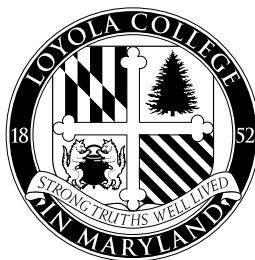


LOYOLA COLLEGE IN MARYLAND
2008–2009

UNDERGRADUATE
CATALOGUE



College of Arts and Sciences

Division of Education

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

4501 North Charles Street
Baltimore, Maryland 21210-2699
410-617-2000
www.loyola.edu

IMPORTANT

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

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

Loyola College does not discriminate on the basis of race, sex, color, national or ethnic origin, age, religion, disability, marital status, or sexual orientation in the administration of any of its educational programs and activities or with respect to admission or employment. The Designated Compliance Officer to ensure compliance with Title IX of the Education Amendment of 1972 is George Casey, Assistant Vice-President for Human Resources, 5000 York Road, Room 206, 410-617-2354. 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 George Casey, Assistant Vice-President for Human Resources, 5000 York Road, Room 206, 410-617-2354.

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
Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (B.S. program only)
Educational Standards Board of the American Speech-Language-Hearing Association

Maryland State Department of Education
(Elementary Education)
National Council for Accreditation of Teacher Education

APPROVED BY:

Maryland State Department of Education
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Council for Advancement and Support of Education
Independent College Fund of Maryland
Maryland Association for Higher Education
Maryland Independent College and University Association
National Academic Advising Association
National Association of Universities and Independent Colleges
National Catholic Education Association
National Collegiate Athletic Association

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

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ENROLLMENT

The undergraduate full-time enrollment for Fall 2007 was:

Resident Men	1,199
Resident Women	1,716
Commuter Men	288
Commuter Women	377
 Total	 3,580

FOR FURTHER INFORMATION WRITE TO:

Director of Undergraduate Admission
 Loyola College in Maryland
 4501 N. Charles Street
 Baltimore, Maryland 21210-2699

Or phone: 410-617-5012 or 800-221-9107
 Or visit: <http://www.loyola.edu/admission/>

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



THE COLLEGE

HISTORY

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

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

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

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

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

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

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

The success of that transformation ushered in an era of unprecedented growth and attainment. 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 Loyola achieve distinction as a leading East Coast Catholic university. A tremendous dedication to emerging technology—with the entire College community completely linked by computer—also helps assure that today's students will have all of the ancillary skills necessary for an ever-changing workplace.

With 394 full-time faculty, the College today has approximately 6,000 undergraduate and graduate students representing 36 states and 41 foreign countries. Approximately 83 percent of undergraduate students live on campus and nearly one-half study at least one semester abroad their junior year through one of Loyola's packaged or exchange programs, affiliations, or approved programs at other colleges and universities. Through various exchange programs, the College also welcomes international students to its Baltimore Campus, thereby enriching the cultural life of the College.

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

MISSION

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

VISION

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

In pursuing these goals, Loyola asserts a bold ambition: that the College will be among the top Catholic universities in the United States. The standards by which we measure that achievement

will be many: the enrollment of outstanding students; the creation of a diverse and supportive community; the cultivation of a rigorous intellectual climate; the scholarly achievements of the faculty; the recognition of peers; the intellectual and professional attainments and generosity of spirit of the alumni.

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

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

VALUES

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

- openness and enthusiasm toward the whole of God's richly diverse creation and for the human person as its crowning glory;
- hopefulness and pragmatism in seeking graced solutions to life's challenges through creative use of all available gifts and resources, tempered by realism and compassion about the reality of human weakness;
- sustained critical attention to motivations and choices based on the conviction that individuals, through the exercise of their freedom, exert

a real influence on their world and one another for good or for evil; and

- commitment to a life of growing integrity and increasing service to God and others after the Gospel model of Jesus Christ.

As a Jesuit, Catholic university with a 156-year history, Loyola College adopts and adapts these characteristic emphases of the Ignatian heritage and reflects them in its life and work. Loyola's Jesuit tradition was complemented and enriched by the tradition of the Mercy Sisters when the College joined with Mount Saint Agnes College in 1971; and Loyola continues to remember and to recognize with gratitude the gifts which it received as a result of that joining, as will be seen in the text below. One of the particular ways in which Loyola preserves its religious heritage while recognizing and incorporating the necessary openness to pluralism, which is characteristic of American higher education today, is by encouraging all of its constituents to cultivate and to live by the following core values: academic excellence, focus on the whole person, integrity and honesty, diversity, community, justice, service, leadership, discernment, and the constant challenge to improve.

