijing, Cork, Leuven, Melbourne, and Newcastle Upon Tyne. While participating in these programs, students remain formally enrolled at Loyola College and pay tuition, room, and fees to the College (see Fees chapter 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, insurance and medical fees, 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 19th 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 7 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, trips, and a meal plan are included in the cost of the program.

**LOYOLA IN BANGKOK**

From early June 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 five one-day field trips. After the semester, students visit the hill tribes in Northern Thailand to experience Asian village life. The group then spends some time at Thai beaches and in Hong Kong. Students have the opportunity to do community service.

**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 ultramodern 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 *Lonely 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 the Beijing Institute of Technology (BIT) in the university district, just northwest of downtown. 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.

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 residence 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 late August until late 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. Loyola’s part-time director is present to give academic advice and to coordinate special meals and Loyola-sponsored cultural trips.

**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 classwork, the program includes a number of trips to such cities as Paris, Amsterdam, and Cologne. 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 fifteen 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. They have the opportunity to participate in Monash’s orientation, day trips, and weekend farm stay, 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, medical, visa, 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.

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, Rotterdam, and Wernigerode. Students pay tuition to Loyola College while paying room, board, and fees to the host university.

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.

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 where two of the three courses (9 credits) may be taken in German. 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.

Hirakata City, 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/IBMS in Amsterdam is for business majors or minors. Courses are taught in English, and students must take a Dutch language and culture course. Students are housed with other internationals in one of two high-rise apartment buildings located some distance from the university.

Rotterdam, The Netherlands

This spring semester program at the International School for Economics in Rotterdam (ISER) is for business majors and minors. Courses are taught in English, and students must take a Dutch language and culture course. Housing is off campus with other internationals.

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, Harare, and London 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 at Florence

Through an affiliation with Syracuse University, Loyola students can study in Florence, Italy. This is primarily a fall 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 to Loyola students using this affiliation.
Loyola at Harare

The Syracuse-Loyola affiliation in connection with the leading regional research institute and the University of Zimbabwe offers this fall opportunity in Southeast Africa to a variety of Loyola majors in the liberal arts, social sciences and business. All courses are taught in English. This affiliation offers classroom courses, internships, and field studies. Living is in a Zimbabwe homestay in the Marbelreign neighborhood; all meals are provided. Syracuse University offers a $2,500 discount to Loyola students using this affiliation.

Loyola at London

This fall or spring affiliation with Syracuse University offers Loyola students an opportunity to study in London, England. Courses are offered in the arts and sciences and business or through Syracuse’s Newhouse School of Public Communications. Syracuse offers a $2,000 discount to Loyola students using the affiliation. Housing is included in the cost of the program, and students can find their own flats or use Syracuse housing for a surcharge.

Non-Loyola Programs

The College logistically supports thirteen 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:

Gold Coast, Australia: Arcadia University, Bond University

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


Paris, France: The American University of Paris

Dublin, Ireland: Arcadia University, Trinity College

Rome, Italy: Loyola Chicago Rome Center

Nairobi, Kenya: School for International Training

St. Petersburg, Russia: The American Institute for Foreign Study – St. Petersburg State Polytechnic University

Edinburgh, Scotland: Arcadia University, University of Edinburgh

Stellenbosch, South Africa: The American Institute for Foreign Study – University of Stellenbosch

Madrid, Spain: St. Louis University in Madrid

Seville, Spain: University of Wisconsin, Platteville

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 International Programs Office 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;
• 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 and make an appointment with the Committee on Study Abroad. 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 the thirteen non-Loyola programs and any programs approved by the Committee:

1. All application material must be submitted to the International Programs Office by November 1 for spring semester opportunities and by March 15 for fall semester or yearlong opportunities.

2. A student must have a cumulative average of at least 2.500 to participate in one of those 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. Courses and credits transfer from the approved non-Loyola programs but grades do not. (See Honors under Graduation in Curriculum and Instruction chapter 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, Federal Perkins Loans, Federal Supplemental Grants, and Federal 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.

SUMMER OPPORTUNITIES

The College currently offers five summer opportunities for students who cannot go abroad during the Fall or Spring Semesters: Leuven, Belgium; Beijing, China; Montpellier, France; Roanne, France; and Calgi, Italy. These opportunities are reviewed annually. Therefore, for the most up-to-date information, contact the Office of International Programs.
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 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.

In accordance with Public Law 93–380, Family Educational Rights and Privacy Act (FERPA) students have the right to:

• Review and inspect their education records.

• Request correction to their record that the student believes is inaccurate or misleading.

• Consent to disclosure of personally identifiable information contained within the student’s folder to a third party (including parent’s), except for information the College identifies as directory information and to the extent that FERPA authorizes disclosure without consent.

• To file a complaint with the U.S. Department of Education concerning alleged failures by Loyola College to comply with the requirements of FERPA.

The parent(s) of a dependent student, as defined in Title 26 U.S.C.S. 152 Internal Revenue Code, also has 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.

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; and enrollment status. 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.

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.

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 Peer Judicial Board or a hearing 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. Suspension and dismissal are normally the only ones of these actions which are recorded on the student’s permanent record. 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. 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. A subsequent violation of the Code usually results in suspension 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 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.

NEW STUDENT ORIENTATION

New Student Orientation assists new students (first-year and transfer) to make a successful transition into the academic and social life of Loyola College. The orientation staff (referred to 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.

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 eleven appointed members. These eleven 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.
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 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.

Clubs and Organizations

Advertising Club
African Students’ Union (ASU)
Alpha Kappa Delta (Sociology)
Alpha Phi Omega (Community Service)
Alpha Psi Omega (Theater)

Alpha Sigma Nu (Jesuit Honor Society)
Alpha Theta Chi (Information Systems)
Amnesty Loyola
Anime Club
Army Athletic Club
Association of Black Psychologists, Student Circle
Association for Computing Machinery
Ballroom Dance Club
Bar None Organization
Kelly Bell Fan Club
Beta Alpha Psi (Accounting)
Beta Gamma Sigma (Business)
Biking Club
Biology Club
Black Students’ Association
Broadcast Club
Caribbean Students’ Union (CSU)
Catholic U. Athletic Benchmarking Association
Charles Street Players
Chemistry Club
Christian Fellowship
Classics Club
College Republicans
Community Service Council
Commuter Students’ Association
Dance Company
Democratic Leadership Council
Education Society
Engineering Society
Entrepreneur Club
Eta Sigma Phi (Classics)
Evergreen Annual (Yearbook)
Evergreen Players
Fellowship of Christian Athletes (FCA)
Filipino Organization (FORCE)
Financial Management Association
Fine Arts Club
Forum
French Club
Future Investors Club
Gaelic Society
Garland
Golf Club
Green Party
The Greyhound (Newspaper)
Hispanic Club
Institute of Management Accounting
International Business Club
International Students’ Association
Italian Club
Judiac Society
JUSTICE
Lambda Pi Eta (Communications)
LASRB
Lattanze Student Organization
Line Dancing Club
Loyola Alive
Loyola College Belles
Loyola College Chapel Choir
Loyola College Chimes
Loyola College Concert Choir
Loyola College Debate Society
Loyola College Gospel Choir
Loyola College Jazz Ensemble
Madrigal Singers
Marketing Association
Marksmanship Club
Mathematics Science Club
Mu Kappa Tau (Marketing)
National Student Speech-Language Hearing Association (NSSLHA)
Omicron Delta Epsilon (Economics)
Phi Alpha Theta (History)
Phi Beta Kappa
Phi Sigma Iota (Foreign Language)
Philosophy Club
Physics Club
Pi Delta Phi (French)
Pi Mu Epsilon (Mathematics)
Pi Sigma Alpha (Government)
Pocket Billiards Club
Poetry Society
Poisoned Cup Players
Pre-Health Organization
Pre-Law Society
Pre-Veterinary Society
Psi Chi (Psychology)
Public Relations Student Society of America (PRSSA)
Quiz Bowl Team
Resident Affairs Council (RAC)
Road Running Club
Roots and Shoots (Environmental Organization)
Sailing Club
Sigma Delta Pi (Spanish)
Sigma Pi Sigma (Physics)
Sigma Tau Delta (English)
Adam Smith Economics Society
Snowboarding Club
Society for Human Resource Management
Sociology Club
South Asian Students’ Association
Spectrum
Spirit Club

Step Dancing Club
Storybook Players
Student Government Association (SGA)
Student Health Advisory Committee
Students for a Free Tibet
Surfing Club
Theology Club
Theta Alpha Kappa
Toastmasters International (Communication Skills)
Tri Beta (Biology)
Upsilon Pi Upsilon (Computer Science)
Women’s Premedical Society
Writers’ Workshop

**EVERGREEN PLAYERS PRODUCTIONS**

Evergreen Players Productions are major theatrical productions designed and directed by the Fine Arts Department faculty and theatre professionals. Occasionally, outstanding Loyola student directors are chosen by the Theatre faculty to direct. Three major productions are presented each season. Past productions include *Cyrano de Bergerac*, *South Pacific*, *A Streetcar Named Desire*, *A Midsummer Night’s Dream*, *Antigone*, *Threepenny Opera*, *Anything Goes*, *Oedipus Rex*, *Measure for Measure*, and *Fiddler on the Roof*. Students, faculty, and staff are all invited to audition for these productions of musicals, comedies, and dramas performed in the McManus Theater. The Players also welcome all to participate on stage crew, set construction, lighting, sound, publicity, costumes, makeup, and ushering.

**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 crew, 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 lacrosse team will become an associate member of the Colonial Athletic Association (CAA) beginning with the 2002 season,
while the women’s lacrosse team has been an associate member of the CAA since 1992.

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, the CAA 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.

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; three-court gymnasium; multi-activity center; equipment center; Outdoor Adventure Center; indoor rock climbing wall; four racquetball and two squash courts; elevated walking and jogging track; two aerobic studios; outdoor grass fields; juice bar; locker rooms; classrooms, conference rooms, and the department’s administrative offices.

PROGRAMS

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, women’s basketball, dance, field and ice hockey, men’s and women’s lacrosse, marksmanship, rugby, sailing, men’s and women’s soccer, softball, men’s and women’s volleyball, and track and field.

Intramural Sports

The intramural sports program is designed to encourage participation in a competitive, yet fun, sport 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.

Lifetime Sports

This program offers another outlet for students to become involved in sports and instructional programs at Loyola College. Under the guidance of experienced instructors, students learn a wide range of sport skills in such activities as tennis,
racketball, golf, swimming, martial arts, aero-
bics, and dance. The enriching noncredit classes
provide additional enjoyment for all students.

Outdoor Adventures

The Outdoor Adventure Experience (OAE) pro-
gram provides the campus community with safe
adventurous experiences which teach lifetime skills,
foster ideals of teamwork, encourage personal
growth, and provide an opportunity to appreci-
ate the outdoors. The Mid-Atlantic region offers
tremendous opportunities for outdoor adventures,
and students have the chance to discover for them-
sems the diversity of natural resources located
nearby through participation in activities such as
camping, rock climbing, kayaking, backpacking,
and caving. In addition, freshman students are
invited to participate in "Exploration," a wilderness-
based, pre-orientation activity. Additional offerings
through Outdoor Adventures include an outdoor
gear rental system, a resource library, instruction on
the FAC climbing wall, and team-building services.

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, facili-
tates 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, gener-
ally. 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 chang-
ing 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 Fellow-
ship for doctoral candidates of color interested in
teaching at the College.

Supportive of academic excellence, and under-
standing that excellence cannot be achieved with-
out 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 com-
ing 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 educa-
tional experience for African-, Asian-, Latino/a-,
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
In addition, the Department sponsors research to
evaluate the progress made in increasing the diver-
sity 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. ADESS is located
on the west side of campus in Seton Court, CL 02B,
next to the Health Center; voice: 410-617-2928; fax:
410-617-5307; director’s e-mail: jwilliams@loyola.edu.
For on-line information regarding drug and al-
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, facilitated by our counselors, 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 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/ACOAs: 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.  
Fava Chapel (Hammerman Hall) 10:00 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.

**Interdenominational Protestant Worship:**
The opportunity for Sunday Protestant worship is available in the Alumni Chapel at 7:30 p.m. Students take part in planning the services and provide musical talent and leadership. For more information, contact Campus Ministry, 410-617-2768.

**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.

**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. Incoming freshman students are encouraged to take part in Campus Ministry’s pre-orientation program, “Called to Be Church.” For more information, contact the director of retreat programs at 410-617-2444 or 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, persons 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. 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.

**Spiritual Development:** The College offers students the chance to deepen their experience of the Spiritual Life by offering a wide variety of opportunities for shared prayer, community building, theological reflection, and service. With liturgical and retreat ministries as their foundation, students are challenged, in an ongoing way, to find 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. For more information, contact the director of spiritual development at 410-617-2883 or progers@loyola.edu.

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 Champion 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.

**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.

**Career Development and Placement Center**
The Center provides services to assist students in all aspects of the career development process: college major choice; career options; internships; part-time, summer, and professional employment; and graduate school opportunities. It is located in the DeChiaro College Center, First Floor, West Wing, 410-617-2232; e-mail: cdpc@loyola.edu; website:
http://www.loyola.edu/dept/career-dev/. For further information, see this section under Academic Programs and Career Opportunities.

**Center for Academic Services and Support (CASS)**

The Center for Academic Services and Support (Maryland Hall 043) is active in supporting the academic progress of undergraduate students in a variety of ways. CASS advisers are responsible for the initial registration of freshman and transfer students, as well as the assignment of the core and major advisers who work with students throughout their undergraduate career. CASS advisers are available to supplement the information and assistance provided by the core or major advisor.

In matters relating to declaration of major, course registration, and course withdrawal, CASS advisers 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, advising services are 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.

**Center for Values and Service**

The Center for Values and Service 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.

In addition to co-curricular service, the Center is engaged in Service Learning. Service Learning is a method of educating students by combining service with academic learning. Students are challenged to apply theories being taught in the classroom to practical, real-life situations they encounter through a structured service experience in the local community. Service Learning classes are offered each semester in a variety of disciplines.

For information on how you can get involved in service, please contact the Center 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, software, CDs, Loyola clothing and gifts, greeting cards, health and beauty aids, and snacks. The Store also offers special orders for any book in print 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. Visit, http://www.lcb.bkstr.com/ for information regarding textbook reservations and special sales. Any questions or concerns may be directed to 410-617-2291/3332.

**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.

The campus network consists of a VAX 6630; an IBM RS 6000; UNIX workstations; IBM PCs and Macintoshs, 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 10MB 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.

Documentation for software supported by the College is available from Instructional Services, 410-617-5305. WordPerfect, Word, Excel and PowerPoint are just a few of the software packages currently supported by the College. Any questions concerning the use of computer facilities should be directed to the Technology Service Center, 410-617-5555.

**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. Students may obtain the cable necessary for connection to their personal television sets from Donnelly Science 121.

**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/dept/counseling/) 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 Beatty Hall 203. 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, wok, 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, and soup. McGuire Hall houses both Taco Bell and Surf’n Joe’s, the latter featuring Starbucks’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/.

**Disability Support Services (DSS)**

Disability Support Services 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 disability, documentation, and needs, services may include: advocacy; alternative arrangements for tests; assistance physically getting around campus; priority registration; counseling; study skills help; note takers; readers/recorded books; referral to appropriate services (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.

The DSS Office is located in 4502A Southwell Hall. For more information, contact DSS at 410-617-2062, (TDD) 410-617-2141, or 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 425,000 book and bound periodical volumes, 10,000 media items (many of which are videos, DVDs, and CDs), and 2,163 current periodicals.

The library’s homepage (www.loyola.edu/library) serves as a gateway to the Internet; students have Web access to numerous databases, including Literature Resource Center, Lexis-Nexis Academic Universe, PsycINFO, General BusinessFile, Philosopher’s Index, Religion Index, ERIC (education), Expanded Academic Index, Maryland Digital Library, and the full text of the Baltimore Sun since 1990. Many journals are available on-line through electronic archives such as JSTOR, Project Muse, PsycARTICLES, and ScienceDirect. There is also easy access to the library’s catalog as well as to the catalogs of other libraries. Students can connect with these resources from any computer on Loyola’s campus network, including library workstations. Many of the databases can be accessed from off-campus computers by current students who are registered library users.

Various types of carrel arrangements and informal lounge areas make this attractive facility highly conducive to student research and study. A Media Services Center with listening/viewing facilities, a microforms reading room, and group study rooms are 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 interlibrary loan. Circulation Department staff are available to assist with reserve materials and photocopying facilities.

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 no-fee parking to upper-class resident students. Freshman resident students are not permitted to bring a vehicle to campus.

Convenience parking is available at the residence halls on the east and west sides of campus and on the North Campus lot at a cost of $250 per year. Parking is determined by seniority with a lottery. No-fee parking is available at the York Road lot.

Commuter Students

The College offers convenience and no-fee parking to commuter students. Convenience parking is available on the North Campus lot at a cost of $150 per year and is determined by seniority with a lottery. No-fee parking is available at the York Road and Cathedral lots.

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 (first floor, Maryland Hall) provides services during the following hours:

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<td>Monday – Thursday</td>
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<tr>
<td>Friday</td>
<td>7:00 a.m. – 4:30 p.m.</td>
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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 (first floor, Maryland Hall) provides services during the following hours:

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On-Line http://www.loyola.edu/sas/

Student Health and Education Services

The medical clinic provides outpatient care during the academic year. It is located at 4502-A Southwell Hall, 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 the medical clinic or Health Education Services, 410-617-5055 or visit, http://www.loyola.edu/healthctr/.
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 business 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
- 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 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
- 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

MEDALS AND AWARDS

Student Recognition

The Reverend Daniel J. McGuire, S.J., Alumni Association 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.

Departmental medals are presented to the graduating senior in each major who has the highest average in all courses required by the major with a minimum of a 3.500 average in the major and a 3.500 cumulative average for all courses taken for the degree, as follows:

The Lybrand Accounting Medal
The Carrell Biology Medal
The Business Economics Medal
The McNeal Chemistry Medal
The P. Edward Kaltenbach Classics Medal
The Communications Medal
The James D. Rozics Computer Science Medal
The Economics Medal
The Education Medal
The Engineering Science Medal
The Carrell English Medal
The Finance Medal
The Fine Arts Medal
The General Business Medal
The Whiteford History Medal

The International Business Medal
The Management Information Systems Medal
The Management Medal
The Marketing Medal
The Mathematical Sciences Medal
The Alfons & Christine Renk Language Medal (French, German, Spanish)
The Ayd Philosophy Medal
The Physics Medal
The Political Science Medal
The Grindall Psychology Medal
The Sociology Medal
The Speech-Language Pathology/Audiology Medal
The Murphy Theology Medal

The Writing Medal

Community Recognition

Founded by the Milch family in 1979, the Milch Award 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 school’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 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.
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 over 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 curriculum like the Alpha Program and the Catholic Studies Program. Excellence in these areas enables Loyola to attract the 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. Additionally, 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.

**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.

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 can also 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.
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 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.

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 also offers specialized graduate programs. A graduate catalogue can be obtained from the Office of Graduate Admissions, 4501 N. Charles Street, Baltimore, MD 21210-2699, 410-617-5020.
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 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 130 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 the Honors Biology Program, 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 105–120 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 Honors Research, internships, and independent study 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.

<table>
<thead>
<tr>
<th>Category A: Cellular/Molecular Biology</th>
<th>Category B: Organismal Biology</th>
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<tbody>
<tr>
<td>BL 302 Cell Ultrastructure e</td>
<td>BL 260 Vertebrate Morphology e and</td>
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<tr>
<td>BL 321 Recombinant DNA Technology e</td>
<td>BL 262 Vertebrate Morphology Lab e</td>
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<tr>
<td>BL 341 Molecular Genetics f</td>
<td>BL 280 General Genetics e</td>
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<tr>
<td>BL 356 Eukaryotic Genetics and Human Disease f</td>
<td>BL 308 Parasitology f</td>
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<tr>
<td>BL 410 Mechanisms of Development e</td>
<td>BL 310 Botany f</td>
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<tr>
<td>BL 411 Developmental Biology f</td>
<td>BL 316 Comparative Physiology f</td>
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<tr>
<td>BL 431 Biochemistry f</td>
<td>BL 319 Physiological Research Methods e</td>
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<td>BL 432 Topics in Biochemistry f</td>
<td>BL 332 Microbiology e</td>
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<td>BL 434 Techniques in Biochemistry e</td>
<td>BL 334 Microbiology Lab e</td>
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<td>BL 461 Immunology f</td>
<td>BL 361 Experimental Plant Physiology f</td>
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<td>BL 382 Biomechanics of Sports and Exercise f</td>
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<td>BL 401 Endocrinology e</td>
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<td>BL 403 Neurobiology f</td>
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<td>BL 420 Histology e</td>
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<td>BL 452 General and Human Physiology f</td>
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Category C: Population Biology

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<th>Category: Organismal Biology</th>
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<tr>
<td>BL 222 Aquatic Biology e</td>
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<td>BL 230 Avian Biology f</td>
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<td>BL 241 Invertebrate Zoology e</td>
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<td>BL 250 General Entomology e</td>
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<td>BL 270 Ecology f</td>
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<td>BL 299 Exploring Ecosystems: Special Topics e</td>
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<td>BL 305 Plant Ecology f</td>
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<td>BL 346 Plant-Animal Interactions f</td>
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<td>BL 350 Biology of Mammals f</td>
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<td>BL 371 Research in Animal Behavior e</td>
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<td>BL 380 Experimental Field Ecology e</td>
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<tr>
<td>BL 390 Conservation Biology f</td>
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<td>BL 435 Evolution f</td>
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Other Courses: (do not satisfy distribution requirement)

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<th>Course</th>
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<tr>
<td>BL 324 Substance Abuse and Its Effects in Adolescence e</td>
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<tr>
<td>BL 470 Seminar: Special Topics in Organismal Biology</td>
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<tr>
<td>BL 471 Seminar: Special Topics in Ecology, Evolution, and Diversity</td>
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<tr>
<td>BL 472 Seminar: Special Topics in Cellular and Molecular Biology</td>
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<tr>
<td>BL 481 Biology Research I</td>
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<tr>
<td>BL 482 Biology Research II</td>
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<tr>
<td>BL 491 Honors Biology Research I</td>
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<tr>
<td>BL 492 Honors Biology Research II</td>
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e Experiential course
f 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 (*Prerequisite: CH 302/CH 308*)
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 any two 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
Four 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.
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.

The following curriculum applies to the students in the Class of 2003 and later.

**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 105 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 130 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

**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
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 130  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).

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 psychology, mathematical sciences, computer science, and communications. 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 biology electives.

• Two courses from either chemistry, physics, mathematical sciences, or computer science.

MINOR IN BIOLOGY

• BL 121, BL 122, BL 123, BL 124, BL 125
• Two biology electives (200-level or higher)

MINOR IN NATURAL SCIENCES

• BL 121, BL 122, BL 123, BL 124
• 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
• Two biology electives (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.

COURSE DESCRIPTIONS

BL 105  Introduction to Anatomy and Physiology  (4.00 cr.)
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. Laboratories are primarily physiology and include cardiovascular function. Laboratories also include some student-designed projects and show normal variation in function.

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.

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.
BL 110 Principles of Bioscience (3.00 cr.)
Designed for the non-biology major to provide an understanding of the principles of cell biology, heredity, taxonomy, evolution, and ecology. (Lecture only)

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.

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 systems. Four to five laboratory sessions. Closed to students who have taken an anatomy or physiology course.

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.

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. (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 (3.00 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 (3.00 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.)**

**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, and Florida Everglades. Option for students who wish to take BL 299 without the field component.