LEARNING AIMS

Intellectual Excellence

- Appreciation of and passion for intellectual endeavor and the life of the mind
- Appreciation of and grounding in the liberal arts and sciences
- Excellence in a discipline, including understanding of the relationship between one's discipline and other disciplines; understanding the interconnectedness of all knowledge
- Habits of intellectual curiosity, honesty, humility, and persistence

Critical Understanding: Thinking, Reading, and Analyzing

- The ability to evaluate a claim based on documentation, plausibility, and logical coherence

- The ability to analyze and solve problems using appropriate tools
- The ability to make sound judgments in complex and changing environments
- Freedom from narrow, solipsistic, or parochial thinking
- The ability to use mathematical concepts and procedures competently, and to evaluate claims made in numeric terms
- The ability to find and assess data about a given topic using general repositories of information, both printed and electronic
- The ability to use information technology in research and problem solving, with an appreciation of its advantages and limitations

Eloquentia Perfecta

- The ability to use speech and writing effectively, logically, gracefully, persuasively, and responsibly
- Critical understanding of and competence in a broad range of communications media
- Competence in a language other than one's own

Aesthetics

- An appreciation of beauty, both natural and man-made
- A cultivated response to the arts, and the ability to express oneself about aesthetic experience

Leadership

- An understanding of one's strengths and capabilities as a leader and the responsibility one has to use leadership strengths for the common good
- A willingness to act as an agent for positive change, informed by a sense of responsibility to the larger community

Faith and Mission

- An understanding of the mission of the Catholic university as an institution dedicated to exploring the intersection of faith and reason, and experience and competence in exploring that intersection
- An understanding of the mission of the Society of Jesus and of the religious sisters of Mercy, especially of what it means to teach, learn, lead, and serve “for the greater glory of God”
- A habit of thoughtful, prayerful, and responsible discernment of the voice of God in daily life; a mature faith
- Habits of reflection in solitude and in community
- A commitment to put faith into action

Promotion of Justice

- An appreciation of the great moral issues of our time: the sanctity of human life, poverty, racism, genocide, war and peace, religious tolerance and intolerance, the defense of human rights, and the environmental impact of human activity
- Commitment to promote justice for all, based on a respect for the dignity and sanctity of human life
- Commitment to and solidarity with persons who are materially poor or otherwise disadvantaged

Diversity

- Recognition of the inherent value and dignity of each person, and therefore an awareness of, sensitivity toward, and respect for the differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities
- Awareness of the structural sources, consequences, and responsibilities of privilege
- Awareness of the global context of citizenship and an informed sensitivity to the experiences of peoples outside of the United States
- Awareness of the multiplicity of perspectives that bear on the human experience, and the impor-

tance of historical, global and cultural context in determining the way we see the world

Wellness

- Attentiveness to development of the whole person—mind, body, and spirit
- Ability to balance and integrate care for self and care for others
- Understanding the importance of productive and responsible use of leisure time
- Freedom from addictive behaviors

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 2007 for students who entered the College on a full-time basis in 2001 was 83 percent. Ninety-one percent of the student athletes receiving athletic-related aid who entered in 2001 graduated by August 2007.

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 three academic units—the College of Arts and Sciences, the Division of Education, and the Joseph A. Sellinger, S.J., School of Business and Management—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, Engineering Science, English, Fine Arts, History, Honors Program, Liberal Studies, Mathematical Sciences, Military Science, Modern Languages and Literatures, Pastoral Counseling, Philosophy, Physics, Political Science, Psychology, Sociology, Speech-Language Pathology/Audiology, Theology, and Writing.

The Division of Education comprises the Departments of Education Specialties, Montessori Education, and Teacher Education.

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

CAMPUS AND BUILDINGS

Loyola College maintains three campuses in the greater Baltimore metropolitan area. One, a traditional collegiate campus in northern Baltimore City, primarily houses the College's undergraduate programs. The other campuses in Timonium and Columbia focus on graduate programs. All three locations are modern and technologically sophisticated.

The **Alumni Memorial Chapel**, dedicated to Loyola alumni who served in World War 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** houses Campus Ministry and the Center for Community Service and Justice.

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 the President's Office as well as offices for Admission, Advancement and College Relations, Alumni Relations, the Counseling Center, Creative Services, Financial Aid, and Public Relations; faculty offices for the Departments of Classics, English, History, Philosophy, Theology, and Writing; a high-technology Honors seminar room; lecture-style classrooms; a conference room; 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 the College acquired it in 1921.

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

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

Xavier Hall is located between Beatty and Jenkins Halls. Originally a small chapel in Mount Washington, the structure was donated by the pastor of the Shrine of the Sacred Heart. In Fall 1924, the chapel was systematically disassembled, trucked to the Baltimore Campus, and reconstructed during the remainder of the year. It formally opened as St. Francis Xavier Chapel on February 2, 1925. After the Alumni Memorial Chapel opened in 1952, Xavier Hall was converted into a student lounge until the 1970s when it was renovated into offices to accommodate the expanding needs of the business school. Once the Sellinger School building was completed, Xavier Hall was renovated and now houses administrative offices for Enrollment Management and Communications.

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 Academic Advising and Support Center, Dean of First-Year Students and Academic Services, International Programs, Department of Modern Languages and Literatures, Language Learning Center, Instructional Technology, Records Office, Student Administrative Services, classrooms, and administrative offices. A major renovation, completed in 2002, increased academic space; added high-technology classrooms; created a new, state-of-the-art language resource center; and made the building fully compliant with the Americans with Disabilities Act.

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

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

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

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

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

The center underwent a major renovation that was completed in 2007. The new space includes offices for the Department of Communication, several conference rooms, and a black box theater. The center also houses Reitz Arena which contains a gymnasium with three basketball courts and has a seating capacity of 2,000. The facilities also include a weight room, training rooms, locker rooms, a VIP lounge, and some athletics offices.

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

Ignatius House is home to the College's Jesuit community. Formerly Millbrook House, the three-story stone mansion was built in the 1920s and acquired by the College in 1957. Expanded, renovated, and renamed in 1991, it now contains a small chapel and Jesuit living quarters.

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

Students are encouraged to make extensive use of the library and its resources, which include approximately 463,000 books and bound periodical volumes encompassing extensive collections in the humanities and social sciences, particularly in the areas of Catholic Studies, education, management, and psychology. The Media Services Department offers a particularly strong collection of over 18,500 VHS, CD, and DVD titles representing the best in educational productions, film classics, and contemporary works, as well as 820 print periodical subscriptions. The library has been recently renovated to provide added computer facilities, several high-tech classrooms, a digital media center, a 96-seat auditorium, and a variety of seating areas for individual or group study.

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

on-line reference service to assist Loyola students and faculty with their information needs.

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

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

The **Fitness and Aquatic Center** opened in Fall 2000. The 115,000 square-foot facility features basketball, volleyball, and squash courts; the Mangione Aquatic Center, with a pool, diving area, and seats for 500 spectators; running tracks; an indoor climbing wall; a 6,000 square-foot fitness center; and smaller activity rooms and offices.

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

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

In 1999, Loyola acquired a building at **5000 York Road** that currently houses a variety of administrative offices.

RESIDENCE HALLS

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

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

In Fall 2007, the College opened the **East Residence Hall**, an environmentally conscious, 350-bed residence for first-year students. That same year, Loyola acquired the Rahner Village townhouse complex. The newly renovated homes will house upperclassmen beginning Fall 2008.

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

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

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

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

Avila Hall, Bellarmine Hall, Claver Hall, and Dorothy Day Hall comprise 46 three-bedroom units with kitchen facilities. Purchased in 1995, the mid-rise **Campion Tower** houses undergraduate students.

ADMISSION

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.

FIRST-YEAR APPLICANTS

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

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

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

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

APPLICATION FORM

In addition to its printed or on-line Application for Admission, Loyola College accepts the Common Application (either paper or on-line version). Prospective students who use this application also must submit the College's Supplement for the Common Application. A fee of \$50 must accompany the admission application. This fee is not applied to tuition and is not refundable.

Early Action

Early Action is a selective, non-binding program that allows academically exceptional candidates who view Loyola College as a top choice for their undergraduate education to learn of their admission decision by **January 15** of their senior year. Students admitted through Early Action have until **May 1**, the National Common Reply date, to make their enrollment decision.

All credentials must be postmarked no later than **November 15**. Candidates for Early Action will be evaluated primarily on their high school record through the junior year. SAT-I (Reading/Math) scores and/or ACT scores from the October administration will be considered.