**BL 299 Exploring Ecosystems: Special Topics (5.00 cr.)**
Prerequisite: Written permission of the instructor is required. 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. An additional fee is required. Seniors taking this course will not graduate until September.

**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 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 (3.00 cr.)
Prerequisite: BL 121, BL 123, BL 125. An integrated study of patterns of development from fertilization through organ formation. Topics include descriptive embryology, 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 421 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, BL 125, 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 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 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, two additional biology courses, 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.

BL 471 Seminar: Special Topics in Ecology, Evolution, and Diversity (3.00 cr.)
Prerequisite: BL 121, BL 122, BL 123, BL 124, BL 125, two additional biology courses, 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.

BL 472 Seminar: Special Topics in Cellular and Molecular Biology (3.00 cr.)
Prerequisite: BL 121, BL 122, BL 123, BL 124, BL 125, two additional biology courses, 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.

BL 481 Biology Research I (1–3.00 cr.)
Prerequisite: Written permission of a sponsoring faculty member is required. Requires a preliminary paper outlining the nature and scope of the problem, the experimental procedures, 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 is required. 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.
Students who complete all required courses and at least one of the chemistry electives listed 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CH 101</td>
<td>General Chemistry I*</td>
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<tr>
<td>CH 105</td>
<td>General Chemistry Lab I* (1 credit)</td>
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<td>CM 100</td>
<td>Effective Writing**</td>
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<tr>
<td>MA 251</td>
<td>Calculus I*</td>
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<tr>
<td>Language Core</td>
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<td>Elective**/***</td>
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**Spring Term**

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<th>Course Code</th>
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<tbody>
<tr>
<td>CH 102</td>
<td>General Chemistry II*</td>
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<tr>
<td>CH 106</td>
<td>General Chemistry Lab II* (1 credit)</td>
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#### Sophomore Year

**Fall Term**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CH 201</td>
<td>Quantitative Analysis*</td>
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<tr>
<td>CH 301</td>
<td>Organic Chemistry I*</td>
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<tr>
<td>CH 307</td>
<td>Organic Chemistry Lab I* (1 credit)</td>
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<tr>
<td>EN 130</td>
<td>Understanding Literature</td>
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<tr>
<td>PL 201</td>
<td>Foundations of Philosophy</td>
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**Spring Term**

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<tbody>
<tr>
<td>CH 302</td>
<td>Organic Chemistry II*</td>
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<tr>
<td>CH 308</td>
<td>Organic Chemistry Lab II* (1 credit)</td>
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<td>PL 200</td>
<td>Level Philosophical Perspectives Course</td>
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<td>English Core</td>
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<tr>
<td>Fine Arts Core**</td>
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<td>History Core**</td>
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#### Junior Year

**Fall Term**

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<tbody>
<tr>
<td>CH 311</td>
<td>Physical Chemistry I*</td>
</tr>
<tr>
<td>CH 431</td>
<td>Biochemistry*</td>
</tr>
<tr>
<td>PH 201</td>
<td>General Physics I*</td>
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<tr>
<td>PH 291</td>
<td>General Physics Lab I* (1 credit)</td>
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<tr>
<td>TH 201</td>
<td>Introduction to Theology</td>
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<td>Elective**</td>
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**Spring Term**

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<th>Course Code</th>
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<tr>
<td>CH 312</td>
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<tr>
<td>CH 316</td>
<td>Physical Chemistry Lab II* (1 credit)</td>
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<tr>
<td>PH 202</td>
<td>General Physics II*</td>
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<tr>
<td>PH 292</td>
<td>General Physics Lab II* (1 credit)</td>
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<tr>
<td>Social Science Core**</td>
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<td>Theology Core</td>
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<td>Elective**</td>
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#### Senior Year

**Fall Term**

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<th>Course Code</th>
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<tbody>
<tr>
<td>CH 406</td>
<td>Advanced Synthesis and Spectroscopy*</td>
</tr>
<tr>
<td>CH 412</td>
<td>Inorganic Chemistry*</td>
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<tr>
<td>Ethics Core**</td>
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**Spring Term**

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<th>Course Code</th>
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<tbody>
<tr>
<td>CH 410</td>
<td>Instrumental Methods*</td>
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<tr>
<td>CH 411</td>
<td>Instrumental Methods Lab* (1 credit)</td>
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</tbody>
</table>
**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 130 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 written 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 advisor 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

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.)

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. 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. 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. 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)
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Corequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 301</td>
<td>Organic Chemistry I</td>
<td>3.00 cr.</td>
<td>CH 102. Corequisite: CH 307.</td>
<td>Syntheses and reactions of aliphatic and aromatic compounds with emphasis on stereochemistry and mechanisms. Discussion and use of spectroscopy in structure determinations.</td>
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</tr>
<tr>
<td>CH 302</td>
<td>Organic Chemistry II</td>
<td>3.00 cr.</td>
<td>CH 301.</td>
<td>Corequisite: CH 301. A continuation of CH 301.</td>
<td></td>
</tr>
<tr>
<td>CH 307</td>
<td>Organic Chemistry Lab I</td>
<td>1.00 cr.</td>
<td>CH 102, CH 106. Corequisite: CH 301.</td>
<td>Techniques used in the isolation, purification and synthesis of organic compounds.</td>
<td></td>
</tr>
<tr>
<td>CH 310</td>
<td>Medicinal Chemistry</td>
<td>3.00 cr.</td>
<td>CH 302.</td>
<td>Corequisite: 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.</td>
<td></td>
</tr>
<tr>
<td>CH 311</td>
<td>Physical Chemistry I</td>
<td>3.00 cr.</td>
<td>CH 102. Corequisite: CH 315.</td>
<td>The laws of thermodynamics, thermochemistry, and equilibrium; the gaseous state; transport phenomena; solutions; chemical kinetics; electrochemistry. Basic quantum/statistical mechanics.</td>
<td></td>
</tr>
<tr>
<td>CH 312</td>
<td>Physical Chemistry II</td>
<td>3.00 cr.</td>
<td>CH 311. Corequisite: CH 316.</td>
<td>A continuation of CH 311 emphasizing basic quantum statistical mechanics and spectroscopy.</td>
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<tr>
<td>CH 315</td>
<td>Physical Chemistry Lab I</td>
<td>1.00 cr.</td>
<td>CH 302, CH 308. Corequisite: CH 311.</td>
<td>A combination of classical and modern experiments. Emphasis on carefulness in performing experiments, interpreting results, and writing formal reports.</td>
<td></td>
</tr>
<tr>
<td>CH 316</td>
<td>Physical Chemistry Lab II</td>
<td>1.00 cr.</td>
<td>CH 311, CH 315. Corequisite: CH 312.</td>
<td>A continuation of CH 315.</td>
<td></td>
</tr>
<tr>
<td>CH 406</td>
<td>Advanced Synthesis and Spectroscopy</td>
<td>4.00 cr.</td>
<td>CH 302, CH 308. Corequisite: CH 307.</td>
<td>The identification of unknown compounds by chemical, physical, and instrumental methods. Organic and inorganic laboratory component.</td>
<td></td>
</tr>
<tr>
<td>CH 410</td>
<td>Instrumental Methods</td>
<td>3.00 cr.</td>
<td>CH 311, CH 315. Corequisite: CH 411.</td>
<td>Principles and applications of analytical instrumentation. An introduction to spectroscopic, chromatographic, and electrochemical techniques.</td>
<td></td>
</tr>
<tr>
<td>CH 411</td>
<td>Instrumental Methods Lab</td>
<td>1.00 cr.</td>
<td>CH 311, CH 315. Corequisite: CH 410.</td>
<td>Covers principles and applications of some spectroscopic and chromatographic techniques. Applications of Chemometrics.</td>
<td></td>
</tr>
<tr>
<td>CH 412</td>
<td>Inorganic Chemistry</td>
<td>3.00 cr.</td>
<td>CH 312.</td>
<td>Corequisite: CH 312. Application of thermodynamic, kinetic, and structural principles to the chemistry of the elements. (Lecture only)</td>
<td></td>
</tr>
<tr>
<td>CH 420</td>
<td>Chemistry Research</td>
<td>1–2.00 cr.</td>
<td>CH 311, CH 315. Corequisite: CH 420.</td>
<td>Supervised research projects with the permission of the department chair. May be repeated for credit.</td>
<td></td>
</tr>
<tr>
<td>CH 431</td>
<td>Biochemistry</td>
<td>3.00 cr.</td>
<td>CH 302, CH 308. Corequisite: CH 431.</td>
<td>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.</td>
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</tr>
<tr>
<td>CH 432</td>
<td>Topics in Biochemistry</td>
<td>3.00 cr.</td>
<td>CH 431.</td>
<td>Corequisite: 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.</td>
<td></td>
</tr>
<tr>
<td>CH 434</td>
<td>Techniques in Biochemistry</td>
<td>3.00 cr.</td>
<td>CH 431.</td>
<td>Corequisite: CH 431. An introduction to modern experimental biochemistry focusing on techniques for the purification, characterization, and analysis of proteins. Same course as BL 434.</td>
<td></td>
</tr>
<tr>
<td>GL 110</td>
<td>Principles of Geology</td>
<td>3.00 cr.</td>
<td></td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
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 one Latin elective.

- 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 130 Understanding Literature**
- PL 201 Foundations of Philosophy**
- TH 201 Introduction to Theology** or Elective
- Math/Science Core**
- Latin Elective*

*Spring Term*
- PL 204-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 and CL 340 are cross-listed with fine arts. CL 340 fulfills 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:

- Four 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 one Latin elective.

- Two courses in Greek (GK 121, GK 122)

- Six classical civilization courses (in translation; most are cross-listed with other departments). Greek and/or Latin courses may be substituted for up to two of these courses.

An example of a typical program of courses can be found under the Major in Classics.

### MINOR IN CLASSICAL CIVILIZATION

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).

- Three courses in classical civilization at the 200- or 300-level, but not both CL 241 and CL 340. One classical civilization course is ordinarily in ancient history (i.e., Roman or Greek), appropriate to the language chosen. A fifth language course at an advanced level may be substituted for a classical civilization requirement. HN 220 may be counted as one classical civilization course.

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.

### 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 130.* 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 towards Gender Studies minor. Usually offered Fall Semester. Same course as EN 211.

CL 212 The Classical Epics (3.00 cr.)
Prerequisite: EN 130. 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 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 EN 213.

CL 218 The “Golden Age” of Rome (3.00 cr.)
Prerequisite: EN 130. A study of selected works in translation by 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 vs. 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, 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, 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 312 History of Ancient Greece (3.00 cr.)
Prerequisite: CM 100, 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, 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, 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, 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 is required. 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 324.

CL 326 The Golden Age of Athens (3.00 cr.)
Prerequisite: CM 100, 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, demagogy 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, 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, 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, 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, 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.
An examination of the origins and development of the classical civilizations of Greece and Rome. An exploration of the classical ideal through archaeological sites, extant classical monuments, sculpture, and painting. Counts toward Gender Studies minor. Same course as AH 310.

An introduction to the history, art, literature, and culture of Europe.

Socrates and the founding of political philosophy; Thucydides and the crisis of the polis; the critique of Aristophanes; Plato’s Apology, Crito, Gorgias, Republic, 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.

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.

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)

A continuation of GK 121. (Spring only)

Selections from different writers-historians, philosophers, and orators. Analysis of styles and genres; consolidation of the fundamentals of grammar and syntax. (Fall only)

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 formular composition, meter, history of the text and of the Homeric question. (Spring only)

Readings in Greek at the advanced level. When possible choice of authors is based on student preference.

Readings in Greek at the advanced level. When possible, choice of author or genre is based on student preference.
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.

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 felici-tous 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 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.
Office: Humanities Building, Room 292  
Telephone: 410–617–2369

Chair: Ron Tanner, Associate Professor

Professor: Andrew Ciofalo

Associate Professors: Neil Alperstein; Karen Fish; Elliot King; Barbara C. Mallonee; Daniel M. McGuiness; Ilona M. McGuiness; Brian Murray; Ron Tanner

Assistant Professors: Michael Braden, S.J.; Judith M. Dobler; James H. Donahoe, S.J. (emeritus); Margaret Musgrove; Peggy O’Neill; Jane Satterfield; Francis X. Trainor (emeritus)

Adjunct Faculty: Ned Balbo; Mark Bowden; Robert Knott; Andrea M. Leary; Loxley F. Nichols; Lia Purpura; Diana Samet

Visiting Journalist: Tim Tooten, Sr.

The communication curriculum offers a depth of study in four specializations: journalism, advertising/public relations, digital media (broadcasting), 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 to enrich students’ development of their professional abilities and academic interests. See the department’s website for details.

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 (invitation only)
- CM 200 or CM 201 (invitation only)
- 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 225. 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.
- 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).
- Three 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.

Specialization courses and an example of a typical program of courses are as follows:

CD 352 Graphics II
CD 353 Internet and Interactive Media I
CP 350 Advertising Copy Writing
CP 351 Communication Research
CP 354 Writing for Public Relations

Freshman Year

Fall Term
CM 100 Effective Writing*
PL 201 Foundations of Philosophy
Language Core
Math/Science Core
Elective
Spring Term
CM 200  The Creative Eye: Description*
HS 101  History of Modern Western Civilization
Language Core
Natural Science Core
Social Science Core

Sophomore Year

Fall Term
CM 200-Level Introductory Course*
EN 130  Understanding Literature
PL 200-Level Philosophical Perspectives Course
History Core
Math/Science Core

Spring Term
CM 200-Level Introductory Course*
CM/CW 300-Level Intermediate Course*
English Core
Fine Arts Core
Social Science Core

Junior Year

Fall Term
CM/CW 300-Level Intermediate Course*
Adv./Public Relations Specialization Course*
Theology Core
Non-Departmental Elective
Elective

Spring Term
CM/CW 300-Level Intermediate Course*
Adv./Public Relations Specialization Course*
Adv./Public Relations Specialization Course*
Theology Core
Elective

Senior Year

Fall Term
CP 402  Senior Seminar in Advertising and Public Relations*
Ethics Core
Communication Elective (300-Level)*
Non-Departmental Elective
Elective

Spring Term
Communication Elective (300-Level)*
Communication Elective (300-Level)*
Non-Departmental Elective
Elective

*  Required for major.

Digital Media Specialization

Specialization courses and an example of a typical program of courses are as follows:

CD 352  Graphics II
CD 353  Internet and Interactive Media I
CD 370  Radio and Audio Production
CD 371  Internet and Interactive Media II
CD 372  Digital Video II: Long Forms
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
Elective

Spring Term
CM 200  The Creative Eye: Description*
HS 101  History of Modern Western Civilization
Language Core
Natural Science Core
Social Science Core

Sophomore Year

Fall Term
CM 200-Level Introductory Course*
EN 130  Understanding Literature
PL 200-Level Philosophical Perspectives Course
History Core
Math/Science Core

Spring Term
CM 200-Level Introductory Course*
CM/CW 300-Level Intermediate Course*
English Core
Fine Arts Core
Social Science Core

Junior Year

Fall Term
CM/CW 300-Level Intermediate Course*
Digital Media Specialization Course*
Theology Core
Non-Departmental Elective
Elective
Spring Term
- CM/CW 300-Level Intermediate Course*
- Digital Media Specialization Course*
- Digital Media Specialization Course*
- Theology Core
- Elective

Senior Year

Fall Term
- CD 401 Senior Seminar in Digital Media*
- Ethics Core
- Communication Elective (300-Level)*
- Non-Departmental Elective
- Elective

Spring Term
- Communication Elective (300-Level)*
- Communication Elective (300-Level)*
- Non-Departmental 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
- Elective

Spring Term
- CM 200 The Creative Eye: Description*
- HS 101 History of Modern Western Civilization
- Language Core
- Natural Science Core
- Social Science Core

Sophomore Year

Fall Term
- CM 200-Level Introductory Course*
- EN 130 Understanding Literature
- PL 200-Level Philosophical Perspectives Course
- History Core
- Math/Science Core

Spring Term
- CM 200-Level Introductory Course*
- CM/CW 300-Level Intermediate Course*
- English Core
- Fine Arts Core
- Social Science Core

Junior Year

Fall Term
- CM/CW 300-Level Intermediate Course*
- Journalism Specialization Course*
- Theology Core
- Non-Departmental 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*
- Communication Elective (300-Level)*
- Non-Departmental Elective
- Elective

Spring Term
- Communication Elective (300-Level)*
- 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
Elective

*Spring Term*
CM 200  The Creative Eye: Description*
HS 101  History of Modern Western Civilization
Language Core
Natural Science Core
Social Science Core

**Sophomore Year**

*Fall Term*
CM 220  Introduction to Writing Fiction and Poetry*
EN 130  Understanding Literature
PL 200-Level Philosophical Perspectives Course
History Core
Math/Science Core

*Spring Term*
CM 200-Level Introductory Course*
CM/CW 300-Level Intermediate Course*
English Core
Fine Arts Core
Social Science 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 403  Senior Seminar: New Writers*
Ethics Core
Communication Elective (300-Level)*
Non-Departmental Elective
Elective

*Spring Term*
Communication Elective (300-Level)*
Communication Elective (300-Level)*
Non-Departmental Elective
Elective
Elective

* Required for major.

1. Communication majors must choose a specialization to study: advertising/public relations, journalism, digital media, or writing.

2. Students interested in publishing should specialize in journalism.

3. Photojournalism students should be either a communication major and a fine arts minor (photography) or a fine arts major and a communication minor.

4. Communication cannot be a split major.

5. The Minor in Communication consists of seven courses: two prerequisite courses, CM 200 and one other 200-level CM course; three intermediate 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 level courses in the department.

6. Communication majors are encouraged to add a minor from another department.

7. Media Internships (CM 421, CM 422) must be taken as electives. None will count toward the major; and only one will count as an elective toward graduation requirements, though others may be taken on a pass/fail basis.

8. Alternately, students may elect to pursue the Interdisciplinary Major in Writing.
INTERDISCIPLINARY MAJOR IN WRITING

All interdisciplinary writing majors are “combination majors” who take the following:

- CM 200 or CM 201 (invitation only)
- CM 220 or CM 221 (invitation only)
- 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 403)
- Three nondepartmental electives

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. (Communications, accounting, and business majors may not be taken in combination with a writing major).

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 130 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 403 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. Requires CM 200 or CM 201, CM 220 or CM 221, and five upper-division CW courses.
minors are encouraged to take Senior Seminar (CW 403) 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.

<table>
<thead>
<tr>
<th>COURSE DESCRIPTIONS</th>
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<tbody>
<tr>
<td><strong>Digital Media</strong></td>
</tr>
<tr>
<td>CD 352 Graphics II</td>
</tr>
<tr>
<td><em>Prerequisite:</em> 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.</td>
</tr>
<tr>
<td>CD 353 Internet and Interactive Media I</td>
</tr>
<tr>
<td><em>Prerequisite:</em> CM 222 or written permission of the instructor is required. An examination of the Internet, and particularly the World Wide Web, as a new medium of communication. Students learn how to create content for websites and examine the social, political, and aesthetic issues raised by this new channel to distribute information. The course has a service learning component: the major project for the semester includes creating a website for an appropriate social service provider.</td>
</tr>
<tr>
<td>CD 370 Radio and Audio Production</td>
</tr>
<tr>
<td><em>Prerequisite:</em> CM 223 or written permission of the instructor is required. Explores the theoretical knowledge and practical skills needed for audio production for radio, television, film, and multimedia applications including PSAs, commercials, radio drama, radio reporting, and radio documentaries.</td>
</tr>
<tr>
<td>CD 371 Internet and Interactive Media II</td>
</tr>
<tr>
<td><em>Prerequisite:</em> CD 353 or written permission of the instructor is required. 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.</td>
</tr>
<tr>
<td>CD 372 Digital Video II: Long Forms</td>
</tr>
<tr>
<td><em>Prerequisite:</em> CM 224 or written permission of the instructor is required. Explores advanced audio, lighting videography, and nonlinear editing techniques. Special attention is given to graphics; special effects and compositing; integration of video into Web design software; preparation for Web and CD-ROM distribution; and the production of longer narrative video projects.</td>
</tr>
<tr>
<td>CD 401 Senior Seminar in Digital Media</td>
</tr>
<tr>
<td><em>Prerequisite:</em> Three CD 300-level courses or written permission of the instructor is required. A capstone course that asks students to use all of their skills in narrative, analysis, and persuasion to create a final advanced digital media project tailored to their interests and backgrounds. It may also include the construction of a professional portfolio and research on particular aspects of the media or media industries.</td>
</tr>
<tr>
<td><strong>Journalism</strong></td>
</tr>
<tr>
<td>CJ 360 Broadcast News Writing</td>
</tr>
<tr>
<td><em>Prerequisite:</em> 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.</td>
</tr>
<tr>
<td>CJ 361 Copy Editing</td>
</tr>
<tr>
<td><em>Prerequisite:</em> 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.</td>
</tr>
<tr>
<td>CJ 362 Editorial and Opinion Writing</td>
</tr>
<tr>
<td><em>Prerequisite:</em> 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.</td>
</tr>
<tr>
<td>CJ 363 The Magazine Article</td>
</tr>
<tr>
<td><em>Prerequisite:</em> Junior standing or above. Students will be 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.</td>
</tr>
</tbody>
</table>
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 will 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. Restricted to juniors and seniors.

CJ 386  Special Topics in Journalism (3.00 cr.)  
Prerequisite: CM 223. Required of communication majors with a journalism specialization in their senior year. 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/TV production, or interactive media.

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 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.)
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 (3.00 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. Counts toward Film Studies minor.

CM 225 Introduction to Advertising and Public Relations (3.00 cr.)
Prerequisite: CM 200. An introduction to advertising, public relations, and associated fields that make up an integrated approach to communication. Students learn to plan the overall communications strategy for a corporation or nonprofit organization. The outcome is a synchronized, multichannel strategy that effectively reaches the targeted audience with a single, unified message through appropriate media channels. Effective planning tools are used to develop the most productive ways in which to promote products or ideas.

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 *eloquenita 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 299 Art of the Argument (3.00 cr.)
Prerequisite: CM 200. 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 300 Audience and the Writer’s Voices (3.00 cr.)
Prerequisite: CM 200. 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 most 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 301 Free Speech, Free Expression (3.00 cr.)
Prerequisite: CM 200. 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.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CM 305</td>
<td>Media and the Political Process</td>
<td>3.00</td>
</tr>
<tr>
<td>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 writing assignments, students report on current political issues and events.</td>
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<tbody>
<tr>
<td>CM 306</td>
<td>Popular Culture in America</td>
<td>3.00</td>
</tr>
<tr>
<td>Prerequisite: CM 200. 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, postmodern theory, and social theory are brought to bear on our ever-evolving pop culture.</td>
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<tr>
<td>CM 307</td>
<td>Social and Political Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>Prerequisite: CM 200 or written permission of the instructor is required. 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.</td>
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<tr>
<td>CM 308</td>
<td>Style</td>
<td>3.00</td>
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<tr>
<td>Prerequisite: CM 200. 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.</td>
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<tr>
<td>CM 340</td>
<td>Advanced Reporting</td>
<td>3.00</td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>CM 341</td>
<td>The History of the Essay</td>
<td>3.00</td>
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<tr>
<td>Prerequisite: CM 200. 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.</td>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CM 342</td>
<td>Media, Culture, and Society</td>
<td>3.00</td>
</tr>
<tr>
<td>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.</td>
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<tbody>
<tr>
<td>CM 344</td>
<td>Translating the Secrets of Science</td>
<td>3.00</td>
</tr>
<tr>
<td>Prerequisite: CM 200 or written permission of the instructor is required. 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.</td>
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<tbody>
<tr>
<td>CM 345</td>
<td>Wet Ink: Reading and Writing</td>
<td>3.00</td>
</tr>
<tr>
<td>Prerequisite: CM 220. 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).</td>
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<tbody>
<tr>
<td>CM 346</td>
<td>Fundamentals of Film Studies</td>
<td>3.00</td>
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<td>Prerequisite: EN 130. 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.</td>
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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. 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 higher. 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. Written permission of the instructor is required. 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. Written permission of the internship coordinator is required. 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.