Students applying to a binding early decision program at another institution are not permitted to apply for Early Action at Loyola College. However, students are free to apply to other non-binding Early Action and Regular Decision programs at other institutions. The Admission Committee reserves the right to admit or defer any candidate for admission. Deferred Early Action applicants will then be considered for admission under the provision of Regular Decision. A student who has not applied for Early Action, but has submitted a completed application by the deadline, may be admitted under the provision of Early Action.

Regular Decision

The freshman application deadline is **January 15**. Students who complete their applications by the deadline may receive preference. The final decision is made in the spring, and students meeting all deadlines are notified by **March 15**.

Interested students seeking to enroll at Loyola College may obtain the application form by writing to the following address: Undergraduate Admission, Loyola College in Maryland, 4501 N. Charles Street, Baltimore, MD 21210-2699; or phone: 410-617-5012 or 800-221-9107; or visit: www.loyola.edu/admission.

EARLY ADMISSION

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

Selection for early admission is based on the following criteria: the outstanding quality of the applicant's secondary school record; outstanding performance on the SAT-I (reading/math scores) or ACT Assessment Test; evidence of emotional stability and early social maturity; a personal interview; and presentation of a satisfactory written plan for completing the requirements for a secondary school diploma.

The procedure for making application for early admission is the same as for regular admission. Early admission students must submit an authorization letter from a high school official. This letter must verify that the student will receive the high school diploma after the first year at Loyola. Applicants must submit in writing their reasons for wishing to enter college before graduation from secondary school. The application deadline for Early Admission is **January 15**.

SECONDARY SCHOOL COURSE REQUIREMENTS

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

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

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

TUITION AND HOUSING DEPOSITS

Commuter Enrollment Deposit

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

Resident Enrollment Deposit

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

Transfer Enrollment Deposit

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

HOUSING

On-campus housing is awarded to transfer students based on availability. Off-campus housing is also an option for transfer students, as well as for readmitted and non-degree students. Additional information about on- and off-campus housing may be obtained by visiting the Office of Student Life webpage, www.loyola.edu/studentlife.

FIRST-YEAR STUDENT ADVISING

Registration for first-year students occurs during summer orientation. At this time, students meet with an academic advisor to discuss their educational objectives and to plan a program of courses for the fall semester. During the fall orientation, first-year students meet with their assigned academic core advisors who will guide and advise them until they declare a major. The relationship between the core advisor and the student is meant to be a professional, yet comfortable, relationship that allows 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 will be charged a tuition fee of \$568 per credit for the 2008–2009 fall and spring semesters. They also will be charged any special fees (lab, testing, graduation, etc.) that may apply to individual students. All College regulations are applicable to part-time students.

Application Deadlines

Fall Semester	July 15
Spring Semester	November 15
Summer Sessions	May 2

Earlier applications, especially for the fall semester, are encouraged.

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.

Application Deadlines

Fall Semester	July 15
Spring Semester	November 15
Summer Sessions	May 2

Earlier applications, especially for the fall semester, are encouraged.

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 college students who wish to take courses above the introductory level; visiting students still in high school must submit an official transcript and SAT-I/ACT scores. Visiting students are ineligible for a degree or financial aid from Loyola College.

Application Deadlines

Fall Semester	July 15
Spring Semester	November 15
Summer Sessions	May 2

Earlier applications, especially for the fall semester, are encouraged.

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 Test of English as a Foreign Language (TOEFL). 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 Internet-based test (TOEFL iBT) must score a 79 or higher. 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, NJ 08541-6151.

International students requiring a Form I-20 for an F-1 student visa must complete the following requirements:

1. Demonstrate evidence of English proficiency (as described above).
2. Submit SAT-I Reasoning Test/ACT Assessment Test scores.
3. Submit their official transcripts to the World Education Services (www.wes.org) 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. Merit-based scholarship and need-based financial assistance is not available for international students.
5. Prepay one semester's tuition and fees upon formal acceptance to the College.
6. Purchase the Loyola College Student Health Insurance Plan if they have a current F-1 or F-2 visa. The plan is mandatory and non-waivable; therefore, the premium will be automatically charged on the tuition bill.
7. Submit proof of health insurance at the time of application if enrolled in a one-semester or one-year exchange program. The level of insurance must meet the standards set by NAFSA: Association of International Educators and must be transferable to the United States.
8. Submit proof of immunity to communicable diseases. A tuberculin skin test is required within six months of admission. Health history and immunization forms will be sent with the acceptance package. Students may also contact the Loyola College Health Service, 410-617-5055; fax: 410-617-2173.
9. Submit the completed International Student Supplement Form (in application packet).
10. Submit a copy of the student's passport.

Once a student is accepted to the College and has completed all of these requirements, the Form I-20 will be mailed to the student. Upon receiving the Form I-20 from Loyola College, the student must pay a \$100 SEVIS processing fee directly to the Department of Homeland Security. Receipt of this payment must be presented when the student makes application for the student visa at the U.S. Consulate Office and at the port of entry. Within 10 days of their arrival at the College, students are required to meet with the international student advisor in the Office of International Programs (Maryland Hall 148). To schedule an appointment, call 410-617-2910.

TRANSFER STUDENTS

Applications for transfer from other accredited institutions are welcomed. Due to the College's undergraduate residency requirement (see Residency Requirement under Curriculum and Policies), students may not apply for transfer beyond the beginning of junior year. Upon admission to Loyola College, transfer students from accredited two- or four-year institutions will be awarded credit for courses comparable to those offered at the College. Department chairs and the Academic Advising and Support Center will determine course comparability. Credit awarded on the basis of any placement tests does not count toward fulfillment of the residency requirement.

All transfer applicants must submit their secondary school records, official transcripts of all work completed at other colleges, a Dean of Students Certification and Recommendation Form from all previously attended institutions, and their SAT-I/ACT scores. Transfer applicants must state their intended major: A cumulative quality point average of 2.700 in previous college work, SAT-I Reasoning Test (reading/math scores) and/or ACTs, all college transcripts, types of college courses taken (course descriptions, syllabi), and the secondary school record are required for a transfer student's application to be considered. A preliminary review of potential transfer credits may be requested at the time of the admissions interview.

Transfer students must satisfy the degree requirements in effect for their programs at the time of their matriculation. During the entrance interview, an evaluation of transfer credits is made by the

Academic Advising and Support Center, and the student is required to declare a major. Remedial, personal development, physical education, health, and preparatory courses that are not equivalent to or discipline-compatible with Loyola's courses are unacceptable for transfer. Only courses equivalent to three or four credits in which a grade of *C* or higher has been earned can be accepted for transfer credit. A course with a grade of *C* or below will not be accepted in transfer, regardless of the point value assigned by the transferring institution (see Grades under Curriculum and Policies).

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

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

Application Deadlines

Fall Semester	July 15
Spring Semester	November 15
Summer Sessions	May 2

Earlier applications, especially for the fall semester, are encouraged.

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 form.

The Loyola College Student Health Insurance Plan is available to all matriculating students enrolled in a "degree seeking" program. For information, contact the Loyola College student health 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 and do not take an official leave of absence from the College.

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

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

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, Box 6671, Princeton, NJ 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 awarded and recorded on the student's transcript for a score of four or five, depending upon departmental policy.

The Academic Advising and Support Center 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. No credit is awarded for work experience alone.

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

for each test taken. Matriculated students are not allowed to seek CLEP credit.

Complete details on the CLEP Testing Program are available on request from the College Level Examination Program, Box 6600, Princeton, NJ 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 natural sciences, fine arts, and the classics.

Each subject examined is graded on a scale of one (minimum) to seven (maximum). In consultation with the academic departments, the College offers college credit but no grade for these subjects, normally for scores of six or seven. Upon receipt of official notification of these scores, the Dean of First-Year Students and Academic Services will work with each student to determine if credit should be awarded. Credit is awarded only for higher level IB courses. A maximum of one year of credit may be earned through examination. Such credit does not count toward fulfillment of the residency requirement.

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 regular 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; (2) an official, seal-bearing transcript from the college/university; and (3) a catalogue description and syllabus for each course submitted for transfer consideration. Each supporting document is to be sent to the Dean of First-Year Students and Academic Services. Credit awarded for these courses does not count toward fulfillment of the residency requirement.

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 must be consulted to determine if a specific course can be taken by examination. Credit, but no grade, is awarded and recorded on the student's transcript. Credit awarded on the basis of these examinations does not count toward fulfillment of residency requirements.

FOREIGN LANGUAGE TEST

Students are assigned to their initial foreign language course by the Academic Advising and Support Center on the basis of a placement test which is usually taken in conjunction with the summer orientation process. Students placing into a 200-level or higher modern or classical language course are eligible for retroactive core credit upon successful completion of coursework at Loyola. Credit awarded on the basis of placement tests does not count toward fulfillment of residency requirements. All students must fulfill the foreign language core requirement.