CM 387 Capstone Seminar in Gender Studies: Special Topics (3.00 cr.)  
Prerequisite: CM 200, SC 210, and two additional Gender Studies courses or written permission of the instructor is required. 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 Media Internship (Regular Year) (3.00 cr.)  
Prerequisite: CM 200. Written permission of the instructor is required. Restricted to juniors and seniors. Taken by Communication majors doing unpaid, off-campus internships in advertising, broadcasting, graphics, journalism, public relations, publishing, or writing. Prepares students for careers in media through practical work experience as well as in-class study to develop a professional orientation. May be taken once for degree credit; may be repeated for non-degree credit.

CM 422 Media Internship (Summer) (3.00 cr.)  
Prerequisite: CM 200. Taken by Communication majors doing unpaid, off-campus internships in advertising, broadcasting, graphics, journalism, public relations, publishing, or writing. 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 HBO, NBC, NBA, Rolling Stone, hometown newspapers, radio stations, etc. 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, junior standing (or above) in media. Written permission of the department is required. Outstanding students may spend an entire semester in an internship.

CM 424 Professional Summer Semester in Media (3–9.00 cr.)  
Prerequisite: CM 200, junior standing (or above) in media. Written permission of the department chair or coordinator is required. This course is the summer-length version of CM 423. Outstanding sophomores and non-majors will be considered on a space-available basis.

Advertising/Public Relations

CP 350 Advertising Copy Writing (3.00 cr.)  
Prerequisite: CM 200. Students participate in a copywriting workshop aimed at providing practice in writing print advertisements (magazine, newspaper, billboards), radio and TV 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 200, MA 110. 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. An overview of the function of public relations within the profit and nonprofit sectors. Students learn how to write and format news releases for print and broadcast media, speeches, position papers, annual reports, background memos, and internal publications (newsletters, brochures).

CP 402 Senior Seminar in Advertising and Public Relations (3.00 cr.)
Prerequisite: CM 200. Students work in a large group setting to develop a single campaign on behalf of a client. The course serves as a capstone to the advertising and public relations specialization. As such, the course integrates all facets of the communications mix. Students demonstrate their ability to research, strategize, and execute communication plans. Emphasis is on teamwork and client presentations.

Writing

CW 310 Art of Prose (3.00 cr.)
Prerequisite: CM 200. 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. 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. 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. 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. 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, CM 220. 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 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 130. 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. 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 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. May be repeated for credit. See departmental adviser in order to make arrangements for this course.

**CW 382 Advanced Non-Fiction Prose** *(3.00 cr.)*  
Prerequisite: Two 300-level nonfiction prose courses. 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 384 Literary Reviewing** *(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 senior year.
The Computer Science Department offers two major programs: one leading to a Bachelor of Science in Computer Science (B.S.) and the other leading to Bachelor of Arts in Computer Science (B.A.). 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 nondisciplinary 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.

### 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 130 Understanding Literature
- HS 101 History of Modern Western Civilization

#### 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
- CS Elective*
- 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
- CS Elective*
- 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 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 130 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 or CS-Related Elective *
Elective
Elective
Spring Term
Fine Arts Core
Social Science Core
CS 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 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. 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.

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**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 301 Data Structures and Algorithms I
- CS 371 Engineering I
- CSxxx Approved Computer Science Elective
- CS4xx Advanced Computer Science Elective

A list of approved computer science electives is available from the department chair.

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**CERTIFICATE IN PROGRAMMING**

A Certificate in Computer Programming is awarded to students who successfully complete CS 201, CS 202, and CS 301.

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**COMBINED B.S./M.E.S. OR B.A./M.E.S. PROGRAMS**

Students may choose computer science electives from Loyola’s Master of Engineering Science (M.E.S.) program, computer science track. 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.

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**INTERDISCIPLINARY PROGRAMS**

Interdisciplinary majors which include computer science are offered. Interested students should contact the department chair to discuss the requirements (which may also be found at www.cs.loyola.edu). CAC/ABET accreditation only extends to those interdisciplinary degrees that satisfy all computer science (B.S.) degree requirements.
**COURSE DESCRIPTIONS**

**CS 111 Introduction to Computers with Software Applications (3.00 cr.)**
An intensive course in computer concepts and a survey of business applications including word processing, spreadsheets, database management, presentation graphics, and Internet access and utilities. Also includes a thorough introduction to structured programming using Visual BASIC. Incorporates extensive, hands-on experience on PCs.

**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. Includes hands-on laboratory work and a brief introduction to programming for beginners. Intended as an elective for non-computer science majors.

**CS 120 Topics in Introductory Computer Science (3.00 cr.)**
An introductory exploration of a topic of current interest in computer science.

**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.)**
Boolean algebra, combinatorics, graphs, inductive and deductive proofs, functions and relations, recurrences, finite state machines. 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 using an object-oriented approach and language. Associated algorithms are analyzed for efficiency. Introduces a UNIX-based platform 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 structures, hashing, and formal methods are studied. More UNIX programming 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 programming in an assembly language.

**CS 420 Computer Science Research (1–4.00 cr.)**
*Prerequisite: Written permission of the sponsoring computer science faculty member is required.* 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 computer languages including functional, logical, and object-oriented languages. Study of run-time behavior of programs. An introduction to the formal study of programming language specification and analysis.
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. An introduction to Java and the design of applets. 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 and analysis of the performance of computer algorithms. Includes dynamic programming, graph algorithms, and NP-completeness.

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.

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 CS 471 or EG 471. Analog and digital circuits are interfaced to a digital computer. Operation of 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 CS 471 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 is required. Basic results from formal models of computation. Finite state concepts: acceptors, regular expressions, Chomsky hierarchy, push down automata. Computability: Turing machines, computable functions, halting problem, and NP-completeness.

CS 479 Topics in Computer Engineering (3.00 cr.)
Prerequisite: CS 371 or CS 471, 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.

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; hierarchical, network, relational, and object-oriented models with emphasis on the relational model; data description languages; query facilities. Experience with microcomputer database systems.

CS 486 Computer Graphics (3.00 cr.)
Prerequisite: CS 262; MA 301 or written permission of the instructor is required. 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 or written permission of the instructor is required. Local area networks of computers. An introduction to telecommunications. Network architectures: physical, data link, network, transport, session, presentation, and application layers. Examples: Ethernet, Novell, and others.

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 is required. An advanced course in computer science. May be repeated for credit.

CS 490 Wide-Area Computer Networks (3.00 cr.)
Prerequisite: CS 202 or written permission of the instructor is required. Network layers protocols including routing; internetworking (IP); transport layers (TCP); application layer internals including DNS, e-mail, and 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 advisor. 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.

CS 497 Computer Science Project II (3.00 cr.)
Prerequisite: CS 496. A continuation of CS 496.
The Bachelor of Arts in Economics (B.A.) 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, mathematical sciences, or the business disciplines. 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 the 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**

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<th>Fall Term</th>
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<tr>
<td>CM 100 Effective Writing**</td>
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<td>EC 102 Microeconomic Principles*</td>
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<tr>
<td>MA 151 Applied Calculus for Business and Social Sciences* or MA 251 Calculus I* (recommended if considering graduate study)</td>
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<td>Language Core</td>
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<th>Spring Term</th>
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<tr>
<td>CS 111 Introduction to Computers with Business Applications</td>
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<tr>
<td>EC 103 Macroeconomic Principles*</td>
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<td>HS 101 History of Modern Western Civilization**</td>
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<td>Language Core</td>
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<td>Math/Science Core</td>
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**Sophomore Year**

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<tr>
<td>EC 220 Business Statistics*</td>
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<td>EN 130 Understanding Literature</td>
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MINOR IN ECONOMICS

The following courses are required for a Minor in Economics:

- EC 102 Microeconomic Principles
- EC 103 Macroeconomic Principles
- EC 301 Macroeconomics or
- EC 302 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 is required. Examines the economic forces underlying historical development in America from the pre- Columbian 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 is required. 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 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 macroeconometric 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.

EC 302 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.
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 equilibrium 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 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. Stu-
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.
Office: Beatty Hall, Room 104
Telephone: 410–617–5095
Chair: Victor R. Delclos, Professor

Internship Coordinators, Professional Development Schools: Robert Chapman III; Peggy Golden; Kathleen Sears; Vickie Swanson

Professors: Victor R. Delclos; Donald B. Hofler (emeritus); Donald J. Reitz; Beatrice E. Sarlos (emerita)

Associate Professors: L. Mickey Fenzel; Sharyn Simpson Rhodes; Elana E. Rock

Assistant Professors: Marie Celeste (visiting); Debby I. Deal; David Marcovitz; Michael L. O’Neal; Lisa C. Schonberger (visiting); H. Lovell Smith; John J. Vacca

Instructor: Catherine Castellan

Adjunct Faculty: Joyce Agness; Diana Copenhaver; Dorothy Dorman; Susan A. Gallagher; Judith Glass; Elizabeth Holden; John Hutchinson; Clare Kruft; William Maczis, Jr.; Robert Peters; Sam Polack; Maryanne Ralls; Mary L. Roby; Patrick Wilson; Jack Woodward; Allen Zink

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 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 or special 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 cutoff on the Reading, Writing, and Mathematics portions of the PRAXIS I examination prior to beginning the second phase of the internship.

During the spring of their 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:

RS 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. The Professional Development School is a collaborative effort between the local schools and the Education Department of Loyola College. This yearlong intensive internship experience integrates theory and practice.

**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 Education I: Elementary Education and Field Experience
- MA 103 Fundamental Concepts of Mathematics I
- PH 110 Physical Science I

**Spring Term**
- BL 106 Science of Life
- ED 101 Education II: Field Experience
- MA 104 Fundamental Concepts of Mathematics II

**Sophomore Year**

**Fall Term**
- ED 416 Social Studies Methods and Field Experience
- ED 341 Field Experience in Education
- HS 340 America Through Reconstruction or HS 341 The U.S. Since the Civil War
- MA 110 Introduction to Statistical Methods and Data Analysis
- TH 201 Introduction to Theology

**Spring Term**
- ED 412 Arithmetic Methods and Field Experience
- ED 431 Field Experience in Education
- TH 200-Level Philosophical Perspectives Course
- English Elective

**Junior Year**

**Fall Term**
- ED 416 Social Studies Methods and Field Experience
- ED 341 Field Experience in Education
- HS 340 America Through Reconstruction or HS 341 The U.S. Since the Civil War
- MA 110 Introduction to Statistical Methods and Data Analysis
- TH 201 Introduction to Theology
- English Elective
- Elective

**Spring Term**
- ED 412 Arithmetic Methods and Field Experience
- ED 431 Field Experience in Education
- TH 200-Level Philosophical Perspectives Course
- English Elective

**Senior Year**

**Fall Term**
- ED 404 Internship I and Seminar
- ED 420 Assessment for Instruction: Reading and Math
- ED 421 Comprehensive Classroom Management
- ED 442 Instruction for Reading: Methods, Materials, and Resources
- GY 201 Principles of Geography
- Elective

**Spring Term**
- ED 445 Internship II and Seminar and
- RS 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*
RS 481 Differentiating Curriculum and Instruction for Diverse Learners*
RS 482 Assessment and Instructional Planning for Special Education
RS 483 Collaboration and Consultation for Students with Special Needs
RS 496 Introduction to 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 474 Teaching Reading in the Content Area I
ED 475 Teaching Reading in the Content Area II
RS 496 Introduction to Special Education Content Area Teaching Methods
Student Teaching (Secondary Level)

Before deciding on electives, students who wish to minor in education should contact the adviser of secondary minors. Specific elective course may be required to meet certification requirements in certain content areas.

The Department’s 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.

COURSE DESCRIPTIONS

EDUCATION

ED 100 Introduction to Elementary Education (3.00 cr.)
An overview of current educational issues integrated with a required service learning project. 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 300 Learning Theory (3.00 cr.)
Prerequisite: ED 100. 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.)
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 from conception to adolescence. More specifically, numerous developmental theories incorporating the perspectives of biology, learning, psychoanalysis, and cognition are examined. Further, current trends in research involving development from early childhood through adolescence are highlighted and related issues explored to provide students with the knowledge and awareness of how factors can affect human growth and development at any stage of life. Students have several practi-
cal 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 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 419 Foundations of Reading and Language Arts (3.00 cr.)
A basic course in reading; lectures and demonstrations constitute course procedures. Emphasis on evaluation techniques, word recognition and analysis procedures, directed reading activities, and comprehension abilities.

ED 420 Assessment for Instruction: Reading and Math (3.00 cr.)
Prerequisite: ED 419. Students demonstrate a thorough understanding of the various roles of assessment in education. The content addresses the principles and ethics related to test selection, administration, results, interpretation, and development of appropriate educational programs. Students become familiar with a variety of informal and formal assessment techniques (norm-referenced, criterion-referenced, curriculum-based, and authentic measures). Opportunities are provided to administer, score and interpret reading and math assessments and to demonstrate awareness of the ethical and legal requirements, roles of professionals, and the implications of culture and diversity in the assessment process.

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 (3–4.00 cr.)
Prerequisite: ED 429. Presents the general theory of education as applied to the specific subject areas. Courses are part of the educational term and are coordinated with ED 401 and ED 405. Consideration given to the selection and organization of content and the methods and the techniques associated with each subject. One of the six methods courses is required by the State Department of Education for secondary school teachers.

ED 423 The Teaching of English (3–4.00 cr.)
Prerequisite: ED 429. Presents the general theory of education as applied to the specific subject areas. Courses are part of the educational term and are coordinated with ED 401 and ED 405. Consideration given to the selection and organization of content and the methods and the techniques associated with each subject.
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 (3–4.00 cr.)
Prerequisite: ED 429. Presents the general theory of education as applied to the specific subject areas. Courses are part of the educational term and are coordinated with ED 401 and ED 405. Consideration given to the selection and organization of content and the methods and the techniques associated with each subject. 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 (3–4.00 cr.)
Prerequisite: ED 429. Presents the general theory of education as applied to the specific subject areas. Courses are part of the educational term and are coordinated with ED 401 and ED 405. Consideration given to the selection and organization of content and the methods and the techniques associated with each subject. One of the six methods courses is required by the State Department of Education for secondary school teachers.

ED 427 The Teaching of Mathematics (3–4.00 cr.)
Prerequisite: ED 429. Presents the general theory of education as applied to the specific subject areas. Courses are part of the educational term and are coordinated with ED 401 and ED 405. Consideration given to the selection and organization of content and the methods and the techniques associated with each subject. One of the six methods courses is required by the State Department of Education for secondary school teachers.

ED 428 The Teaching of Music (3–4.00 cr.)
Prerequisite: ED 429. 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, classroom management, individual differences, unit and lesson planning, instructional techniques, and assessment.

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.)
A school-based involvement in the education process. Students work with children in the classroom in a variety of ways that include one-on-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 433 Internship in Music (10.00 cr.)
Involves at least ten weeks of supervised student teaching in elementary and secondary music.

ED 434 Student Teaching in the Elementary School (6–15.00 cr.)
Corequisite: ED 460. The fall/spring term of the senior year is devoted completely to supervised full-time student teaching in an elementary school. Students teach at two different grade levels (primary and upper elementary). (Pass/Fail)

ED 435 Internship in Art (10–15.00 cr.)
Involves at least ten weeks of supervised student teaching in elementary and secondary art.

ED 436 Leadership Seminar I (1.00 cr.)
Prerequisite: Written permission of the instructor is required. The purpose of the course is to improve the effective-
ness 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 is required.*  
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  (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. Restricted to students taking RS 496.

**ED 442  Instruction for Reading: Methods, Materials, and Resources  (3.00 cr.)**  
*Prerequisite: ED 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.

**ED 444  Instruction of Reading  (3.00 cr.)**  
*Prerequisite: ED 419.*  
The first phase of an intensive yearlong internship during which students continue to develop their teaching skills through classroom instruction and in-school 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.

**ED 445  Internship II and Seminar  (12.00 cr.)**  
*Prerequisite: GPA of 2.500 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  Student Teaching (Secondary Level): Science  (10–15.00 cr.)**  
An opportunity for students to translate academic theory into practice. Students practice-teach for a minimum of ten weeks under the supervision of a college supervisor and experienced classroom teacher.

**ED 453  Student Teaching (Secondary Level): English  (10–15.00 cr.)**  
An opportunity for students to translate academic theory into practice. Students practice-teach for a minimum of ten weeks under the supervision of a college supervisor and experienced classroom teacher.

**ED 454  Student Teaching (Secondary Level): Mathematics  (10–15.00 cr.)**  
An opportunity for students to translate academic theory into practice. Students practice-teach for a minimum of ten weeks under the supervision of a college supervisor and experienced classroom teacher.

**ED 455  Student Teaching (Secondary Level): Social Studies  (10–15.00 cr.)**  
An opportunity for students to translate academic theory into practice. Students practice-teach for a minimum of ten weeks under the supervision of a college supervisor and experienced classroom teacher.

**ED 456  Student Teaching (Secondary Level): Modern Foreign Language  (10–15.00 cr.)**  
An opportunity for students to translate academic theory into practice. Students practice-teach for a minimum of ten weeks under the supervision of a college supervisor and experienced classroom teacher.

**ED 460  Seminar in Education  (1.00 cr.)**  
*Corequisite: ED 434.*  
Establishes a forum for a critical examination of student experiences in the field component of the teacher education program. Examines critical issues and/or problems experienced by students. (Pass/Fail)
ED 461 Literacy: Teaching Adults and Related Issues (3.00 cr.)
An introduction to the nature and extent of illiteracy in Baltimore City, the United States, and the world. Students become proficient in the literacy tutoring methods used by the Literacy Volunteers of America. Also provides knowledge and background on demographics, learning disabilities, literacy and technology, public policy, and many “cutting edge” issues related to literacy. Special emphasis on the challenges facing the adult learner. Includes five hours a week of field experience in addition to the scheduled class.

ED 463 Independent Study in Education (1–6.00 cr.)
Prerequisite: Written permission of the adviser and the chair is required. 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 474 Teaching Reading in the Content Area I (3.00 cr.)
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.

ED 475 Teaching Reading in the Content Area II (3.00 cr.)
Prerequisite: ED 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.

ED 495 Philosophical Reflections on the Educational Enterprise (3.00 cr.)
The philosophy of education for educators at all levels with special emphasis on the ethical dimensions of educational practice with regard to school governance, teaching, counseling, curriculum decisions, and matters of discipline. Participants engage in discussion of fundamental problems as they apply to their specific areas of professional activity in the field of education. Readings from current ethical and also broader philosophical discourse are selected for analysis and oral as well as written discussion.

ED 501 Current Research on Teaching and Learning (3.00 cr.)
Deals with current developments in instructional strategy. Acquaints students with recent research in principles of effective teaching such as selecting student-specific learning styles, integrating state-of-the-art computer technology into classroom activities, implementing cooperative learning patterns, and dealing with multicultural populations.

ED 502 Career Decision Making (3.00 cr.)
Focuses on helping students with self-knowledge, occupational information, and decision making related to career choice. Measures the personal values, attitudes, interests, personality traits, and skills involved in occupational choice. Takes a life-style approach in the presentation of choice of career development, work satisfaction, and leisure. Emphasizes self and interpersonal management skills in the context of occupational choice/acquisition. Resume writing and interviewing skills presented.

ED 503 Evil: It’s 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.

Special Education

RS 481 Differentiating Curriculum and Instruction for Diverse Learners (3.00 cr.) 
Prerequisite: ED 302, RS 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.

RS 482 Assessment and Instructional Planning for Special Education (3.00 cr.) 
Prerequisite: RS 496. Students demonstrate understanding of the principles, ethics, and limitations of assessment, as well as the process of special education placement, 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 instructional programs that meet the unique needs of children with disabilities.

RS 483 Collaboration and Consultation for Students with Special Needs (3.00 cr.) 
Prerequisite: RS 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.

RS 496 Introduction to Special Education (3.00 cr.) 
Corequisite: ED 438 required for 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.

RS 509 Reading, Writing, and Study Skills in the Content Area (3.00 cr.) 
Designed for teachers of content subjects. Provides an application of current theory and research into teaching of reading, writing, and study skills to the classroom situation. Through the development of assessment techniques and awareness of individual difference of students, teachers develop a knowledge base which allows for the teaching of various strategies necessary for the understanding of content material.
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 engineering, electrical engineering, mechanical engineering, 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 management, 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.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CM 100</td>
<td>Effective Writing**</td>
</tr>
<tr>
<td>EG 101</td>
<td>Introduction to Engineering*</td>
</tr>
<tr>
<td>MA 251</td>
<td>Calculus I*</td>
</tr>
<tr>
<td>PH 201</td>
<td>General Physics I*</td>
</tr>
<tr>
<td>PH 291</td>
<td>General Physics Lab I*</td>
</tr>
</tbody>
</table>

Language Core
### Sophomore Year

**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

**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 130 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*
- MA 395 Discrete Methods*

**Fall Term**
- EG 032 Electronics I Lab*
- EG 390 Experimental Methods*
- EG 432 Electronics I*
- EG 481 Probability and Statistics*
- PL 201 Foundations of Philosophy
- Engineering Concentration Elective*
- Engineering 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 courses may be pursued through Loyola’s Cooperative Education Program with area colleges and universities. 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 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 051 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 390 Experimental Methods*
EG 410 Mechanics of Materials Lab*
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 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 courses may be pursued through Loyola’s Cooperative Education Program with area colleges and universities. 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 freshman year. Study abroad programs are 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 a split 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 102 General Chemistry II
CH 105 General Chemistry Lab
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 IV 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/subtracter circuits; parity generation and detection; flip flops; sequential
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 (2.00 cr.)**
An introduction to engineering as a discipline and profession. Through 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 social contexts of engineering design and its impact on our society. Skills necessary for success such as creativity, teamwork, and oral and written communication are developed. An introduction to campus computing facilities and software applications used for subsequent courses is also 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 and 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, Kirchhoff’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 steadystate 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. Discusses 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 Process (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 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, BJTs, and MOSFETs. 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-
sentation 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: CS 471 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 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: CS 471 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 CS 475.

EG 476 Electronic Digital Circuits (3.00 cr.)
Prerequisite: EG 031, EG 032, EG 071, EG 331, EG 432, EG 471. 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 485 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 is required. 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 499. Written permission of a sponsoring faculty member is required. A continuation of EG 499.

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; Kathleen Forni; Paul Lukacs; Gayla McGlamery

Assistant Professors: Jean Lee Cole; Juniper Lee Ellis; Nicholas A. Miller

Adjunct Faculty: Louis Hinkel, Jr.; Lisa Renee Kenyon; Warren K. Moore; Loxley F. Nichols; Angela O’Donnell

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 130 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 130 (Pre/Corequisite: CM 100) before taking a 200-level core course.

2. EN 130 and one EN 200-level core course are the prerequisites for all EN 300- and 400-level courses.

MINOR IN ENGLISH

- EN 130 Understanding Literature
- 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 is required. 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 130 Understanding Literature (3.00 cr.)
Corequisite: CM 100 or CM 101. 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 141 Literature and the Theological Imagination II (3.00 cr.)
Prerequisite: TH 140. A continuation of TH 140. A further exploration of the relations between theology and literature focusing on the modes in which poems, short stories, and plays give expression to an experience of the Divine. Counts toward Catholic Studies minor.

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 130. 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. Same course as CL 218.

EN 202  Major Writers: American Literature  (3.00 cr.)
Prerequisite: EN 130. 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 202 may not count EN 366 toward their English major.

EN 205  Major Writers: Shakespeare  (3.00 cr.)
Prerequisite: EN 130. 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 130. 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 130. 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 130. 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. Required for English majors.

EN 218  Major Writers: The “Golden Age” of Rome  (3.00 cr.)
Prerequisite: EN 130, 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 219  Major Writers: Classical Mythology  (3.00 cr.)
Prerequisite: EN 130. 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. Counts toward Gender Studies minor. Same course as CL 211.

EN 220  Major Writers: The Classical Epics  (3.00 cr.)
Prerequisite: EN 130. 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 221  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 228  Major Writers: The “Golden Age” of Rome  (3.00 cr.)
Prerequisite: EN 130. 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 130, 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 130, 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 130, 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 130, 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 130, 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 130, 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. May be repeated once for credit with different topic. Counts toward Medieval Studies minor.
EN 307 Seminar in Medieval Literature (3.00 cr.)
Prerequisite: EN 130, 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. May be repeated once for credit with different topic. Counts toward Medieval Studies minor.

EN 310 Shakespeare I (3.00 cr.)
Prerequisite: EN 130, 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 130, 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 130, 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 130, 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 130, 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 130, 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 130, 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 130, 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 130, 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 130, 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. May be repeated once for credit with different topic. Counts toward Catholic Studies minor.

EN 329 Poetry and Drama, 1660–1800 (3.00 cr.)
Prerequisite: EN 130, 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 330 Prose Fiction, 1660–1800 (3.00 cr.)
Prerequisite: EN 130, one EN 200-level core course. A survey of prose literature from the Restoration through the end of the eighteenth century. Readings typically are from Addison and Steele, Austen, Burney, Dryden, Fielding, Goldsmith, Johnson, Richardson, Smollett, Sterne, Swift, Walpole, with attention to the development of prose fiction and satire.

EN 332 Literature and the Catholic Imagination (Pre-1800) (3.00 cr.)
Prerequisite: EN 130, 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
EN 334 Novels of the Eighteenth-Century (3.00 cr.)
Prerequisite: EN 130, 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 130, 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 130, 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. May be repeated once for credit with different topic.

EN 337 Seminar in Eighteenth-Century Literature (3.00 cr.)
Prerequisite: EN 130, one EN 200-level core course. A close and intensive study of a theme, issue, problem, or author before 1800. Counts toward Film Studies minor.

EN 338 Intensive Independent Study (Pre-1830) (3.00 cr.)
Prerequisite: EN 130, 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.

EN 339 Seminar in Literary Topics before 1800 (3.00 cr.)
Prerequisite: EN 130, 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 130, 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: Theory and Practice (3.00 cr.)
Prerequisite: EN 130, 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 130, one EN 200-level core course. A close and intensive study of a theme, 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 130, 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 130, 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. May be repeated once for credit with different topic. Counts toward Film Studies minor.

EN 350 The Romantic Movement (3.00 cr.)
Prerequisite: EN 130, 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 352 Interdisciplinary Studies in Romanticism (3.00 cr.)
Prerequisite: EN 130, one EN 200-level core course. A team-taught, interdisciplinary study of the art, literature, and music of the Romantic Era (c. 1780–1840). Topics include the romantic investigation of nature, the new emphasis on creative imagination and subjectivity, artistic responses to revolutionary politics, and the character of romantic genius. Same course as AH 352 and MU 352.

EN 354 Topics in Romanticism (3.00 cr.)
Prerequisite: EN 130, 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 Novels** (3.00 cr.)  
*Prerequisite: EN 130, 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 130, 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 130, 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 130, 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 130, 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.*

**EN 365 Seminar in Literature and Catholicism (Post-1800)** (3.00 cr.)  
*Prerequisite: EN 130, 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. May be repeated once for credit with different topic. Counts toward Catholic Studies minor.*

**EN 366 American Literature to the First World War** (3.00 cr.)  
*Prerequisite: EN 130, 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 130, 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 English Literary History after 1800** (3.00 cr.)  
*Prerequisite: EN 130, 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 369 Modern British and American Fiction** (3.00 cr.)  
*Prerequisite: EN 130, 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 370 Modern British and American Literature** (3.00 cr.)  
*Prerequisite: EN 130, 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 371 Modern British and American Poetry** (3.00 cr.)  
*Prerequisite: EN 130, 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 372 Modern Dramatic and American Drama** (3.00 cr.)  
*Prerequisite: EN 130, 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 373 Twentieth-Century Irish Literature** (3.00 cr.)  
*Prerequisite: EN 130, 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 Foundations of Post-Colonial Literature (3.00 cr.)
Prerequisite: EN 130, 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 in America (3.00 cr.)
Prerequisite: EN 130, 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 378 American Women Writers (3.00 cr.)
Prerequisite: EN 130, 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 379 The History of Narrative Cinema (3.00 cr.)
Prerequisite: EN 130, 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 story-telling medium and includes investigation of narrative 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 130, 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 130, 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 130, 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 130, 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 130, 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 130, 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. May be repeated once for credit with different topic. Counts toward Film Studies minor.

EN 387 Seminar in Post-Modern Twentieth-Century Literature (3.00 cr.)
Prerequisite: EN 130, 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 130, 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 396  Non-Western Literature  (3.00 cr.)
Prerequisite: EN 130, one EN 200-level core course. Examines selected master works of literature from non-Western traditions. Students read representative works of one or several cultures.

EN 397  Seminar in American Literature  (3.00 cr.)
Prerequisite: EN 130, 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 130, 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 after 1800. May be repeated once for credit with different topic.

EN 399  Seminar in Literary Topics after 1800  (3.00 cr.)
Prerequisite: EN 130, 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 130, 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 130, 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 W178  
**Telephone:** 410-617-2031

**Chair:** Janet A. Headley, Associate Professor

**Professor:** Edward J. Ross (emeritus)  
**Associate Professors:** Mary G. Atherton (emerita); James E. Dockery (emeritus); Janet A. Headley; Martha C. Taylor; Anthony D. Villa

**Assistant Professors:** Mary Beth Akre; James R. Bunzli; Janet Maher; Charles P. Mitchell; Ronald Pearl; Daniel Schlapbach

**Adjunct Faculty:** Letty Bonnell; Virginia Brown; Viviana Holmes; Linda Lloyd-Lee; Christopher Lonegan; Carol Miller-Frost; Mary Skeen; Nanette Thrush; John Viles

**Concert Choir Director:** Ernest J. Liotti

**Theatre Manager:** Stuart Dawkins

Fine arts majors or minors and interdisciplinary majors may elect to concentrate in any of five different 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.

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**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:
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. Majors take three lower-division courses (AH 110, AH 111, and PT 275 or SA 224) and nine upper-division courses. Students must take one upper-division course in classical or medieval art, one in Renaissance or baroque art, and one in art post-dating the eighteenth century. Majors are strongly encouraged to take at least one course in non-Western art.

2. Minors are required to take AH 110, AH 111, and four 300-level classes.

3. Interdisciplinary majors are required to take AH 110, AH 111, and five 300-level courses.

Theatre Concentration

Freshman Year

Fall Term
CM 100 Effective Writing
DR 250 Introduction to Theatre History
Language Core
Math/Science Core
Social Science Core

Spring Term
DR 251 Experience of Theatre
EN 130 Understanding Literature
HS 101 History of Modern Western Civilization
Language Core
Math/Science Core

Sophomore Year

Fall Term
DR 352 Stage Craft
PL 201 Foundations of Philosophy

TH 201 Introduction to Theology
English Core
Math/Science Core

Spring Term
DR 355 Introduction to Design for Theatre
DR 300-Level Course
PL 200-Level Philosophical Perspectives Course
History Core
Social Science Core

Junior Year

Fall Term
DR 275 Theatre Practicum
DR 350 Acting I
Second Major Area Course
Non-Departmental Elective
Elective
Elective

Spring Term
DR 275 Theatre Practicum
DR 351 Directing
Second Major Area Course
Second Major Area Course
Theology Core
Non-Departmental Elective

Senior Year

Fall Term
DR 374 Theatre Production Internship
Second Major Area Course
Second Major Area Course
Elective
Elective

Spring Term
DR 275 Theatre Practicum
Second Major Area Course
Second Major Area Course
Ethics Core
Non-Departmental Elective
Elective

1. Theatre is an interdisciplinary major. Students who elect to concentrate in theatre must take DR 250, DR 251, six upper-division courses in theatre, and meet the interdisciplinary requirements of the other concentration.

2. Minors must take DR 250, DR 251, three practicums, and four upper-division courses in theatre.
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 130  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 319  Applied Music (1 hour)
Ethics Core
MU 300-Level Elective
Elective

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 or 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

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 majors, 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 Minor 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 130 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. Photography majors take PT 275, PT 319, PT 375, 
   PT 390, SA 224, one additional art history course, 
   and seven additional upper-division photograph-y courses.

2. Interdisciplinary majors take PT 275, PT 319, 
   PT 375, PT 390, SA 224, and four additional 
   upper-division photography courses.

3. Photography minors take PT 275, PT 319, 
   PT 375, and four additional upper-division 
   photography courses.

4. Majors and minors 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 in photography and a 
communication minor, or a communication 
major in journalism with a fine arts minor 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 130  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. Studio Arts majors 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. Minors and interdisciplinary majors 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 120 Masterpieces of Architecture (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 122 Masterpieces of Painting I (3.00 cr.)
Examines a select group of “Old Masters,” such as Masaccio, Jan van Eyck, Hieronymous 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 123 Masterpieces 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 125 Building the Eternal City: 2,000 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. Counts toward Catholic Studies and Medieval Studies minors.

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 hingepoint 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 300 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. Upper-level students are expected to undertake additional readings and prepare a research paper in consultation with the instructor. Counts toward Gender Studies minor.

**AH 301 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 hingepoint for the topic of censorship. Upper-level students are expected to undertake additional readings and prepare a research paper in consultation with the instructor. Counts toward Gender Studies minor.

**AH 302 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. Upper-level students are required to do extra research and a longer paper. Counts toward Gender Studies minor.
AH 303  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. Upper-level students are required to do extra research for a more extensive term paper. Counts toward Asian Studies minor.

AH 305  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. Upper-level students are required to do extra research and a longer paper. Counts toward Catholic Studies minor.

AH 306  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. Upper-level students are required to do extra research and a longer paper. Counts toward Catholic Studies and Medieval Studies minors.

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. Counts toward Catholic Studies minor.

AH 310  Classical Art: Greek and Roman  (3.00 cr.)
An examination of the origins and development of the classical civilizations of Greece and Rome. An exploration of the classical ideal through archaeological sites, extant classical monuments, sculpture, and painting. Counts toward Gender Studies minor. Same course as CL 340.

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.
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.**

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.

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.**

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.**

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.

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.**

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. Counts toward Catholic Studies and Medieval Studies minors.**

A team-taught, interdisciplinary study of the art, literature, and music of the Romantic Era (c. 1780-1840). Topics include the romantic investigation of nature, the new emphasis on creative imagination and subjectivity, artistic responses to revolutionary politics, and the character of romantic genius. **Same course as EN 352 and MU 352.**

Prerequisite: Written permission of the instructor is required. 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 art history majors and minors.**

Prerequisite: Written permission of the instructor is required. 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.**

Prerequisite: Written permission of the instructor is required. 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 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, 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 is required. Students continue to study concepts and principles of dance as they apply to dance technique (ballet, modern, 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 is required. 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 written permission of the instructor is required. 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 275  Theatre Practicum  
(1.00 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. Theatre majors must take three practicums, each in a different area. May be repeated 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. Students learn audition techniques and perform scene-work for the Loyola community.

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 352 Stage Craft (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 354 Acting II (3.00 cr.)
Prerequisite: DR 350 or an audition with the theatre faculty is required. This class focuses on advanced scene-work and period technique. Students choose monologues and scenes from a range of historical styles.

DR 355 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 socio-cultural 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.

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 374 Theatre 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 200 Loyola Chorale I (1.50 cr.)
*Prerequisite: An audition with the instructor is required. 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.*

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 is required. 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.*

MU 213 Concert Band I (1.50 cr.)
*Prerequisite: An audition with the instructor is required. An instrumental ensemble for winds, brass, and percussion instruments which performs traditional repertoire in concerts each semester. Open to all students.*

MU 217 Scenes for Singers I (1.50 cr.)
*Prerequisite: An audition with the instructor is required. 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.*

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.*

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.*

MU 220 Chamber Ensemble I (1.50 cr.)
*Prerequisite: An audition with the instructor is required. 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.*

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.

MU 300 Loyola Chorale II  (1.50 cr.)
Prerequisite: Two semesters of MU 200. An audition with the instructor is required. A continuation of MU 200.

MU 302 Structure of Music: Theory I  (3.00 cr.)
Recommended Prerequisite: MU 201 or written permission of the department chair is required. 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, ragtime, New Orleans and Chicago jazz, big band, bop, and contemporary styles. Discusses the effect of jazz on the popular music of the time.

MU 304 Music of the Baroque  (3.00 cr.)
The Baroque period in music was one of great change and variety. For the first time, instrumental forms gained popularity over vocal ones. Yet, the first operas were composed during this time. The fugue, oratorio, the solo keyboard piece, and the virtuoso performer became important at this time. Investigates the important composers of the period and their music. Composers to be studied include J.S. Bach, Handel, and Vivaldi.

MU 305 Music in the Twentieth-Century  (3.00 cr.)
The most significant musical revolution in 300 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 308 Music of the Classical Period  (3.00 cr.)
A survey of Western Art Music of the eighteenth century. Major focus directed toward the legendary composers and performers of the period such as Haydn, Mozart, Schubert, and Beethoven. Discusses social, political, and philosophical trends of the period as they relate to performance practice, style, and form.

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. An audition with the instructor is required. A continuation of MU 211.

MU 312 Jazz Improvisation I  (3.00 cr.)
Prerequisite: MU 201 or written permission of the music director and department chair is required. 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, Mixoljdian modes and the Blues scale.
MU 313 Concert Band II (1.50 cr.)
Prerequisite: An audition with the instructor is required. An instrumental ensemble for winds, brass, and percussion instruments which performs traditional repertoire in concerts each semester. Open to all students.

MU 314 Madrigals (1.50 cr.)
Prerequisite: An audition with the instructor is required. 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.

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. An audition with the instructor is required. A continuation of MU 217. A fee is charged for private instruction and is payable directly to the instructor.

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 is required. A continuation of MU 218 or MU 219. A fee is charged for private instruction and is payable directly to the instructor.

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 is required. A continuation of MU 218 or MU 219. A fee is charged for private instruction and is payable directly to the instructor.

MU 320 Chamber Ensemble II (1.50 cr.)
Prerequisite: Two semesters of MU 220. An audition with the instructor is required. A continuation of MU 220.

MU 322 Jazz Improvisation II (3.00 cr.)
Prerequisite: MU 312. A continuation of the development of the student as a more musical improvisor. 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 is required. 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.

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.

MU 350 Electronic Music Studio (3.00 cr.)
Prerequisite: MU 201 or written permission of the department chair is required. 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 352 Interdisciplinary Studies in Romanticism (3.00 cr.)
A team-taught, interdisciplinary study of the art, literature, and music of the Romantic Era (c. 1780–1840). Topics include the romantic investigation of nature, the new emphasis on creative imagination and subjectivity, artistic responses to revolutionary politics, and the character of romantic genius. Same course as AH 352 and EN 352.

MU 412 Senior Project in Music (3.00 cr.)
Prerequisite: Senior status. Written permission of the department is required. 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 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 darkroom 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 majors. 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 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 is required. 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 (3.00 cr.)
Prerequisite: SA 224 or written permission of the instructor is required. 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 book-making, 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 375 Intermediate Photography** (3.00 cr.)  
*Prerequisite: PT 275 or written permission of the department chair is required.* 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 taken 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 is required.* A study of the early processes by which photographic images were recorded and displayed, including cyanotype, gum bichromate, and kallitype. 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 photography majors; recommended for photography minors. 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 art-
ists have expressed their personal visions. Students have
an opportunity, through the use of lighting and composi-
tion, 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 201/301) prior to, or concurrently with, this course.

PT 401 Color Photography II (3.00 cr.)
Prerequisite: PT 379. A continuation of PT 379, includ-
ing large prints and experimental color. Taught concurre-
ently with PT 379.

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 is required. 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 direc-
tion 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
Photography (3.00 cr.)
Prerequisite: Written permission of the instructor is required.
An introduction to the type of research necessary for
investigative reporting, for the production of television
documentaries and for the public relations and indus-
trial audiovisual presentations. Since the well researched
script is the basis of such work, equal importance will
be given to research, writing, and production of visu-
als. 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 creat-
ing 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 appropri-
ate for two-dimensional projects will be used. Fulfills
fine arts core requirement. Prerequisite for most studio arts
courses. Requirement for studio arts majors and minors.

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 studio arts majors and minors.

SA 227 Three-Dimensional Design (3.00 cr.)
Prerequisite: SA 224 or written permission of the instructor is
required. Students learn to recognize and use the ele-
ments 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 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. 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 is
required. Color as a vehicle for drawing and composing
expressive imagery using colored pencils and inks. Sub-
ject matter drawn from nature and man-made forms.
SA 320  Printmaking I  (3.00 cr.)  
Prerequisite: SA 224 or SA 225 or written permission of the instructor is required. Introduces materials, techniques, and equipment used in planographic, relief, and intaglic 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 is required. 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 is required. 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 is required. 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 330  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 is required. 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 is required. 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 is required. 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 is required. 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 is required. 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  (3.00 cr.)  
Prerequisite: SA 224 or written permission of the instructor is required. 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 is required. 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 is required. 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 is required. 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 is required. 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 is required. 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 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. Class size 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 studio arts majors; recommended for studio arts minors. 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.
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. New majors should see the department chair for a special registration form. A departmental honors program, centered around an extensive research paper, is available to selected seniors. Application is made in the junior year.

Course requirements for all history majors are as follows:

**HS 101** History of Modern Western Civilization

**HS 300-Level Courses**: Eight required. 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.

**HS 410–459 Special Topics Courses**: Two required; more narrowly focused and professionally oriented than the HS 300-level intermediate courses.

**HS 460–499 History Seminar**: One required. Small, intensive courses conducted largely through discussion and requiring major research papers.

Specialized 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. Majors may also elect to take extra seminars or special topics courses in place of HS 300-level courses.

Each major will be required to take two courses in each of the following areas:

- **European History**: HS 300–339; HS 410–422; HS 470–479
- **American History**: HS 340–369; HS 423–439; HS 460–469
- **Third World History**: HS 370–399; HS 440–454; HS 480–489

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)

Split majors must take at least one course in each of the following areas:

- **European History**: HS 300–339; HS 410–422; HS 470–479
- **American History**: HS 340–369; HS 423–439; HS 460–469
- **Third World History**: HS 370–399; HS 440–454; HS 480–489
In addition, it is recommended that history majors take the American History survey courses (HS 340–341), History Internship (HS 405), Introduction to Computers and Computer Software (CS 110), and Introduction to Statistical Methods and Data Analysis (MA 110).

**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** or Elective
- Language Core
- Math/Science Core
- Social Science Core

**Sophomore Year**

**Fall Term**
- EN 130  Understanding Literature
- HS 300-Level Course* or HS 400  History Methods*
- PL 201  Foundations of Philosophy
- Fine Arts Core
- Math/Science Core

**Spring Term**
- HS 300-Level Course*
- HS 400  History Methods* or HS 300-Level Course*
- PL 200-Level Philosophical Perspectives Course
- English Core
- Social Science Core

**Junior Year**

**Fall Term**
- HS 300-Level Course*
- HS 300-Level Course* or 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* or HS 460–499 History Seminar*
- Theology Core
- Non-Departmental Elective
- Elective

**Senior Year**

**Fall Term**
- HS 300-Level Course*
- HS 410–459 Special Topics Course* or HS 300-Level Course*
- PL 200-Level Philosophical Perspectives Course
- Ethics Core
- Elective
- Elective
- Elective

**Spring Term**
- HS 300-Level Course*
- HS 300-Level Course* or HS 300-Level Course*
- HS 410–459 Special Topics Course*
- HS 300-Level Course* or Elective
- 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 seminar (HS 460–499); and enough HS 300 or 400-level courses for a total of six history courses needed for the minor. 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, especially the colloquia.

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. Freshmen 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 the Intensive Independent Study (HS 401 or HS 402), History Internship (HS 405), or any history seminars (HS 460–499).

### 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 302 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 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 101 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, 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 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 problems 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 though 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 Nevski, 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. 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 punish-
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 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 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 342 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 343 American Environmental 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 344 American Women’s History (3.00 cr.)
Prerequisite: CM 100 or CM 101, HS 101. Surveys 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 345 The Peoples of Early America (3.00 cr.)
Prerequisite: CM 100 or CM 101, HS 101. Between 1763 and 1790, the American people underwent a fundamental transformation. At the beginning of this epoch, they lived in separate colonies united only through the government of the British empire. Actions of the British government set in motion a series of events that led from petition and protest to a war in which the American people vindicated their independence. Then, they proceeded to establish a novel system of government which no one until that time believed could operate for so numerous, varied, and dispersed a population. They deliberately fashioned and refashioned the national and state governments. They established a federal republic in which government and authority were the servants, not the masters, of the people. How and why did the American colonists embark on this hazardous and unprecedented course? What did they produce? How have historians interpreted and reinterpreted this epoch?

HS 346 Revolutionary America (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 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, TV 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 pat-
terns, 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 America: Colonial Times to the Present (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 workplace, 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 368 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 370 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 372 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 eighteenth 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 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 current 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 primarily 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.

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 minor.

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 Argen-
tina, 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 400 History Methods (3.00 cr.)
*Prerequisite: CM 100 or CM 101, HS 101.* 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 (3.00 cr.)
*Prerequisite: CM 100 or CM 101, HS 101, one HS 300-level course.* Written permission of the instructor and department chair is required. 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.* Written permission of the instructor and department chair is required. 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.* Written permission of the instructor and department chair is required. 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.* Written permission of the instructor and department chair is required. 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.* Written permission of the instructor is required. 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: Study Tour (3.00 cr.)
*Prerequisite: CM 100 or CM 101, HS 101, one HS 300-level course.* Written permission of the instructor is required. 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-siécle 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.*
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 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 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. Written permission of the instructor is required. 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 immi-
HS 461 Seminar: The African Diaspora (3.00 cr.)
Prerequisite: CM 100 or CM 101, HS 101, one HS 300-level course. Written permission of the instructor is required. 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. Written permission of the instructor is required. 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 470 Seminar: The Hundred Years War (3.00 cr.)
Prerequisite: CM 100 or CM 101, HS 101, one HS 300-level course. Written permission of the instructor is required. 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.
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. Written permission of the instructor is required.* 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. Written permission of the instructor is required.* 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. Written permission of the instructor is required.* 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. Written permission of the instructor is required.* 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.)**
*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 485 Seminar: Comparative Slavery in the Americas (3.00 cr.)**
*Prerequisite: CM 100 or CM 101, HS 101, one HS 300-level course. Written permission of the instructor is required.* 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 U.S. 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. Written permission of the instructor is required.* 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:** Brennan O’Donnell, Professor of English  
**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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**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
Honors Program

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.
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
AH 303  The Arts of East Asia (300-level requires additional coursework)
BA 382  International Business
BA 482  Global Strategies
CI 101  Chinese I
CI 102  Chinese II
CI 103  Chinese III
CI 104  Chinese IV
HS 370  The Jesuits in Asia, 1542–1997
HS 372  The Vietnam War through Film and Literature
HS 374  East Asia on Film
HS 377  History of Modern China
HS 378  History of Modern Japan
HS 482  Asian Studies Seminar
HS 483  Seminar: Soseki and Mishima: Mirrors of Modern Japan
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 101–3  Japanese Language, First Year
DLJA 203  Japanese Language, Second Year
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:** Joseph S. Rossi, S.J., Henry J. Knott
Professor of Theology;
Paul J. Bagley, Associate Professor of Philosophy

**Office:** Humanities Building, Room T36; Room T76

**Telephone:** 410-617-2371; 410-617-2929

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 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>TH 220</td>
<td>The Catholic Church in the United States or</td>
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<tr>
<td>TH 221</td>
<td>Catholic Church: Life and Thought</td>
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<tr>
<td>TH 399</td>
<td>Contemporary Catholic Intellectual Life (capstone course)</td>
</tr>
</tbody>
</table>

Four Electives (12 credits; listed below)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>AH 125</td>
<td>Building the Eternal City: 2,000 Years of Rome</td>
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<tr>
<td>AH 205</td>
<td>Colonial Art of Latin America</td>
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<tr>
<td>AH 305</td>
<td>Colonial Art of Latin America (300-level requires additional coursework)</td>
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<tr>
<td>AH 311</td>
<td>Medieval Art: Early Christian through Gothic</td>
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<td>AH 312</td>
<td>The Renaissance in Italy</td>
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<td>AH 313</td>
<td>Renaissance Art in Northern Europe</td>
</tr>
<tr>
<td>AH 314</td>
<td>Art of the Baroque Era</td>
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<tr>
<td>AH 325</td>
<td>Building the Eternal City: 2,000 Years of Rome (300-level requires additional coursework)</td>
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<tr>
<td>BA 249</td>
<td>The Overspent American</td>
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<tr>
<td>BA 319</td>
<td>Seminar in Catholic Studies: Selected Topics</td>
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<td>CH 113</td>
<td>Chemistry and the Cosmos</td>
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<td>CL 260</td>
<td>Christmas</td>
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<td>CL 301</td>
<td>The Church and the Roman Empire</td>
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<tr>
<td>CL 313</td>
<td>History of Christmas</td>
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<td>CL 324</td>
<td>Seminar: Persecution of the Christians in the Roman World</td>
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<td>ED 464</td>
<td>Geology and Geoarchaeology of Baltimore Area Cathedrals</td>
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<td>ED 503</td>
<td>Evil: Its Nature and Manifestation</td>
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<tr>
<td>EN 141</td>
<td>Literature and the Theological Imagination II</td>
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<td>EN 328</td>
<td>Seminar in Literature and Catholicism (Pre-1800)</td>
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<tr>
<td>EN 332</td>
<td>Literature and the Catholic Imagination (Pre-1800)</td>
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<td>EN 364</td>
<td>Literature and the Catholic Imagination (Post-1800)</td>
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<tr>
<td>EN 365</td>
<td>Seminar in Literature and Catholicism (Post-1800)</td>
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<tr>
<td>HS 301</td>
<td>The Church and the Roman Empire</td>
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<td>HS 303</td>
<td>The Early Middle Ages</td>
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<td>HS 305</td>
<td>The Later Middle Ages</td>
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<td>HS 313</td>
<td>History of Christmas</td>
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<td>HS 317</td>
<td>The Making of Modern Italy</td>
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<td>HS 370</td>
<td>The Jesuits in Asia Since 1542</td>
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<td>HS 381</td>
<td>Search for the Divine: Hindu, Christian, Muslim, and Buddhist Ways in India</td>
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<tr>
<td>HS 382</td>
<td>Jesuits and Empire From the Society’s Beginning to Its Suppression</td>
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<tr>
<td>HS 383</td>
<td>The Cross and the Sword: Christianity and the Making of Colonial Latin America</td>
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<tr>
<td>HS 475</td>
<td>Seminar: The Persecution of the Christians in the Roman World</td>
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<tr>
<td>HS 486</td>
<td>Seminar: The Great Age of the European Reconnaissance: Travel and Discovery</td>
</tr>
<tr>
<td>LT 350</td>
<td>Readings in Medieval Latin</td>
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<tr>
<td>ML 260</td>
<td>Dante’s <em>Divine Comedy</em> (in translation)</td>
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<tr>
<td>ML 320</td>
<td>Liberation Theology from Its Origins</td>
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<tr>
<td>PL 331</td>
<td>Natural Law and Natural Right</td>
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<tr>
<td>PL 336</td>
<td>Faith and Reason</td>
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<tr>
<td>PL 350</td>
<td>Sexual Ethics</td>
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</tbody>
</table>
PL 352 Catholic Political Philosophy
PL 369 Introduction to Saint Thomas Aquinas
PL 370 Medieval Philosophy
SP 412 Clinical/Ethical Seminar in Speech Pathology/Audiology
TH 140 Literature and the Theological Imagination I
TH 202 Theology and Catholic Autobiography
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 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 Theology of John Paul II
TH 322 Christianity and Its Critics
TH 324 Faith in Film: The Apostle’s Creed in the American Cinema
TH 325 Christian Faith and Economic Justice
TH 329 Jews and Christians After Christendom
TH 335 An Introduction to the Theology of Saint Augustine
TH 336 Catholic Intellectual Life in the United States: 200 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

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 Production I
CM 347 Non-Fiction Film and Television
CW 331 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
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 Literature and Film
HS 324 History of Rus’, Muscovy, Imperial Russia, and the Soviet Union through Film
HS 325 Europe Since 1945 in Film
HS 372 The Vietnam War through Film and Literature
HS 374 East Asia on Film
ML 365 The Holocaust in French Film
PL 410 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

### MINOR IN GENDER STUDIES

**Contact:** Judith Dobler, Assistant Professor of Communication  
**Office:** Humanities Building, Room 284  
**Telephone:** 410-617-2550

The term “gender” refers to the creation and imposition of sex roles in cultures and societies. Gender overlays 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, not to mention affording 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 two required courses—Introduction to Gender Studies (SC 210) and a capstone seminar—and four additional electives in Gender Studies. No more than two of the four electives may come from the same department. Moreover, no more than two of the electives may be at the 100- or 200-level.

#### Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AH 200</td>
<td>Women in Art</td>
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<td>AH 201</td>
<td>The Nude in Art</td>
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<td>AH 202</td>
<td>African Art</td>
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<tr>
<td>AH 300</td>
<td>Women in Art (300-level requires additional coursework)</td>
</tr>
<tr>
<td>AH 301</td>
<td>The Nude in Art (300-level requires additional coursework)</td>
</tr>
<tr>
<td>AH 302</td>
<td>African Art (300-level requires additional coursework)</td>
</tr>
<tr>
<td>AH 310</td>
<td>Classical Art: Greek and Roman</td>
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<tr>
<td>AH 316</td>
<td>City, Suburb, and Countryside: Realism and Impressionism</td>
</tr>
<tr>
<td>AH 321</td>
<td>Modern Women Artists: From Impressionism to Post-Modern</td>
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<tr>
<td>CL 211</td>
<td>Classical Mythology</td>
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<td>CL 301</td>
<td>The Church and the Roman Empire</td>
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<td>CL 329</td>
<td>Women in Greece and Rome</td>
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<td>CL 334</td>
<td>Roman Private Life</td>
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<tr>
<td>CL 340</td>
<td>Classical Art: Greek and Roman</td>
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<td>CM 303</td>
<td>Gendered Rhetorics</td>
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<tr>
<td>CM 387</td>
<td>Capstone Seminar in Gender Studies: Special Topics</td>
</tr>
<tr>
<td>CW 311</td>
<td>The Art of the Essay: Women Writers</td>
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<tr>
<td>DR 358</td>
<td>Performance Studies</td>
</tr>
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<td>EN 211</td>
<td>Major Writers: Classical Mythology</td>
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<tr>
<td>EN 302</td>
<td>Medieval Love</td>
</tr>
<tr>
<td>EN 379</td>
<td>American Women Writers</td>
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<tr>
<td>FR 351</td>
<td>French Women Writers of the Renaissance</td>
</tr>
<tr>
<td>FR 370</td>
<td>Race and Gender in French and Francophone Literature</td>
</tr>
<tr>
<td>FR 375</td>
<td>Women’s Voices in the Francophone World</td>
</tr>
<tr>
<td>GR 358</td>
<td>Sexual Politics in German Drama (in German)</td>
</tr>
<tr>
<td>HS 301</td>
<td>The Church and the Roman Empire</td>
</tr>
<tr>
<td>HS 329</td>
<td>Women in Greece and Rome</td>
</tr>
<tr>
<td>HS 334</td>
<td>Roman Private Life</td>
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</tbody>
</table>
MINOR IN MEDIEVAL STUDIES

Contact: Leslie Zarker Morgan, Associate Professor of Modern Languages and Literatures
Office: Maryland Hall, Room TBA
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 125 Building the Eternal City: 2,000 Years of Rome
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: 2,000 Years of Rome (300-level requires additional coursework)
CL 301 The Church and the Roman Empire
CL 314 History of the Roman Empire
EN 301 Chaucer
COURSE DESCRIPTIONS

Electives course descriptions and prerequisites can be found within the sponsoring department’s section of this catalogue.
The department provides mathematically-oriented students the opportunity to develop a broad background in various aspects of mathematics and statistics, useful both for applied work and further study. (See Mathematical Sciences section in front of catalogue for a description of career opportunities.) The program serves as excellent preparation for graduate studies in such areas as theoretical/applied mathematics, statistics, computer science, operations research, and econometrics.

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**

Junior Year

Fall Term

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 130 Understanding Literature
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

Senior 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
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 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.

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; 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; 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. Concentrators are required to take either CS 202 or Numerical Analysis.
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 a minor are a minimum of six MA courses including:

- MA 251, MA 252

- One MA 400-level course for those graduating with a degree in business, social sciences, or the humanities or two MA 400-level courses for those graduating with a degree in natural or computer science.

- Remaining MA courses 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 a minimum of six MA courses including:

- MA 251, MA 252

- MA 465 (offered in Fall; odd-numbered years)

- Remaining courses 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.

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. The development of the real number system and its subsystems, probability, more measurement, and geometry. Restricted to elementary education majors. (Spring only)

MA 105 Topics in Modern Math: Introduction to 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: Mathematics and Politics (3.00 cr.)
A mathematical treatment (not involving calculus or statistics) of political power, social choice, and international conflict. No previous study of political science is necessary, but some introduction to American or international politics would be relevant.
MA 109 Precalculus (3.00 cr.)
Prerequisite: A score of 13 or better on Part I of the Math Placement Test. 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.

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 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. and B.B.A. Closed to students who have taken EC 220, MA 210, MA 265.

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. For middle school teachers.

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. A one semester introduction of calculus. Definition, interpretation, and applications of the derivative. Every concept is considered graphically, numerically, and algebraically. Stresses applications in business and social sciences. Closed to students minor in mathematical sciences or statistics. A graphing calculator and/or the 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, MA 310, MA 311, or PY 212.

MA 251 Calculus I (3.00 cr.)
Prerequisite: MA 109 or a score of 13 or better on Part II of the Math Placement Test. A rigorous approach to Calculus for all majors. Definition, interpretation, and applications of the derivative; antiderivatives. Every concept is considered graphically, numerically, and algebraically. A computer algebra system and/or graphing calculator are used to illustrate concepts, address more complicated problems, and do computer projects. No prior computer experience is necessary.

MA 252 Calculus II (3.00 cr.)
Prerequisite: MA 251. A continuation of MA 251. Definition, interpretation, and applications of the integral; differential equations; infinite series and their applications; Taylor and geometric series. Every concept is considered graphically, numerically, and algebraically. A computer algebra system and/or graphing calculator are used to illustrate concepts, address more complicated problems, and do computer projects. No computer experience necessary.

MA 265 Biostatistics (3.00 cr.)
Prerequisite: MA 109 or a score of 13 or better on Part II of the Math Placement Test. Restricted to biology majors. 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, MA 310, or MA 311. (Spring only)***

**MA 295 Discrete Structures (3.00 cr.)**  
*Prerequisite: Restricted to computer science majors and minors.*  
Boolean algebra, combinatorics, inductive and deductive proofs, graphs, functions and relations, recurrence.  
*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 304 Ordinary Differential Equations (3.00 cr.)**  
*Prerequisite: MA 252.*  
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 351 Calculus III (3.00 cr.)**  
*Prerequisite: MA 252.*  
A continuation of MA 252. Functions of several variables using surface graphs, contour diagrams, and tables; vectors; partial derivatives and multiple integrals; parametric curves. Every concept is considered graphically, numerically, and algebraically. A computer algebra system and graphing calculator are used to illustrate concepts, address more complicated problems, and do computer projects.  
*No computer experience necessary. (Fall only)*

**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. Theory of integration of functions of one variable, improper integrals, functions of several variables.  
*(Spring only, even years)*

**MA 424 Complex Analysis (3.00 cr.)**  
*Prerequisite: MA 304 or MA 351.*  
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 351, or written permission of the instructor is required.*  
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.  
*Some prior computer experience is expected. (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)*
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MA 447</td>
<td>Number Theory</td>
<td>3.00 cr.</td>
</tr>
<tr>
<td>Prerequisite: MA 301 or MA 395.</td>
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<tr>
<td>Prerequisite: MA 301 or MA 395.</td>
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<tr>
<td>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.</td>
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<tbody>
<tr>
<td>MA 448</td>
<td>Graph Theory</td>
<td>3.00 cr.</td>
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<tr>
<td>Prerequisite: MA 395.</td>
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<tr>
<td>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.</td>
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<tbody>
<tr>
<td>MA 451</td>
<td>Mathematical Models in the Life, Social, and Management Sciences</td>
<td>3.00 cr.</td>
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<tr>
<td>Prerequisite: MA 301, MA 351, or written permission of the instructor is required.</td>
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<tr>
<td>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.</td>
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<tr>
<td>MA 461</td>
<td>Elements of Statistical Theory I: Distributions</td>
<td>3.00 cr.</td>
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<tr>
<td>Prerequisite: MA 210, MA 351.</td>
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<tr>
<td>Probability, decision analysis, asymptotic results, moment generating functions, multivariate distributions, change of variables, central limit theorem.</td>
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<tbody>
<tr>
<td>MA 462</td>
<td>Elements of Statistical Theory II: Inference</td>
<td>3.00 cr.</td>
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<tr>
<td>Prerequisite: MA 461.</td>
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<tr>
<td>Theory of estimating and hypothesis testing, maximum likelihood estimation, likelihood ratio test, chi-square analysis.</td>
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<tbody>
<tr>
<td>MA 465</td>
<td>Experimental Research Methods</td>
<td>3.00 cr.</td>
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<tr>
<td>Prerequisite: EC 220 or MA 210 or MA 265.</td>
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<tr>
<td>Concepts and techniques for experimental research including simple and multiple regression, analysis of variance, analysis of categorical data.</td>
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<tbody>
<tr>
<td>MA 466</td>
<td>Experimental Design</td>
<td>3.00 cr.</td>
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<tr>
<td>Prerequisite: MA 301, MA 465.</td>
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<tr>
<td>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.</td>
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<td>(Spring only, even years)</td>
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<tbody>
<tr>
<td>MA 481</td>
<td>Operations Research</td>
<td>3.00 cr.</td>
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<tr>
<td>Prerequisite: MA 301.</td>
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<tr>
<td>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.</td>
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<tbody>
<tr>
<td>MA 485</td>
<td>Stochastic Processes</td>
<td>3.00 cr.</td>
</tr>
<tr>
<td>Prerequisite: MA 210, MA 301.</td>
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<tr>
<td>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.</td>
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<td>(Spring only, odd years)</td>
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<tbody>
<tr>
<td>MA 490</td>
<td>Special Topics in Mathematics</td>
<td>3.00 cr.</td>
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<tr>
<td>Prerequisite: Written permission of the instructor is required.</td>
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<tr>
<td>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.</td>
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<td>May be repeated for credit with differing topics.</td>
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<tbody>
<tr>
<td>MA 491</td>
<td>Special Topics in Statistics</td>
<td>3.00 cr.</td>
</tr>
<tr>
<td>Prerequisite: MA 210, MA 265, EC 220, or PY 212.</td>
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</tr>
<tr>
<td>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.</td>
<td></td>
<td>May be repeated for credit with differing topics.</td>
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<td>(Fall only, even years)</td>
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</table>
Military Science

Office: Early House
Telephone: 410-617-2276/2387

Chair: LTC Timothy F. Fox, Professor

Professor: LTC Timothy F. Fox
Assistant Professors: CPT Steven J. Hildebrand; 1LT Robyn Y. Lahti
Instructors: Winston Codling; SFC Franklin Woolery

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’s 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. The four-year program consists of two parts: the Basic Course and the Advanced Course.

The Basic Course 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 Advanced Course is for selected juniors and seniors who have contracted for a service obligation. Students receive up to $1,500 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 $17,000 per school year. Veterans receive credit for the Basic Course.

ROTC Scholarships

Army ROTC awards scholarships for two, three, and four years. The scholarships are worth $17,000 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.

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.

INFORMATION

Students interested in the program or desiring more information should contact the Military Science Department in Early House (by tennis courts) or call 410-617-2276 or 2387.

ACTIVITY MODULES

Association of United States Army
Color Guard
Rangers
Army Athletic Club

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 106 Basic Military Science I (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 commissioned officers. For non-degree credit.

MS 107 Basic Military Science II (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. For non-degree credit.

MS 207 Leadership (3.00 cr.)
Develops and evaluates leadership abilities (officership) and potential of cadets through the Leadership Development Program (LDP) and Field Training Exercises (FTX). For non-degree credit.

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. For non-degree credit.

MS 301 Leadership and Tactics I (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 Tactics II (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 401 Profession of Arms I (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 Profession of Arms II (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.
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. 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 ACTFL (American Council for the Teaching of Foreign Languages) guidelines, 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 School of Business. 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 also confers the “Certificate Wirtschaftsdeutsch International.”

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.

**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*

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<tr>
<th>Course</th>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>CM 100</td>
<td></td>
<td>Effective Writing</td>
</tr>
<tr>
<td>FR 103</td>
<td></td>
<td>Intermediate French I or</td>
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<tr>
<td>GR 103</td>
<td></td>
<td>Intermediate German I or</td>
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<tr>
<td>SN 103</td>
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<td>Intermediate Spanish I*</td>
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<td>Math/Science Core</td>
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<td>Elective</td>
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*Spring Term*

<table>
<thead>
<tr>
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<th>Code</th>
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<tbody>
<tr>
<td>EN 130</td>
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<td>Understanding Literature</td>
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<tr>
<td>FR 104</td>
<td></td>
<td>Intermediate French II or</td>
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<tr>
<td>GR 104</td>
<td></td>
<td>Intermediate German II or</td>
</tr>
<tr>
<td>SN 104</td>
<td></td>
<td>Intermediate Spanish II*</td>
</tr>
<tr>
<td>HS 101</td>
<td></td>
<td>History of Modern Western Civilization</td>
</tr>
<tr>
<td>Math/Science Core</td>
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<tr>
<td>Social Science Core</td>
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</tbody>
</table>
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 has a prerequisite of FR 104/GR 104/SN 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. Freshman 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 301–310; 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 four 200-level courses; any two courses from GR 301–309; and six 300-level courses, three of which can be chosen from among relevant courses in other departments.

d. 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.

EN 130 is not a prerequisite for these courses. Majors can take up to two courses in English; minors and interdisciplinary majors, one. ML courses counting for the major and minor must be at or above the 200-level. In certain cases, a course in English may be taken outside of the department (substituted for an ML course) provided it relates to the target country and is approved by the department.

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 or Minor in French, German, or Spanish must take one 300- or 400-level course in the language of their major/minor 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- or 400-level courses. One departmental elective given in English may be included among the six courses.

In Spanish, two or three 200-level courses and three or four 300- or 400-level courses are required. Minors studying abroad must take at least one SN 300- or 400-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 500- or 400-level literature courses or one SN 300- or 400-level literature course and an ML course.

Within the German minor, students can select an area studies concentration. Requirements are three 200-level courses and three 300-level courses (two 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 course in the language of their minor at Loyola College.

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. Students are also encouraged to choose a minor in a modern or classical language or in another discipline to complement the major. As a capstone experience, seniors take one CCLS core course in the Spring Semester, for which they research and write a senior project paper integrating the course topic into the specific orientation chosen for their comparative studies.

The 12 courses required for the major are as follows:

• Introduction to Comparative Culture and Literary Studies (ML 207)

• Two 200-level courses in a modern or classical language.

• Four courses from the CCLS core offerings. Two must be taken from the ML offerings; two can be courses that include only material written in English but reflecting the cultural heritage of at least two other cultures.

• Three 300-level courses in French, German, or Spanish from the Department of Modern Languages and Literatures and/or from the regular offerings of other departments such as Classics, Communication, English, Fine Arts, History, Philosophy, Political Science, or Theology. All courses must be approved by the adviser.

All courses must be approved by the 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.

### 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)

• Five courses from the CCLS core offerings, or Three courses from the CCLS core offerings and two 300-level courses in French, German, or Spanish literature or culture, or two 300-level courses from the regular offerings of other departments.

All courses must be approved by the 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.)

**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 201 French Composition and Conversation I (3.00 cr.)
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 104. 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 or FR 202. 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 or FR 202. Enhances students’ ability to read and comprehend a variety of texts in French. 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, songs, film scripts, political speeches, comics, myths and legends, and “classical” literary selections (short stories, poetry, and plays). Other readings based on student interests and major fields.

FR 301 Culture and Civilization I (3.00 cr.)
Prerequisite: FR 201 or FR 202. 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 or FR 202. A continuation of FR 301. Courses need not be taken in order.

FR 303 France in the Nineties (3.00 cr.)
Prerequisite: FR 201 or FR 202. 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 305  Living and Working in France Today (3.00 cr.)
Prerequisite: FR 201 or FR 202. An interview with the instructor is required. 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 310  Business French: A Functional Approach (3.00 cr.)
Prerequisite: FR 201 or FR 202. 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 Practique de Francais Economique et Commercial.

FR 310  Tradition and Change in Francophone Literature (3.00 cr.)
Prerequisite: FR 201 or FR 202. An introduction to the literatures and cultures of several French speaking countries or regions including Morocco, Algeria, Senegal, Zaire, Lebanon, 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 or FR 202. Analyzes the relationship between text, film, sound, and images by studying 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 or FR 202. 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’ Ève 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 is required. 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 I: The Classical Age (3.00 cr.)
Prerequisite: FR 201 or FR 202. 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 or FR 202. 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 or FR 202. Readings drawn from representative works of the twentieth century. Special emphasis on literary analysis, philosophical trends, and historical background.

FR 358  French Literature of the Eighteenth-Century (3.00 cr.)
Prerequisite: FR 201 or FR 202. 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 or FR 202. 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 or FR 202. 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 or FR 202. 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 Appolinaire 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 or FR 202. 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 or FR 202. 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. Counts toward Gender Studies minor.

FR 375 Women’s Voices in the Francophone World (3.00 cr.)
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 or FR 202. 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.)
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: Two GR 200-level courses or written permission of the instructor is required. 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 adaption 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-Siècle 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 is required. 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 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.

**IT 205 Italian for Business** (3.00 cr.)
*Prerequisite: IT 201.* 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.)

**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.)

**INTERDISCIPLINARY COURSES**

**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 fairy-tale 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 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 333 Witches, Giants, and Tyrants, Oh My! (3.00 cr.)
Prerequisite: CM 100, 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 Californio’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 quotidian 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 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 affect 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 include Denise Chávez (Chicana), Maryse Condé (Guadeloupian), 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 Luisa 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 is required. 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 426 Foreign Language Teaching Methodology (4.00 cr.)
Prerequisite: One foreign language course beyond 104-level or written permission of the instructor is required. 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 beginner 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.)
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 contemporary 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 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 Transculturación (3.00 cr.)
*Prerequisite: SN 203 or SN 217 or written permission of the instructor is required.* 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 310 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 330 Latin American Masters: Pictures and Prose (3.00 cr.)
*Prerequisite: SN 203 or SN 217 or written permission of the instructor is required.* 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 Guantanamera 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 is required.* 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 political 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 Montalbán, Paloma Pedrero, Antonio Gala, Pere Gimferrer, Ana Rossetti, and others.

Counts toward Gender Studies minor.

SN 336 Short Hispanic Fiction (3.00 cr.)
*Prerequisite: SN 203 or SN 217 or written permission of the instructor is required.* 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 350 The Golden Age (3.00 cr.)
*Prerequisite: SN 203 or SN 217 or written permission of the instructor is required.* 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, Certantes’ Don Quijote, Tirso de Molina’s El Burlador de Sevilla, and Lope de Vega’s Peribañez.

SN 352 Nineteenth- and Twentieth-Century Spain: Fiction and Film (3.00 cr.)
*Prerequisite: SN 203 or SN 217 or written permission of the instructor is required.* 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 Galdós, Bunuel, Cela, Almodovar, and others. Counts toward Film Studies minor.

SN 355 Nineteenth- and Twentieth-Century Latin American Literature (3.00 cr.)
*Prerequisite: SN 203 or SN 217 or written permission of the instructor is required.* 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 is required. 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 is required. 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 358  A Survey of Spanish Theatre (3.00 cr.)**  
Prerequisite: SN 203 or SN 217 or written permission of the instructor is required. 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 García 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 is required. 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 is required. A study of this important genre in Latin America from its development in the nineteenth century to the present. Special attention given to the origins, form, and theory of the essay.

**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 is required. 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  Novecentismo and Avant-Garde Literature in Spain: 1900–1936 (3.00 cr.)**  
Prerequisite: SN 203 or SN 217 or written permission of the instructor is required. 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 365  Latin American Essay (3.00 cr.)**  
Prerequisite: SN 203 or SN 217 or written permission of the instructor is required. Examines political, social, and philosophical thought of nineteenth and twentieth century Latin America. Studies authors such as Sarmiento (Argentina), Martí (Cuba), González Prada (Peru), Martíátegui (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 is required. 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 is required. 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, Clarín, and Alarcon.
SN 373 Expression and Imitation in Spanish
Poetry from 1770 to 1910 (3.00 cr.)
Prerequisite: SN 203 or SN 217 or written permission of the instructor is required. Examines the stylistic and thematic evolution of Spanish poetry from the Neoclassical Period through romanticism, post-romanticism, and modernism with a focus on the relationship between individuality and poetic imitation. Particular emphasis is placed on the process of recognizing and interpreting poetic form as it is transformed to accommodate developing strategies of personal expression in the modern era. Readings include key works by Meléndez Valdés, Cadalso, Iriarte, Bécquer, Rosalis de Castro, Ramón de Campoamor, Carolina Coronado, Salvador Rueda, and Manuel and Antonio Machado.

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 is required. Discusses gender roles and representation, along with specific topics which include romance, bodies, and voice in relation to fiction by Hispanic writers such as María Luisa Bombal, Manuel Puig, José Donoso, Carmen María Gaite, 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 is required. 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 postromantic movements in Spain including, among others, Larra, Bécquer, Alarcón, and Fernán Caballero.

SN 380 Modernismo (3.00 cr.)
Prerequisite: SN 203 or SN 217 or written permission of the instructor is required. 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.
Philosophy

**Office:** Humanities Building, Room T99
**Telephone:** 410-617-2010

**Chair:** Timothy J. Stapleton, Associate Professor

**Professors:** 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 Professor:** Michael McShane

**Adjunct 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.

**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 130 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.

1. 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.

2. PL 201 is a prerequisite for all other philosophy courses. Two PL 200-level courses are required for all 300- and 400-level courses.

3. 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).

4. 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.

5. Minor Requirements: Five philosophy courses must be taken in addition to PL 201 and one other PL 200-level offering.

6. 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 particu-
lar 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 228 Philosophical Perspectives: Science and Values (3.00 cr.)  
Prerequisite: PL 201. A reflection on the nature of modern science, with regard to its historical origins and its implications for our own self-understanding.

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 302 General Ethics (3.00 cr.)  
Prerequisite: PL 201, 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, 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, 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, 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, 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, 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, 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  Ethics and Society: Poverty  (3.00 cr.)
Prerequisite: PL 201, one additional PL 200-level course. An interdisciplinary course that investigates the facts of national and global poverty and discusses the various theories interpreting these facts. These theories are evaluated in the light of ethical principles implied in the proposed solutions.

PL 317  Issues in Social Ethics  (3.00 cr.)
Prerequisite: PL 201, 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 318  Ethics: Race, Class, and Gender  (3.00 cr.)
Prerequisite: PL 201, one additional PL 200-level course. Explores the ethical dimensions (and intersections) of race, class, and gender. Pays special attention to how these social categories affect our individual thinking and how they inform the positions we take on controversial issues like affirmative action, pornography, welfare, and so on.

PL 320  Logic  (3.00 cr.)
Prerequisite: PL 201, 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, 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 322  Philosophy of Emotion  (3.00 cr.)
Prerequisite: PL 201, one additional PL 200-level course. What sort of ‘knowledge’ can we hope for from our emotions? Is emotion simply a thought about to be born, a pre-thought? Does it carry a ‘truth’ of its own? And which emotions lead us to speak of certainty when we have objective proofs—fear, repulsion, attraction, love? Students examine these and other questions related to the emotions and consider the interconnection of body and mind, understanding and sentiment.

PL 323  Survey of Metaphysics  (3.00 cr.)
Prerequisite: PL 201. 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 325  Asian Philosophy  (3.00 cr.)
Prerequisite: PL 201, 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, 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 328  Philosophy of the Body  (3.00 cr.)
Prerequisite: PL 201, 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 330  Social and Political Philosophy  (3.00 cr.)
Prerequisite: PL 201, 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, one additional PL 200-level course. An examination of the relationship between ‘law’ and ‘right’ principally through the study of the political philosophies of Plato, Aristotle, Aquinas, Machiavelli, Hobbess, Locke, Rousseau, and Kant. The readings and lectures focus on the possibility of the kinds of political life as understood according to the ancient and modern traditions. Counts toward Catholic Studies minor.

PL 334  Political Power and Platonic Philosophy  (3.00 cr.)
Prerequisite: PL 201, 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, 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, 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, Scheler, and Edith Stein. *Counts toward Catholic Studies minor.*

**PL 337 Philosophy and Feminism (3.00 cr.)**
*Prerequisite: PL 201, 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, 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, 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, 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, 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, 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, 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, one additional PL 200-level course.* An introduction to the philosophical implications of differing scientific theories both historical and contemporary. Examines the nature of scientific truth as well as the relationship of science to culture at large.
PL 345 Self-Deception and False Consciousness (3.00 cr.)

Prerequisite: PL 201, 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 346 Philosophy of Science (3.00 cr.)

Prerequisite: PL 201, one additional PL 200-level course. A study of the methodology of science, its epistemological and metaphysical foundations and limits. Specific questions include causality and induction, model making, natural and conventional explanations, laws and theories, and organisms.

PL 347 The Morals and Mechanics of Modern Philosophy (3.00 cr.)

Prerequisite: PL 201, 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 philosophic program.

PL 348 Exoteric/Esoteric Distinction in Philosophy (3.00 cr.)

Prerequisite: PL 201, 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, 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, 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, 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 355 Art and Philosophy: The Question of Creativity (3.00 cr.)

Prerequisite: PL 201, one additional PL 200-level course. Modern man thinks of himself as creative, in art and elsewhere. What does creativity mean? Looks at the ancient view—man as imitator; and modern interpretations of originality and man’s being in Kant, Schelling, Hegel, Schopenhauer, Nietzsche, Heidegger.

PL 356 Philosophical Aesthetics (3.00 cr.)

Prerequisite: PL 201, 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, 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 discontinu-
ity 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, 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, 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, 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 362 Hellenistic Philosophy (3.00 cr.)**
Prerequisite: PL 201, 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 365 Metaphysics I: Ancient and Medieval (3.00 cr.)**
Prerequisite: PL 201, one additional PL 200-level course.
An investigation of some central problems about the very being of things including essence and existence, unity, intelligibility, good and evil, creation, and the process of becoming in time. Special attention given to classical texts of Plato, Aristotle, and Aquinas. Counts toward Medieval Studies minor.

**PL 366 Studies in Plato (3.00 cr.)**
Prerequisite: PL 201, 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, 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 naturality of political life.

**PL 368 Introduction to Aristotle (3.00 cr.)**
Prerequisite: PL 201, 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, 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, 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, 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, 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, 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, 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, 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, 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, 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, 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, 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, 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, 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, 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, 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, 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, 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, one additional PL 200-level course. A study of the evolution of American thought and language 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, 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, 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, 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, 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 410 Philosophy and Film (3.00 cr.)
Prerequisite: PL 201, 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.
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 either an analytic option or an interdisciplinary 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.

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 130 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

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 130 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. PH 120, PH 140, PH 141, PH 150, PH 160,
   PH 170, PH 180, 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 altera-
   tions 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 appro-
   priate to start the physics course sequence in
   the freshman year and take more of the inter-
   disciplinary courses later than shown.

Students should consult with an adviser in the
Physics Department in order to plan appropri-
ately 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 inter-
disciplinary track concentrations. Other combina-
tions 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 require-
ments 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

**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

**Commercial Concentration:**
- AC 101  Financial Accounting
- BA 301  Organizational Behavior
- BA 320  Financial Management
- EC 102  Microeconomics
- EC 103  Macroeconomics
- EC 320  Mathematical Economics
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)

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

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.)
Prerequisite: 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 191. 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 cre-
ation of the atomic bomb. Topics include atomic and
uclear 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 gen-
eral 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 sci-
entists understand things. Emphasizes the everyday ex-
periences 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 narra-
tives 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 vec-
tor analysis and calculus are developed.

PH 202 General Physics II (4.00 cr.)
Prerequisite: PH 201. Corequisite: MA 252, PH 292. A con-
tinuation of PH 201 which includes classical electro-
magnetic 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 experi-
ments 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 treat-
ment of waves including acoustics and physical optics
as examples; development of complex exponential
notation within the context of wave physics. Develop-
ment 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 318 Quantum Mechanics (3.00 cr.)
Prerequisite: 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 319 Advanced Mechanics (3.00 cr.)
Prerequisite: PH 307, PH 312. 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 320 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 321 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 includ-
ing 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.* Written permission of the department Honors Committee is required. 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 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.

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 130  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.

MINOR IN POLITICAL SCIENCE

PS 101 Politics
PS 102 American Politics
Five Upper-Division PS Courses

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.

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 drawing on the experience 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.

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 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 Political Campaigns in the Electronic Media Age (3.00 cr.)
Treats the ever-growing influence of the media on American political campaigns. The following are examined: the history of electronic political advertising since 1952; the components of a successful political communications effort; the impact of electronic aids as compared to other campaign efforts.

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 323  Legislative Process I: The Senate  (3.00 cr.)
Focuses on the “upper body” of our national legislature. Major concerns include party leadership, leading personalities, committees, the development of the modern Senate. Is this “the greatest deliberative body in the world”?

PS 324  Legislative Process II: The House  (3.00 cr.)
Focuses on the “lower body” of our national legislature. Major concerns include the budget process, enactment of legislation, impact of recent “reforms,” and elections. Special feature: emulation of a House committee by students. Literature review. Is this truly, “the people’s house”?

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 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.)
Freedom 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 355 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 356 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 357 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 358 World War II (3.00 cr.)
Causes, courses, and consequences of the second World War.

PS 359 Approaches to American Foreign Policy (3.00 cr.)
Counts toward Asian Studies minor.

PS 360 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 nations 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 361 International Politics I (3.00 cr.)
Methodological approaches to the international system of today and its historical antecedents.

PS 362 International Politics II (3.00 cr.)
Present-day international relations of the United States; means, end, problems.

PS 363 The Cold War (3.00 cr.)
The interplay of personality, ideology, politics, and policies in East-West relations.

PS 364 The Vietnam War (3.00 cr.)

PS 365 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 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 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, Republic, 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 required. 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 is required. 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 421  Seminar: Legislative Peculiarities  (3.00 cr.)
Prerequisite: Written permission of the instructor is required. 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 is required. 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 460 Seminar: Trouble Spots: The Middle East (3.00 cr.)
Prerequisite: Written permission of the instructor is required. 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 is required. Looks at the root causes of the American dilemma in this strategic region.

PS 468 Seminar: Rousseau (3.00 cr.)
Prerequisite: Written permission of the instructor is required. An intensive study of the political philosophy of Jean-Jacques Rousseau.

PS 469 Seminar: Montesquieu (3.00 cr.)
Prerequisite: Written permission of the instructor is required. 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 471 The Politics of Spiritual Disorder (3.00 cr.)
Prerequisite: Written permission of the instructor is required. 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 474 Eastern Europe between Nationalism and Democracy (3.00 cr.)
Prerequisite: Written permission of the instructor is required. 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 is required. 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 488 Research Seminar: National Policy-Making (3.00 cr.)
Prerequisite: Written permission of the instructor is required. 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 department chair are required. 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

Office: Beatty Hall, Room 220
Telephone: 410-617-2696
Chair: Amanda M. Thomas, Associate Professor

Professors: Faith D. Gilroy; Martin F. Sherman
Associate Professors: David G. Crough; Jeffrey M. Lating; Steven A. Sobelman; Amanda M. Thomas
Assistant Professors: Jeffrey P. Baerwald, S.J.; Carolyn McNamara Barry; Kerri Anne Goodwin; Sharon Green-Hennessy; Matthew W. Kirkhart; Jonathan J. Mohr; David V. Powers
Adjunct Faculty: George S. Everly, Jr.; Deborah G. Haskins; Cynthia Mendelson; Laurie Jo Novak; Elizabeth E. Osmond; Anthony Parente; Jan E. Williams

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 for graduate study. Critical thinking and an appreciation for research methodology 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. Students who achieve a GPA of 3.500 or better become eligible to apply for the department’s five-year program, during which they receive both a Bachelor of Arts (B.A.) and a Master of Arts (M.A.).

Students who choose psychology as one component of an interdisciplinary major will take the four required 100- and 200-level courses and four upper-level courses chosen with the guidance of their academic advisors.

The curriculum noted below is effective beginning with the Class of 2004. Students graduating in 2003 may choose between this new curriculum and the one in effect when they declared a major. Beginning with the Class of 2004, students must pass a comprehensive examination measuring their knowledge in the discipline. This exam will be given in the spring of the junior year. Students who are studying abroad at the time of testing will arrange with the director of undergraduate studies in psychology to take the test as soon as possible on their return. If major deficiencies are noted in any area (grouping), students will meet with the director of undergraduate studies in psychology to determine which specified courses must be taken before graduation.

The following six courses are required for all psychology majors:

PY 101 Introductory Psychology
PY 201 Social Psychology (formerly PY 104)
PY 202 Abnormal Psychology (formerly PY 322)
PY 203 Psychology of Personality (formerly PY 335)
PY 291 Research Methods I (with Lab) (formerly PY 211)
PY 292 Research Methods II (with Lab) (formerly PY 212)

In addition, majors must choose the specified number of courses from each of the following groups:

Group I: General (choose three)
PY 412 Evolutionary Psychology (formerly PY 319)
PY 413 Psychological Tests and Measurements
PY 414 Advanced Statistics with Computer Applications (formerly PY 313)
PY 415 Psychological Systems and Theories
PY 418 Special Topics in Psychology
PY 419 Independent Research in Psychology

Group II: Learning (choose one)
PY 221 Psychology of Learning (formerly PY 341)
PY 222 Cognitive Psychology (formerly PY 345)

Group III: Behavioral Neuroscience (choose one)
PY 331 Biopsychology (formerly PY 315)
PY 332 Introduction to Neuroscience (formerly PY 316)
PY 333 Sensation and Perception (formerly PY 317)

Group IV: Developmental (choose one)
PY 241 Child Psychology (formerly PY 301)
PY 242 Adolescent Psychology (formerly PY 302)
PY 243 Adult Development (formerly PY 308)
PY 244 Life-Span Psychology (formerly PY 307)
Group V: Social/Personality (choose one)
PY 253 Multicultural Issues in Psychology (formerly PY 318)
PY 254 Psychology of Women (formerly PY 320)
PY 255 Psychology of Religion (formerly PY 321)
PY 351 Interpersonal Behavior (formerly PY 309)
PY 352 Group Process (formerly PY 314)
PY 353 Contemporary Issues in Psychology (formerly PY 370)

Group VI: Clinical/Applied (choose one)
PY 261 Introduction to Health Psychology (formerly PY 350)
PY 262 Industrial/Organizational Psychology (formerly PY 360)
PY 325 Controlling Stress and Tension (formerly PY 304)
PY 323 Introduction to Counseling
PY 326 Substance Abuse: Diagnosis and Treatment (formerly PY 305)
PY 327 Psychology of Sleep and Dreaming (formerly PY 337)
PY 435 Field Experience in Psychology

In addition to the 14 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*
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*
PY 201 Social Psychology*
Language Core
Elective**

Sophomore Year

Fall Term
EN 130 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
Theology Core
Departmental Elective

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 is required prior to taking PY 211.

3. All PY 200-level courses (except PY 290 and PY 291) may be used by the non-psychology major as social science core courses, provided the PY 101 prerequisite is met.

FIVE-YEAR PROGRAM

Majors intending to pursue graduate studies and who have a minimum 3.500 average (in the major and cumulatively in all courses) may apply to the five-year B.A./M.A. program. From those candidates meeting the GPA requirement, a selection will be made based on letters of reference 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 forms should be returned to the program director by February 15 of the student’s junior year. Questions should be addressed to the director of the five-year program.

 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. Uses social psychological perspective in examining such issues as prejudice, attitude change, interpersonal attraction, attributions, altruism, aggression, conformity, and cultural diversity. (Formerly PY 304)

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 mental disorder. Classification of abnormality and theories regarding the development of disorders are discussed. Current research findings concerning specific mental disorders such as mood, anxiety, and psychotic disorders are reviewed. (Formerly PY 322)

PY 203 Psychology of Personality (3.00 cr.)
Prerequisite: PY 101. Restricted to psychology majors. 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. (Formerly PY 335)

PY 221 Psychology of Learning (3.00 cr.)
Prerequisite: PY 201. A survey of classical, instrumental, and cognitively-based theories with emphasis on human and clinical applications. (Spring only; formerly PY 341)

PY 222 Cognitive Psychology (3.00 cr.)
Prerequisite: PY 101. Reviews various theories of cognitive psychology including memory theories, information processing theories, and theories of 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; formerly PY 345)

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; formerly PY 301)

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. (Alternate years; formerly PY 302)
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 perspective is adopted which recognizes the multiple influences affecting development and attempts to identify and integrate these factors. (Alternate years; formerly PY 308)

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; formerly PY 307)

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. (Alternate years; formerly PY 318)

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, alternate years; formerly PY 320)

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. (Fall only, alternate years; formerly PY 321)

PY 261 Introduction to Health Psychology (3.00 cr.)
Prerequisite: PY 101. Introduction to the nature and practice of professional psychology’s newest specialty, 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 nontraditional approaches to medicine. (Spring only, alternate years; formerly PY 350)

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 structures and functions. Demonstrates the role of applied psychology in the recruitment, selection, performance appraisal, and promotion of applicants and employees. (Formerly PY 360)

PY 291 Research Methods I (with Lab) (4.00 cr.)
Prerequisite: MA 110, 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 will be provided 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; formerly PY 211)

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; formerly PY 212)

PY 323 Introduction to Counseling (3.00 cr.)
Prerequisite: PY 202 or PY 203. An introduction to basic counseling dynamics/skills, empathy training, and nonverbal communication across a variety of theoretical frameworks. The classroom format engages students through lecture and role-plays. (Spring only, alternate years)

PY 325 Controlling Stress and Tension (3.00 cr.)
Prerequisite: PY 101. How to manage stress and tension. A practical view of stress and coping with emphasis on students learning to apply course materials to everyday living. (Fall only; formerly PY 304)
**PY 326  Substance Abuse: Diagnosis and Treatment  (3.00 cr.)**  
*Prerequisite: PY 101.* Provides an introduction to diagnosis and treatment of substance dependence. Information includes an overview of classes of psychoactive drugs and their effects, definitions of addictive disease, diagnosis of addictive 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. *(Alternate years; formerly PY 305)*

**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. *(Alternate years; formerly PY 337)*

**PY 331  Biopsychology  (3.00 cr.)**  
*Prerequisite: PY 101.* A study of the relationships between physiological processes and human behavior. Areas covered include anatomy of the brain, animal behavior, sensation, perception, emotion, and learning. Covers methodological issues as well as content. *(Fall only; formerly PY 315)*

**PY 332  Introduction to 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; formerly PY 316)*

**PY 333  Sensation and Perception  (3.00 cr.)**  
*Prerequisite: PY 292.* 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; formerly PY 317)*

**PY 351  Interpersonal Behavior  (3.00 cr.)**  
*Prerequisite: PY 101.* Introduces concepts involving basic communication skills, motivational theory, and interpersonal learning theory. More specifically, exposure to friendships, love and sex, dating, parenting skills, marital relationships, and relationships in the work environment explored through lectures, discussions, and guest speakers. *Counts toward Gender Studies minor.* *(Fall only; formerly PY 309)*

**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. *(Alternate years; formerly PY 314)*

**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; formerly PY 370)*

**PY 412  Evolutionary Psychology  (3.00 cr.)**  
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; formerly PY 319)*

**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 is collected and analyzed via the techniques learned. *Previous computer experience not required.* (Alternate years; formerly PY 313)

**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. Written permission of the instructor is required. An intensive exploration of a selected topic in psychology through a review of the literature and/or research using a small group seminar approach. *Enrollment limited to 15 students.*

**PY 419 Independent Research in Psychology (3.00 cr.)**  
Prerequisite: PY 292, junior or senior standing in psychology. Written permission of the instructor is required. Individual research guidance in selected areas. *Enrollment limited to eight students.*

**PY 435 Field Experience in Psychology (3.00 cr.)**  
Prerequisite: Junior or senior standing in psychology. Written permission of the director of field education is required. 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 is required. 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.*
The Service Leadership Program is designed to provide a rigorous academic experience for those students who are drawn to community-based service, leadership, and issues of social justice. Built on Loyola’s established tradition in service-learning, the program combines a series of required and elective components to create an integrated experience in service and leadership. Through completion of three one-credit practica, electives, and a capstone seminar, students develop their leadership potential through participation in academic service-learning experiences.

Requirements for the Service Leadership Program include completion of three one-credit practica which count as one three-credit, nondepartmental elective toward graduation; three service-learning electives; a capstone seminar in service leadership. The required courses are as follows:

**SL 150 Introduction to Service Leadership**
**SL 250 Immersion Experience**
**SL 350 Service Leadership in Action**
**SL 450 Capstone Seminar in Service Leadership**

Three Electives (9 credits; listed below)

### Electives

The following are examples of courses which have been offered as service-learning electives in the past. The three service-learning electives must come from at least two different departments, and only certain sections of these courses offer a service-learning component or credit.

- AC 402 Accounting Information Systems
- BA 340 Fundamentals of Marketing
- BA 346 Buyer Behavior
- BL 324 Substance Abuse and Its Effects in Adolescence
- CM 340 Advanced Reporting
- ED 302 Human Growth and Development
- ED 461 Literacy: Teaching Adults and Related Issues
- HS 101 History of Modern Western Civilization
- HS 353 History of Violence in America
- PL 216 Philosophical Perspectives: Asian Thought
- PY 101 Introductory Psychology
- PY 241 Child Psychology
- PY 242 Adolescent Psychology
- PY 244 Life-Span Psychology
- SN 104 Intermediate Spanish II
- SN 201 Spanish Composition and Conversation
- SP 311 Introduction to Exceptionality and Special Needs
- SP 404 Professional and Technical Writing in Speech-Language Pathology/Audiology
- SP 423 Organic Bases of Childhood Communication
- TH 315 Ethics: Catholic Social Thought in the United States
- TH 325 Christian Faith and Economic Justice

Or other courses pre-approved by the director of the Service Leadership Program.

### 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: Service Leadership in Action** (1.00 cr.)

*Prerequisite: SL 150. Written permission of the instructor is required.* An independent study in which 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 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.
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.
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
  - Sociology Elective* (SC 360–499 Level)
- 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. Professional Computing I (CS 110) or Introduction to Computers with Business Applications (CS 111) is strongly recommended. MA 110 and CS 110 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.

**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 206 Mass Communication (3.00 cr.)
Describes the process of mass communication and the communication industries, including the print media (newspapers, magazines, and books), broadcasting (radio, television, and cable), the movies, and the Internet. Examines the effects of the mass media on individuals, society, and culture.

SC 207 Protest: Legacy of the Sixties (3.00 cr.)
An examination of protest movements in the U.S. 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 are also 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. Introductory course for the Minor in Gender Studies.

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 219 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.

SC 220 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 221 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.

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SC 307</td>
<td>Male and Female Roles</td>
<td>3.00</td>
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<td></td>
<td>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.</td>
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<tr>
<td>SC 308</td>
<td>Communication and Problem-Solving Techniques</td>
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<td></td>
<td>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.</td>
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<tr>
<td>SC 309</td>
<td>Child Welfare</td>
<td>3.00</td>
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<td>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.</td>
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<tr>
<td>SC 311</td>
<td>Group Dynamics in Helping Relationships</td>
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<td>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.</td>
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<tr>
<td>SC 314</td>
<td>Medical Sociology</td>
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<td>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 USA.</td>
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<tr>
<td>SC 325</td>
<td>Religion in Sociological Perspective</td>
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<td>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 these 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.</td>
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<td>SC 331</td>
<td>Deviance and Social Control</td>
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<td>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.</td>
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<tr>
<td>SC 332</td>
<td>The Sociology of Crime and Criminals</td>
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<td>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.</td>
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<td>SC 333</td>
<td>Juvenile Delinquency</td>
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<td>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.</td>
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<tr>
<td>SC 334</td>
<td>Criminal Justice</td>
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<td>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.</td>
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<tr>
<td>SC 340</td>
<td>Individual Study Project</td>
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<td>Prerequisite: Written permission of the instructor is required. May be repeated for credit.</td>
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<tr>
<td>SC 341</td>
<td>Independent Study in Gender Studies</td>
<td>3.00</td>
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|             | Prerequisite: SC 210. Written permission of the Gender Studies coordinator is required. Gender Studies minors may ar-
range to do independent study with a member of the Committee on Gender Studies or another approved instructor. May be repeated for credit. Counts toward Gender Studies minor.

### 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.

### SC 351 Social Research Methods I (3.00 cr.)
Prerequisite: EC 220 or MA 110 or written permission of the instructor is required. Co-requisite: 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 is required. 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 Marxist 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 362 Poverty: A Sociological View (3.00 cr.)
Prerequisite: SC 101, SC 102. Restricted to juniors and seniors. Investigates the patterns, causes, and consequences of national and global poverty, and discusses various theories interpreting these facts and proposing solutions. These theories are evaluated in the light of both practical and moral principles implied in the policies to which they lead. Special emphasis is given to the plight of those who become displaced as a result of societal transformations from industrial to informational economies and increasing isolation of inner-city minorities.
Two-thirds of the course is devoted to U.S. poverty and one-third to global inequalities.

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.)
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 15 students. May be repeated for credit.

SC 401 Sociology Practicum and Seminar (3.00 cr.)
Prerequisite: SC 101, SC 102. Restricted to juniors and seniors.
Written permission of the instructor is required. 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 15 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 15 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 15 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 15 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 15 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 15 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 15 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 15 students.
Loyola offers extensive clinical observation and practicum opportunities through the college’s clinics. The Margaret A. McManus-Moag Speech, Language, and Hearing Clinic on the Baltimore Campus offers a full range of clinical programs including specialty clinics in language learning disabilities and fluency disorders. 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 50 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 the American Speech-Language-Hearing Association. 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 the American Speech-Language-Hearing Association 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 130  Understanding Literature
PL 201  Foundations of Philosophy
SP 301  Anatomy and Physiology: Speech and Voice*/**
SP 304  Basic Statistics*/**
Fine Arts Core or History Core

Spring Term
SP 302  Fundamentals of Hearing*/**
SP 303  Introduction to Linguistics*/**
SP 305  Phonetics*/**
PL 200-Level Philosophical Perspectives Course

Junior Year

Fall Term
SP 400  Speech and Voice Science*/**
SP 402  Speech and Language Development*/**
SP 403  Articulation and Phonology*/**
TH 201  Introduction to Theology
Non-Departmental Elective

Spring Term
SP 306  Observation Methods and Techniques in Speech-Language Pathology/Audiology*/**
SP 404  Professional and Technical Writing in Speech Pathology/Audiology*/**
SP 423  Organic Bases of Childhood Communication*/**

Theology Core
Elective**

Senior Year

Fall Term
SP 407  Clinical Practice I or
SP 410  Diagnostic Procedures in Language Disorders*
SP 412  Clinical/Ethical Seminar in Speech Pathology/Audiology or
Elective
SP 440  Clinical Audiology*/**

Ethics Core

Spring Term
SP 406  Organic Bases of Adult Communication**
SP 408  Clinical Practice II or
SP 413  Clinical/Professional Seminar II or
Elective
SP 421  Senior Seminar in Speech-Language Pathology/Audiology
Non-Departmental 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 all SP 200-level and above, except SP 203, SP 210, SP 303, SP 310, SP 408, and SP 416.

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 major courses in the sophomore year. Students should have been able to complete all 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 the Center for Academic Services and Support and the department in the freshman year to plan their course of study.

4. It is inappropriate for a student to minor in speech pathology with the expectation of becoming a professional in the field. It is possible for
students with interest in the academic area to take courses within the department.

**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 two 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. Students may also elect to take clinical/professional seminar in which they will participate in a hospital, specialized school, or clinical setting for children or adults.

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.

**COURSE DESCRIPTIONS**

**SP 100 Voice and Diction (3.00 cr.)**

Designed for the student who wishes to improve skills in voice and diction and gain increased competency in oral presentations. Topics include physiological and acoustic foundations of verbalization; loudness, rate, intonation, and voice quality; nonverbal communication skills; and dialects. Oral presentations will be a major part of this course. Open to non-majors and majors.

**SP 101 Business and Professional Speaking (3.00 cr.)**

Individual and organizational issues in communication. Focuses on verbal communication needs for organizations and situations, and an understanding of the structure of communication in business and the professions. Discusses public presentations, group leadership, team membership, meeting management, and interview situations. Addresses successful communication strategies for varied situations. Recommended for business majors and pre-professional students. Open to majors and non-majors.

**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, culminating 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.

**SP 210 Intermediate Sign Language (3.00 cr.)**

Prerequisite: SP 110 or written permission of the instructor is required. 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 50 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.)**

Prerequisite: Sophomore standing or above. Anatomy and physiology of the speech and voice mechanisms, study of the speech process including the phases of symbolization respiration, phonation, resonation, 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 Introduction to Linguistics (3.00 cr.)  
An introduction to the study of language with an emphasis on pragmatics, phonology, morphology, syntax, and semantics. Theoretical and applied linguistics are addressed. Culture and gender issues are also discussed. *Open to majors only.*

SP 304 Basic Statistics (3.00 cr.)  
*Prerequisite: A score 13 or higher on Part II of the Math Placement Exam. Sophomore standing or above. Restricted to majors.* Introduces the concepts and application of statistics in speech-language pathology and audiology. Students learn to apply and interpret basic descriptive and inferential statistics using SPSS statistical software. Students practice using learned statistical concepts to interpret relevant literature in their field of study.

SP 305 Phonetics (3.00 cr.)  
*Prerequisite: Sophomore standing or above.* Students learn principles of speech sound production and use of the International Phonetic Alphabet for phonetic 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.)  
*Recommended Prerequisite: SP 202.* 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.)  
*Prerequisite: SP 303 (may be taken concurrently).* 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. Written permission of the instructor is required. 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 writ-
SP 406 Organic Bases of Adult Communication Disorders (3.00 cr.)
Prerequisite: Senior standing. 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 I (3.00 cr.)
Prerequisite: Written permission of the clinical placement director is required. Supervised clinical practice; clinical experience within public and private school systems. Clinical practice involves participation during the fall and spring terms. Admission by application to the director of clinical placements in spring of junior year.

SP 408 Clinical Practice II (3.00 cr.)
Prerequisite: SP 407. A continuation of SP 407.

SP 410 Diagnostic Procedures in Language Disorders (3.00 cr.)
Prerequisite: Senior standing. Diagnostic tests and evaluation procedures for assessing communicative functioning in children. Tests reviewed in terms of theoretical construct, standardization procedures, reliability, validity, interpretation, etc. Also addresses differential diagnosis, pragmatic assessment, infant and preschool assessments, report writing.

SP 412 Clinical/Ethical Seminar in Speech Pathology/Audiology (3.00 cr.)
Prerequisite: SP 202 or written permission of the instructor is required. Senior standing in any discipline. Seniors have the opportunity to participate in a clinical/professional service learning experience. Weekly seminar sessions focus on clinical issues in speech pathology and audiology, as well as professional and ethical issues that relate to the field and Catholicism. Clinical case presentations are used. Service learning is a required part of the course. Counts toward Catholic Studies minor.

SP 413 Clinical/Professional Seminar II (3.00 cr.)
Prerequisite: Senior standing. A continuation of SP 412. Students continue assignment at a clinical site for approximately 30 hours during the semester. Seminar sessions focus on professional practice issues and clinical applications of academic knowledge. Case study presentation is required. Service learning is a required part of the course.

SP 416 Independent Study in Speech-Language Pathology (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 twice for credit.

SP 421 Senior Seminar in Speech-Language Pathology/Audiology (3.00 cr.)
Prerequisite: Senior standing. Discusses current state-of-the-art issues in the field of speech-language pathology/audiology. Issues focus on both school age children and adolescents as well as adults. Counseling techniques are introduced for implementation.

SP 423 Organic Bases of Childhood Communication (3.00 cr.)
Prerequisite: Junior standing or above. Written permission of the instructor is required. 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.)
Prerequisite: Junior standing or above. Focuses on communication differences and clinical management across cultural and ethnic backgrounds and geographic regions. Learning styles, collaborative relationships, service delivery, and working with families are addressed.
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**

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Spring Term</th>
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</thead>
<tbody>
<tr>
<td>CM 100 Effective Writing**</td>
<td>HS 101 History of Modern Western Civilization**</td>
</tr>
<tr>
<td>PL 201 Foundations of Philosophy*</td>
<td>PL 200-Level Philosophical Perspectives Course*</td>
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<tr>
<td>TH 201 Introduction to Theology or Elective</td>
<td>Language Core</td>
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<tr>
<td>Elective</td>
<td>Elective</td>
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**Sophomore Year**

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Spring Term</th>
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<tbody>
<tr>
<td>EN 130 Understanding Literature</td>
<td>English Core</td>
</tr>
<tr>
<td>TH 201 Introduction to Theology*</td>
<td>Math/Science Core</td>
</tr>
<tr>
<td>History Core**</td>
<td>Social Science Core</td>
</tr>
<tr>
<td>Math/Science Core</td>
<td>Theology Core*</td>
</tr>
<tr>
<td>Social Science Core</td>
<td>Elective**</td>
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</tbody>
</table>

**Junior Year**

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>Spring Term</th>
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</thead>
<tbody>
<tr>
<td>Ethics Core</td>
<td>English Core</td>
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<tr>
<td>Fine Arts Core</td>
<td>Math/Science Core</td>
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<tr>
<td>Theology Elective*</td>
<td>Social Science Core</td>
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<td>Elective*</td>
<td>Theology Core*</td>
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<tr>
<td>Elective*</td>
<td>Elective**</td>
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</tbody>
</table>
**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

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* 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.

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**MINOR IN THEOLOGY**

TH 201 Introduction to Theology (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.

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**COURSE DESCRIPTIONS**

**TH 140 Literature and the Theological Imagination I** (3.00 cr.)
Explores the relations between theology and literature, focusing on the theological ideas and literary dimensions of the language used to embody those ideas. Readings introduce 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. Fulfills theology core requirement. Substitutes for TH 201. May not be taken as an elective. Counts toward Catholic Studies minor. (Fall only)

**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 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 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 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 accountability, 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 fiction 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 309 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 310 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 311 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 di-
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. **Counts toward Catholic Studies minor.**

**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, sociocultural, 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. Collodi, 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 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 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 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: 200 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 American’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, preceptive 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 countercultural 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 address 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 faculty of the Sellinger School and their representative departments are as follows:

### Accounting

**Chair:** Ali M. Sedaghat, Associate Professor

**Professor:** Jalal Soroosh

**Associate Professors:** William E. Blouch; John P. Guercio (emeritus); Kermit O. Keeling; Alfred R. Michenzi; Ali M. Sedaghat

**Assistant Professor:** E. Barry Rice (emeritus)

### Economics

**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); John M. Jordan (emeritus); Nancy A. Williams
MISSION

The Sellinger School provides academically challenging management education inspired by Jesuit traditions and values. The School embraces the principle of educating the whole person-body, mind, and spirit. The undergraduate experience helps to transform and prepare the student to learn, lead, and serve in a diverse and rapidly changing world. Graduate programs serve working professionals who seek knowledge, personal development, professional certification, and membership in the network of Sellinger School alumni/ae. Both undergraduate and graduate education proactively foster the principles of excellence and cura personalis in a climate that facilitates learning for each individual, develops values for a life of service, and teaches the skills of learning for life.

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 OBJECTIVES

The Sellinger School’s educational objectives are to teach students to:

- Integrate the functional areas of business for strategic, long-term planning; decision making under certainty and uncertainty; short-term planning and implementation; and organizational process and control.
- Extend a business into the global marketplace through awareness of the dominance of global competitive forces; appreciation of worldwide opportunities; understanding of complexity of functioning in the international arena; preparedness for participation in the international arena; and awareness of political and social environments.
• Make business decisions with complex, strategic approaches; the ability to garner information from data and from colleagues; analytical capability; control of decision support tools; and the ability to make reasoned judgements.

• Lead an organization with the ability to focus on mission; involvement and empowerment of others; effective teamwork; commitment to quality of process and outcome; the ability to thrive in an environment of multidimensional diversity; effective communication; and the ability to compete and move the organization forward in a competitive environment.

• Embrace change by having and sharing a vision for the organization and of the environment; the capability to evaluate developing technologies; an understanding of organizational dynamics; and continual personal development.

• Lead responsibly with developed personal ethics and a sense of justice; a balanced view of opportunity and responsibility; and an awareness of the legal and regulatory environment.

CURRICULUM

Bachelor of Business Administration (B.B.A.) Majors:
Accounting
Business Administration

Concentrations within the Major in Business Administration:
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.

All majors in the Sellinger School consist of 14 common courses and six additional courses (except accounting which requires eight additional courses), as specified below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>AC 101</td>
<td>Financial Accounting</td>
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<tr>
<td>AC 102</td>
<td>Managerial Accounting</td>
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<tr>
<td>BA 251</td>
<td>Management Information Systems</td>
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<tr>
<td>BA 301</td>
<td>Organizational Behavior</td>
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<td>BA 305</td>
<td>Legal Environment of Business</td>
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<td>BA 320</td>
<td>Financial Management</td>
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<td>BA 330</td>
<td>Operations Management</td>
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<td>BA 340</td>
<td>Marketing</td>
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<td>BA 382</td>
<td>International Business</td>
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<td>BA 402</td>
<td>Business Policy</td>
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<td>EC 102</td>
<td>Microeconomic Principles</td>
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<td>EC 103</td>
<td>Macroeconomic Principles</td>
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<tr>
<td>EC 220</td>
<td>Business Statistics</td>
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<tr>
<td>Ethics Core</td>
<td>(Arts and Sciences)</td>
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</tbody>
</table>

In addition to the specified prerequisites, all students enrolling in upper-level business courses must have satisfactorily completed a minimum of 60 credits with a minimum QPA of 2.000. These credits must all be in courses which count toward the B.B.A. requirements.

The only common courses that may be taken until the 60 credits are completed are: AC 101, AC 102, BA 251, BA 301, BA 320, BA 340, EC 102, EC 103, EC 220, and ethics. In addition, students majoring in a Sellinger School program must complete CS 111 and MA 151. Completion of 60 credits, including CS 111 and MA 151 or their equivalent, results in upper-division standing.

BA 301, BA 305, BA 320, BA 330, BA 340, and BA 382 must be completed in the B.B.A. program before BA 402. A student completing the B.B.A. program may complete a maximum of 69 credits within the Sellinger School of Business and Management, including EC 102, EC 103, and EC 220.

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 Sellinger Scholars Experience (BA 199). Required courses offer increased rigor in the form of outside reading, discussion, and class
presentations. Service-learning is integrated throughout the curriculum. 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), offers students the opportunity to participate in professional, social, and community service activities in the Baltimore-Washington metropolitan area. This element is designed to enhance the academic experience and broaden the learning environment. Scholars must enroll in this non-credit course every semester, unless they are on leave from Loyola or studying abroad.

Required courses fulfill degree requirements as indicated for the Bachelor of Business Administration (B.B.A.):

- BH 102 Managerial Accounting (AC 102)
- BH 199 Sellinger Scholars Experience
- BH 251 Management Information Systems (BA 251)
- BH 301 Organizational Behavior (BA 301)
- BH 305 Legal Environment of Business (BA 305)
- BH 402 Business Policy (BA 402)
- BA 251 Management Information Systems

**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
- EC 102 Microeconomic Principles
- MA 151 Applied Calculus for Business and Social Sciences
- Language Core

*Spring Term*
- EC 103 Macroeconomic Principles
- HS 101 History of Modern Civilization
- Fine Arts Core
- Language Core
- Natural Science Core

**Sophomore Year**

*Fall Term*
- AC 101 Financial Accounting
- BA 251 Management Information Systems (or BH 251)
- EC 220 Business Statistics
- EN 130 Understanding Literature
- PL 201 Philosophical Anthropology I

*Spring Term*
- AC 102 Managerial Accounting (or BH 102)
- BA 301 Organizational Behavior (or BH 301)
- BA 340 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 411 Tax Accounting Principles
- AC 421 Auditing

Select one of the following courses to fulfill the oral communication requirement necessary to sit for the CPA Exam in Maryland:

- BA 333 Presentations
- CM 290 The Art of Public Speaking
- SP 101 Business and Professional Speaking

In addition, students planning to sit for the CPA Exam are encouraged to take Business Ethics (PL 310) as their ethics core course.

An example of a typical program of courses are as follows:

**Junior Year**

*Fall Term*
- AC 301 Intermediate Accounting I
- AC 311 Cost Accounting
- BA 305 Legal Environment of Business (or BH 305)
- TH 201 Introduction to Theology
- Non-Departmental Elective
Spring Term
AC 302  Intermediate Accounting II
BA 320  Financial Management
BA 382  International Business
History Core
Theology Core

Senior Year

Fall Term
AC 411  Tax Accounting Principles
AC 421  Auditing
BA 330  Operations Management
PL 310  Business Ethics or
Ethics Core
Non-Departmental Elective

Spring Term
AC 401  Advanced Accounting
AC 402  Accounting Information Systems
BA 333  Presentations or
CM 290  The Art of Public Speaking or
SP 101  Business and Professional Speaking
BA 402  Business Policy (or BH 402)
Non-Departmental Elective

Students may also have to take Business Law (BA 406) to sit for the CPA Exam. In order to better plan the coursework required for the CPA Exam, 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 will be 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 major and an example of a typical program of courses are as follows:

Business Economics Concentration

Concentration requirements:
EC 301  Macroeconomics
EC 302  Microeconomics

Select four of the following courses:
EC 360  Environmental Economics
EC 370  Cost-Benefit Analysis
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

An example of a typical program of courses follows:

Junior Year

Fall Term
BA 320  Financial Management
EC 302  Microeconomics
TH 201  Introduction to Theology
Non-Departmental Elective
Non-Departmental Elective

Spring Term
BA 330  Operations Management
EC 301  Macroeconomics
History Core
Theology Core
Non-Departmental Elective

Senior Year

Fall Term
BA 305  Legal Environment of Business (or BH 305)
BA 382  International Business Economics Elective
Economics Elective
Elective

Spring Term
BA 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:

- BA 421 Financial Policy
- BA 422 Investments Management
- BA 427 Capital Markets and Financial Institutions
- BA 432 Advanced Financial Analysis

Select two of the following courses:

- BA 326 Insurance and Risk Management
- BA 423 Portfolio Management
- BA 424 Finance Internship
- BA 425 International Finance
- BA 426 Special Topics in Finance
- BA 428 Financial Institutions: Their Management and Environment
- BA 429 Financial Research Projects

Note: Personal Financial Management (BA 321) does not fulfill the upper-level course requirement for the finance concentration.

An example of a typical program of courses follows:

Junior Year

Fall Term
- BA 305 Legal Environment of Business (or BH 305)
- BA 320 Financial Management
- TH 201 Introduction to Theology
- History Core
- Non-Departmental Elective

Spring Term
- BA 330 Operations Management
- BA 422 Investments Management
- BA 427 Capital Markets and Financial Institutions
- Theology Core
- Non-Departmental Elective

Senior Year

Fall Term
- BA 382 International Business
- BA 432 Advanced Financial Analysis
- Finance Elective
- Non-Departmental Elective
- Elective

Spring Term
- BA 402 Business Policy (or BH 402)
- BA 421 Financial Policy
- 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 department.

Note: Presentations (BA 333) and Personal Financial Management (BA 321) 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
- BA 320 Financial Management
- TH 201 Introduction to Theology
- History Core
- Non-Departmental Elective
- Non-Departmental Elective

Spring Term
- BA 305 Legal Environment of Business (or BH 305)
- BA 330 Operations Management
- Theology Core
- Major Elective
- Major Elective

Senior Year

Fall Term
- BA 382 International Business
- Major Elective
- Major Elective
- Non-Departmental Elective
- Elective
Spring Term
BA 402  Business Policy (or BH 402)
Ethics Core
Major Elective
Major Elective
Elective

International Business Concentration

Concentration requirements:

BA 482  Global Strategy
Two International Area Studies Courses

Select three of the following courses:

BA 410  International Business Law
BA 415  International Management
BA 419  Seminar in Management: International Topic
BA 420  International Business Internship
BA 425  International Finance
BA 448  International Marketing
BA 470  Seminar in International Business

An example of a typical program of courses follows:

Junior Year

Fall Term
BA 305  Legal Environment of Business (or BH 305)
BA 382  International Business
TH 201  Introduction to Theology
History Core
Non-Departmental Elective

Spring Term
BA 320  Financial Management
International Area Studies Course
Theology Core
International Business Elective
Non-Departmental Elective

Senior Year

Fall Term
BA 330  Operations Management
International Business Elective
International Business Elective
Non-Departmental Elective
Elective

Spring Term
BA 402  Business Policy (or BH 402)
BA 482  Global Strategy
International Area Studies Course
Ethics Core
Elective

Management Concentration

Select six of the following courses:

BA 403  Small Business Management and Entrepreneurship
BA 408  Employment Law
BA 411  Human Resources Management
BA 412  Leadership and Decision-Making
BA 415  International Management
BA 419  Seminar in Management: Selected Topics
BA 431  Management Internship

An example of a typical program of courses follows:

Junior Year

Fall Term
BA 320  Financial Management
BA 330  Operations Management
TH 201  Introduction to Theology
Non-Departmental Elective
Non-Departmental Elective

Spring Term
BA 305  Legal Environment of Business (or BH 305)
History Core
Theology Core
Management Elective
Management Elective

Senior Year

Fall Term
BA 382  International Business
Management Elective
Management Elective
Non-Departmental Elective
Elective

Spring Term
BA 402  Business Policy (or BH 402)
Ethics Core
Management Elective
Management Elective
Elective

Management Information Systems
Concentration (MIS)

Concentration requirements:

BA 352 Applications Programming
BA 353 Database Design and Implementation
BA 355 Telecommunications
BA 452 Decision Support Systems
BA 453 Information Systems Analysis and Design
BA 458 Advanced MIS Topics

The following courses may be taken as free electives:

BA 457 Seminar in Management Information Systems
BA 459 Research Project in Management Information Systems

An example of a typical program of courses follows:

Junior Year

Fall Term
BA 330 Operations Management
BA 352 Applications Programming
TH 201 Introduction to Theology
Non-Departmental Elective
Non-Departmental Elective

Spring Term
BA 353 Database Design and Implementation
BA 355 Telecommunications
BA 382 International Business
History Core
Theology Core

Senior Year

Fall Term
BA 305 Legal Environment of Business
(or BH 305)
BA 320 Financial Management
BA 452 Decision Support Systems
BA 453 Information Systems Analysis and Design
Elective

Spring Term
BA 402 Business Policy (or BH 402)
BA 458 Advanced MIS Topics
Ethics Core

Non-Departmental Elective
Elective

Marketing Concentration

Concentration requirements:

BA 346 Buyer Behavior
BA 440 Selling Concepts and Strategies
BA 441 Information for Marketing
Decision-Making
BA 442 Strategic Marketing

Select two of the following courses:

BA 404 Marketing Law
BA 443 Marketing Internship
BA 444 Product Development and Management
BA 447 Promotion Management
BA 448 International Marketing Management
BA 449 Selected Topics in Marketing

An example of a typical program of courses follows:

Junior Year

Fall Term
BA 320 Financial Management
BA 330 Operations Management
BA 346 Consumer Behavior
TH 201 Introduction to Theology
Non-Departmental Elective
Non-Departmental Elective

Spring Term
BA 305 Legal Environment of Business
(or BH 305)
BA 382 International Business
BA 440 Selling Concepts and Strategies
Theology Core
Non-Departmental Elective

Senior Year

Fall Term
BA 441 Information for Marketing
Decision-Making
Marketing Elective*
Non-Departmental Elective
Non-Departmental Elective
Elective

Spring Term
BA 402 Business Policy (or BH 402)
BA 442 Strategic Marketing
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 101 Financial Accounting
- EC 102 Microeconomic Principles*
- BA 251 Management Information Systems

*Plus any three courses from the following:

- BA 301 Organizational Behavior
- BA 305 Legal Environment of Business
- BA 320 Financial Management
- BA 330 Operations Management
- BA 340 Marketing
- BA 382 International Business

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 Macroeconomics or
- EC 302 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 101 Introductory Accounting I
- AC 102 Introductory Accounting II
- EC 102 Microeconomic Principles*
- BA 301 Organizational Behavior
- BA 340 Marketing
- BA 403 Small Business Management and Entrepreneurship

**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 Business Applications or
- CS 201 Computer Science I
- BA 251 Management Information Systems
- BA 453 Information Systems Analysis and Design

Three additional BA 300- or 400-level information systems courses (excluding BA 333).

**International Business:** Recommended for non-business students interested in a global perspective. At least a semester of study abroad program is required. Requirements are as follows:

- EC 102 Microeconomic Principles*
- EC 103 Macroeconomic Principles*
- BA 382 International Business

Required courses are to be completed at Loyola followed by three approved business-related electives taken overseas.

**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*
- BA 340 Marketing
- BA 346 Buyer Behavior
- BA 440 Selling Concepts and Strategies

Note: At the time of this printing, this minor is under revision. Contact the department for information.
Plus any two courses from the following:

BA 443 Marketing Internship
BA 444 New Product Development and Management
BA 447 Promotion Management
BA 448 International Marketing
BA 449 Selected Topics in Marketing

* Satisfies a social science core requirement.
** Satisfies second math/science core requirement.

COURSE DESCRIPTIONS

Accounting

AC 101 Financial Accounting (3.00 cr.)
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 generally accepted accounting principles to business transactions encountered by corporations during the accounting cycle.

AC 102 Managerial Accounting (3.00 cr.)
Prerequisite: AC 101. 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.

AC 301 Intermediate Accounting I (3.00 cr.)
Prerequisite: AC 102, EC 102, EC 103, 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 102, EC 102, EC 103, 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. (Fall/Summer)

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 102, 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 nonbusiness deductions; property transactions; applications of tax software; and an introduction to tax research. (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 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.

Prerequisite: EC 102.

EC 103 Macroeconomic Principles (3.00 cr.)
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; foreign exchange markets; and the balance of payments. Effects of international transactions are incorporated with each topic.

Prerequisite: MA 109 or equivalent.

EC 220 Business Statistics (3.00 cr.)
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.

Prerequisite: MA 109 or equivalent.

EC 301 Macroeconomics (3.00 cr.)
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 macroeconometric 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.

Prerequisite: EC 102, EC 103, MA 151 or MA 251.

EC 302 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.

Prerequisite: EC 102, EC 103, MA 151 or MA 251.

EC 320 Mathematical Economics (3.00 cr.)
Investigates of 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.

Prerequisite: EC 102, EC 103, MA 151 or MA 251.

EC 360 Environmental Economics (3.00 cr.)
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.

Prerequisite: EC 102.

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; alter-
native methods for estimating benefits and costs; the
discounting of benefits and costs; risk assessment; and
federal guidelines for conducting CBA.

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 investi-
gate 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 stu-
dents to become applied statisticians and economists.

EC 430 Monetary Economics (3.00 cr.)
Prerequisite: EC 103. Examines microeconomic and macro-
economic monetary issues, problems, and theory. Stu-
dents learn 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; diversifi-
cation; risk and term structure of interest rates; finan-
cial 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. Exam-
ines the financial side of international economic activity.
Topics include balance of payments; foreign exchange;
spot markets and forward markets; covered and uncov-
ered interest parity conditions; monetary and portfolio
balance models of exchange rate determination; macro-
economic 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 develop-
ment. 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 strat-
egies; 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 regula-
tion 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;
wellfare; 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 mod-
els 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.

**Finance**

**BA 320 Financial Management (3.00 cr.)**
Prerequisite: AC 101, EC 102. 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 valuation theory, financial markets, capital budgeting, cost of capital, capital structures, dividend policy, and international finance.

**BA 321 Personal Financial Management (3.00 cr.)**
Prerequisite: Junior standing. Aimed at developing 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; investing in education, automobiles, houses, securities, health and property insurance; pensions; and estate planning. *Open to all nonbusiness majors.* Does not fulfill upper-level requirement of the finance concentration.

**BA 326 Insurance and Risk Management (3.00 cr.)**
Prerequisite: BA 320 and junior standing. Studies the importance of risk in personal/business affairs and the methods available to treat risk. Provides an in-depth look at several types of insurance coverages (property and liability, employee benefits, life and health, and social insurance), and insurance company operations. Students learn to identify major exposures to risk; alternative methods of handling those risks; various kinds of insurance contracts; and to make pricing, marketing, and investment decisions. Topics include risk identification and measurement; fields of insurance and their legal principles; contract analysis; and examination criteria for selecting the most appropriate tool or combination of tools.

**BA 422 Investments Management (3.00 cr.)**
Prerequisite: BA 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)*

**BA 423 Portfolio Management (3.00 cr.)**
Prerequisite: BA 422 and BA 432 or written permission of the instructor is required. Introduces students to portfolio theory, management, and concepts and to expand the knowledge of investments. Students apply portfolio concepts and learn how current issues (including international events), ethics, and social responsibility impact portfolio management. Topics include securities and markets; risks and return; capital market theory; assets; index models; portfolio strategies; futures and options; the Internet; and portfolio management under live market conditions. *(Spring only)*

**BA 424 Finance Internship (3.00 cr.)**
Prerequisite: BA 320, BA 422, a second finance elective. Written permission of the instructor is required. Provides students with preparation for careers in finance through practical work experience, in-class personal development, and career planning. Students learn the application of financial theory to actual business problems. Topics include in-class projects, on-site work requirements, an internship portfolio, and class presentations. *(Fall only)*

**BA 425 International Finance (3.00 cr.)**
Prerequisite: BA 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; interna-
Consists of the Prerequisite: BA 320, BA 422, BA 427.

BA 426 Special Topics in Finance (3.00 cr.)
Prerequisite: BA 320 or BA 422 (depending on subject matter).
Provides students with specific seminars and/or research projects which address the outstanding issues in a particular field of finance. Students discuss the particular topics at an in-depth level. Potential topics include investments, real estate finance, international finance, financial management, capital markets, and financial institutions. Coverage encompasses critical reviews of selected journal articles, guest lectures, empirical research, papers, student presentations. May be repeated for credit with different topics.

BA 427 Capital Markets and Financial Institutions (3.00 cr.)
Prerequisite: BA 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)

BA 428 Financial Institutions: Their Management and Environment (3.00 cr.)
Prerequisite: BA 320, BA 422. Analyzes the basic principles involved in decision-making in the individual financial institution. Develops the analytical tools used to deal with asset, liability, and capital management; the sources and uses of funds; and competitive relationships among financial institutions, as well as a decision theory framework in the management of commercial banks and other financial institutions. Students compare and contrast the management of commercial banks with other financial institutions. Topics include bank organization, managing risk with futures, managing liabilities and capital, and evaluating loans. (Fall only)

BA 429 Financial Research Projects (3.00 cr.)
Prerequisite: BA 320, BA 422. Written permission of the instructor is required. 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.

BA 432 Advanced Financial Analysis (3.00 cr.)
Prerequisite: BA 320, BA 422, BA 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)

Law and Social Responsibility

BA 209 Law and Society (3.00 cr.)
Examines the ethical and legal questions that are asked by business people every day. Students approach the issues from two different perspectives—the legal and the moral. Many businesses and business courses emphasize only what is legal, which seems to imply that firms and individuals should go right up to the line as to what is considered legal and illegal. The course objective is to look at the issues of business and ethics by asking two broad and very different questions: “Is it legal?” and “Is it ethical?” or “Is it right?” To do this, students examine and analyze various legal cases dealing with a wide range of topics from securities regulation to consumer protection. They also take their analysis a step further by looking at the moral framework and perspective which is applied in making business decisions. (Alpha Course)

BA 305 Legal Environment of Business (3.00 cr.)
Prerequisite: 60 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.

BA 404 Marketing Law (3.00 cr.)
Prerequisite: BA 340 and 60 credits or written permission of the instructor is required. 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.**

**BA 405 Banking and Securities Law (3.00 cr.)**  
*Prerequisite: BA 305.* Examines U.S. laws regulating the banking and securities industries with consideration of international law. Students learn to articulate the U.S. legal framework and principal legal requirements for banks, the securities industry, and finance professionals, as well as identify and explain recent legal developments and emerging legal challenges—domestic and international—in the banking and securities industry. Topics include U.S. laws regulating branch and interstate banking; bank holding companies; collections and deposits; bank mergers; federal and state laws regulating issuance and trading of securities; reporting requirements; inside trading; and licensing and regulation of finance professionals.

**BA 406 Business Law (3.00 cr.)**  
*Prerequisite: Senior status or written permission of the instructor is required.* 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. *(Fall only)*

**BA 408 Employment Law (3.00 cr.)**  
*Prerequisite: 60 credits.* Focuses on legal responses to human resources issues 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 issued related to retirement income. **Fulfills upper-level course requirement of the management concentration.** *(Fall only)*

**BA 409 Seminar in Law: Selected Topics (3.00 cr.)**  
*Prerequisite: 60 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.**

**BA 410 International Business Law (3.00 cr.)**  
*Prerequisite: BA 305, BA 382 or written permission of the instructor is required.* 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)*

**Management**

**BA 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.

**BA 301 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.

**BA 319 Seminar in Catholic Studies: Selected Topics (3.00 cr.)**  
*Prerequisite: 60 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
BA 382 International Business (3.00 cr.)
Prerequisite: 60 credits. 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.

BA 402 Business Policy (3.00 cr.)
Prerequisite: BA 301, BA 305, BA 320, BA 330, BA 340, BA 382. 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.

BA 403 Small Business Management and Entrepreneurship (3.00 cr.)
Prerequisite: AC 101, BA 301, BA 340, EC 102. 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.

BA 411 Human Resources Management (3.00 cr.)
Prerequisite: BA 301 or BA 401 and 60 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)

BA 412 Leadership and Decision-Making (3.00 cr.)
Prerequisite: BA 301 or BA 401 and 60 credits. Competency building approach is taken. Students explore personal characteristics contributing to effective leadership and decision-making. Current frameworks for understanding cognitive and social processes involved are then used to examine implications of these characteristics on personal effectiveness. Finally, strategies for enhancing leadership and decision-making performance are developed. (Spring only)

BA 415 International Management (3.00 cr.)
Prerequisite: BA 301, BA 340, BA 382, EC 102, EC 103. 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.

BA 419 Seminar in Management: Selected Topics (3.00 cr.)
Prerequisite: 60 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.

BA 420 International Business Internship (3.00 cr.)
Prerequisite: BA 382. Written permission of the instructor is required. 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 runs in conjunction with Management Internship (BA 419).

BA 430 General Business Internship (3.00 cr.)
Prerequisite: Senior standing. Written permission of the instructor is required. Students gain a better understanding of management principles through on-the-job experience. Supplemental classroom training is given in career development and success skills to help students make the transition to the business world more smoothly. During October and November of the preceding semester, students select internship positions.
BA 431 Management Internship (3.00 cr.)
Prerequisite: BA 300 or BA 301, senior standing. Written permission of the instructor is required. 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.

BA 470 Seminar in International Business: Selected Topics (3.00 cr.)
Prerequisite: BA 382, 60 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.

BA 482 Global Strategy (3.00 cr.)
Prerequisite: BA 382, BA 410 or BA 415 or BA 425 or BA 448. 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 industries and/or regions may be selected for study. After a review of the global strategy literature, teams use simulations and computer software packages to develop strategies for export and import, foreign investment, technology transfer, or other international business activities. May count toward Asian Studies minor. (Spring only)

BA 452 Decision Support Systems (3.00 cr.)
Prerequisite: BA 352, senior standing in management information systems. 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)

BA 333 Presentations (3.00 cr.)
Develops expertise in the art and technology of giving effective presentations. Students use the tools and techniques to create and deliver effective presentations. Topics include presentation technology: the design of effective presentations; delivery techniques; and methods for managing the interpersonal aspects of a formal presentation.

BA 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. (Fall only)

BA 353 Database Design and Implementation (3.00 cr.)
Prerequisite: BA 251 and BA 352 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)

BA 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. (Spring only)

BA 452 Decision Support Systems (3.00 cr.)
Prerequisite: BA 352, 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)

MANAGEMENT INFORMATION SYSTEMS

BA 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 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 con-
BA 453 Information Systems Analysis and Design (3.00 cr.)
Prerequisite: BA 251 and BA 330 or written permission of the department chair is required. 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)

BA 457 Advanced 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)

BA 458 Advanced MIS Topics (3.00 cr.)
Prerequisite: BA 453 or written permission of the department chair is required. Advanced technological developments and managerial system concepts related to information systems. Objectives are to provide hands-on experience in analyzing, designing and evaluating systems, and to involve students in wide ranging discussions of recent developments in information systems. (Spring only)

BA 459 Research Project in Management Information Systems (3.00 cr.)
Prerequisite: Senior standing in management information systems. Written permission of the chair is required. 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.

MARKETING

BA 340 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.

BA 346 Buyer Behavior (3.00 cr.)
Prerequisite: BA 340. 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.

BA 440 Selling Concepts and Strategies (3.00 cr.)
Prerequisite: BA 340. 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.

BA 441 Information for Marketing Decision-Making (3.00 cr.)
Prerequisite: BA 340, EC 220 or equivalent, and senior standing. 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)

BA 442 Strategic Marketing (3.00 cr.)
Prerequisite: BA 346, BA 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)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>BA 443</td>
<td>Marketing Internship</td>
<td>3.00 cr.</td>
<td>Prerequisite: BA 340, senior standing. Restricted to seniors pursuing a marketing concentration or marketing 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.</td>
</tr>
<tr>
<td>BA 444</td>
<td>New Product Development and Management</td>
<td>3.00 cr.</td>
<td>Prerequisite: BA 340. 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.</td>
</tr>
<tr>
<td>BA 447</td>
<td>Promotion Management</td>
<td>3.00 cr.</td>
<td>Prerequisite: BA 340. 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.</td>
</tr>
<tr>
<td>BA 448</td>
<td>International Marketing</td>
<td>3.00 cr.</td>
<td>Prerequisite: BA 340. 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.</td>
</tr>
<tr>
<td>BA 449</td>
<td>Selected Topics in Marketing</td>
<td>3.00 cr.</td>
<td>Prerequisite: BA 340 and 60 credits. Restricted to students completing a marketing concentration or minor. 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.</td>
</tr>
</tbody>
</table>

### Production and Operations Management

<table>
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</thead>
<tbody>
<tr>
<td>BA 330</td>
<td>Operations Management</td>
<td>3.00 cr.</td>
<td>Prerequisite: BA 251; EC 102, EC 220, or equivalent. Covers the management of production and distribution of goods and services. Students examine alternative solutions to production and operations problems and develop an understanding of business operations in a broad perspective. Topics include design of production systems, decision models, operations strategy, and societal/global issues.</td>
</tr>
</tbody>
</table>

### Sellinger Scholars Program

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>BH 102</td>
<td>Managerial Accounting</td>
<td>3.00 cr.</td>
<td>Prerequisite: AC 101. 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. Sellinger scholars are expected to undertake additional reading and prepare research in consultation with the instructor. Fulfills AC 102 course requirement.</td>
</tr>
<tr>
<td>BH 199</td>
<td>Sellinger Scholars Experience</td>
<td>0.00 cr.</td>
<td>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. Restricted to Sellinger scholars. (Pass/Fail)</td>
</tr>
<tr>
<td>BH 251</td>
<td>Management Information Systems</td>
<td>3.00 cr.</td>
<td>Prerequisite: CS 111 or CS 112 or CS 201. Restricted to Sellinger 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. Sellinger scholars are expected to undertake additional reading and prepare research in consultation with the instructor. Fulfills BA 251 course requirement.</td>
</tr>
</tbody>
</table>
BH 301 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 BA 301 course requirement.

BH 305 Legal Environment of Business  
(3.00 cr.)  
Prerequisite: 60 credits. Restricted to Sellinger 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. Sellinger scholars are expected to undertake additional reading and prepare research in consultation with the instructor. Fulfills BA 305 course requirement.

BH 402 Business Policy  
(3.00 cr.)  
Prerequisite: BA 320, BA 330, BA 340, BA 382, BH 301, BH 305. Restricted to Sellinger 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. Sellinger scholars are expected to undertake additional reading and prepare research in consultation with the instructor. Fulfills BA 402 course requirement.
Academic Calendar

Fall Semester 2002

July 2002

1 Last day to obtain a partial refund of Tuition Deposit for cancellation of Fall 2002 registration (full-time students)

August 2002

20 Mail-In Registration ends for Fall Semester (part-time students)
30 Freshman resident students report to residence halls and orientation begins
31–9/1 Freshman Orientation continues

September 2002

1 Upperclass resident students report to residence halls
2 Faculty advisers meet with freshman students
2 Labor Day (No Classes)
3 Fall 2002 Semester classes begin
3 Applications due for January 2003 Graduation
3–6 Late Registration – Drop/Add Period
6–15 “Initium”
13 Mass of the Holy Spirit (Classes Cancelled, Noon – 2:00 p.m.)
27–29 Family Weekend
TBA Freshman Retreats

October 2002

18 Mid-Semester Holiday
18 Mid-term grades due in Records Office by 3:00 p.m.*
24 Registration for Spring 2003 Semester (Class of ’03)
24 Applications due for May 2003 Graduation (full-time students)
31 Registration for Spring 2003 Semester (Class of ’04)

November 2002

1 All Saints Day
7 Registration for Spring 2003 Semester (Class of ’05)
8 Last day to withdraw from a course with a grade of “W”
14 Registration for Spring 2003 Semester (Class of ’06)
26 Thanksgiving Holiday begins after last class
27–12/1 Thanksgiving Holiday

December 2002

2 Classes Resume
8 Feast of the Immaculate Conception
10 Last day of classes for Fall Semester
11 Study Day
12–20 Exams and close of Fall Semester; exams are scheduled on Saturday, December 14.

Spring Semester 2003

January 2003

3 Mail-In Registration ends for Spring Semester (part-time students)
10 Transfer Student Orientation
12 Resident students report to residence halls
13 Spring 2003 Semester classes begin
13 Applications due for May 2003 Graduation (part-time students)
13–16 Late Registration – Drop/Add Period
20 Martin Luther King, Jr. Holiday (College Closed)
TBA Freshman Retreat

February 2003

14 Fall 2003 Tuition and Housing Deposits due (full-time students)
28 Mid-term grades due in Records Office by 3:00 p.m.
March 2003

3–9 Spring Break
5 Ash Wednesday
10 Classes Resume
13 Registration for Fall 2003 Semester (Class of ‘04)
13 Mail-In Registration begins for Summer Sessions
20 Registration for Fall 2003 Semester (Class of ‘05)
21 Maryland Day Celebration
27 Registration for Fall 2003 Semester (Class of ‘06)
28 Last day to withdraw from a course with a grade of “W”

April 2003

17–21 Easter Vacation
22 Classes Resume
29 Last day of classes for Spring Semester
30 Study Day

May 2003

1–9 Exams and close of Spring Semester; exams are scheduled on Saturday, May 3.
16 Baccalaureate Mass
17 Commencement

Summer Sessions 2003

May 2003

16 Mail-In Registration ends for first Summer Session
29 Classes begin for first Summer Session
29 Applications due for September 2003 Graduation
29–6/3 Late Registration for first Summer Session

June 2003

23 Last day to withdraw with a grade of “W” for first Summer Session
24–25 Summer orientation and testing program for first-year students
27–28 Summer orientation and testing program for first-year students

July 2003

1 Last day to obtain a partial refund of Tuition Deposit for cancellation of Fall 2003 registration (full-time students)
3–4 Independence Day Observed (College Closed)
8–9 Summer orientation and testing program for first-year students
10 First Summer Session ends
11 Mail-In Registration ends for second Summer Session
11–12 Summer orientation and testing program for first-year students
14 Classes begin for second Summer Session
14–15 Late Registration for second Summer Session

August 2003

5 Last day to withdraw with a grade of “W” for second Summer Session
21 Second Summer Session ends

* Mid-term grades are available on Privare once they are processed. Mid-term grades are mailed to the student’s permanent address only.
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B.A., Loyola College in Maryland

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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.
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