MATHEMATICS TEST

All entering first-year and transfer students who have not completed their mathematics/science requirement must take a placement test in mathematics administered by the Academic Advising and Support Center.

FEES

GENERAL FEES

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

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

Tuition Fees (*per semester*)

New Full-Time Student \$17,570
(4 course, 12 credit minimum; 6 course, 20 credit maximum)

Continuing Full-Time Student \$17,570
(Start Date: 2007–08; 4 course, 12 credit minimum; 6 course, 20 credit maximum)

Continuing Full-Time Student \$17,570
(Start Date: 2006–07; 4 course, 12 credit minimum; 6 course, 20 credit maximum)

Continuing Full-Time Student \$17,400
(Start Date: 2005–06 or prior; 4 course, 12 credit minimum; 6 course, 20 credit maximum)

Additional Course Charge (*per credit*) \$568

Part-Time Student (*per credit*) \$568

Tuition Deposit

New/Transfer Student \$100
(Applied toward tuition; non-refundable; first-year student deposit due **May 1**)

Continuing Student \$300

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

Late Tuition Deposit Fee \$100

Housing Deposit (*applied toward room charges*)

New Student \$400

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

Continuing Resident Student \$300

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

Registration Fee (*part-time only*) \$25

Application Fee \$50

Graduation Fee \$125

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

Comprehensive Fee (*per semester*) \$550
Activities and services fee defrays part of the costs of the co-curricular programs sponsored by the student government and provides for other helpful non-academic services. Required of all full-time students.

Orientation Fee (*first term only*)
First-Time, First-Year Students \$165
International Students \$180
New Transfer Students \$45

Health Insurance Fee \$1,809
Mandatory for full-time, degree-seeking students without an insurance waiver. (*Subject to change from insurance carrier.*)

SPECIAL FEES

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

Applied Music Fee (*per semester*)
Half-Hour Lesson \$300
One-Hour Lesson \$600

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*) \$500
Students purchase books directly from the College Store on a cash/credit card basis. The total book cost varies with the program of courses the student is taking, and the amount quoted is only intended to give a general estimate of the cost.

Declined Credit Card Fee \$25

ID Cards (*replacement*) \$15

Laboratory Fee (*part-time only*) \$50

Late Registration Fee \$25

Locker Rental (*per semester*) \$1

Readmission Fee \$25

Returned Check Fee \$25

Special Testing Fee \$15

Study Abroad Processing Fee \$750
(*non-Loyola programs*)

RESIDENT STUDENT FEES

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

Level I Housing \$7,790
(Butler Hall, Campion Towers, Hammerman Hall, Hopkins Court, Lange Court Suites, Newman Towers Suites, Seton Court Suites, Southwell Hall Suites, East-Side Dorm)

Level II Housing \$8,820
(Ahern Hall, Aquinas House, Avila Hall, Bellarmine Hall, Claver Hall, Dorothy Day Hall, Lange Court Apartments, McAuley Hall, Newman Towers Apartments, Rahner Village Apartments, Seton Court Apartments, Southwell Hall Apartments)

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. Funds may be added to the account in any increment at any time through Student Administrative Services. All Restricted Meal Account monies remain in the account until students graduate or withdraw from the College.

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 the student's account 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
Comprehensive Fee	\$125
Housing Fee	\$4,410
Program Fee (<i>one time only</i>)	\$450

AUCKLAND

Tuition Fee*	Varies
Deposit**	\$350
Comprehensive Fee	\$125
Housing Fee	\$4,410
Program Fee (<i>one time only</i>)	\$450

BANGKOK

Tuition Fee*	Varies
Deposit**	\$350
Comprehensive Fee	\$125
Housing Fee	\$4,410
Program Fee (<i>one time only</i>)	\$450

BEIJING

Tuition Fee*	Varies
Deposit**	\$500
Comprehensive Fee	\$125
Housing Fee	\$4,410

CORK (per semester)

Tuition Fee*	Varies
Deposit**	\$350
Comprehensive Fee	\$125
Housing Fee	\$4,410
Program Fee	\$450

LEUVEN (per semester)

Tuition Fee*	Varies
Deposit**	\$350
Comprehensive Fee	\$125
Housing Fee	\$4,410
Program Fee	\$450

MELBOURNE (per semester)

Tuition Fee*	Varies
Deposit**	\$350
Comprehensive Fee	\$125
Housing Fee	\$4,410
Program Fee	\$450

NEWCASTLE (per semester)

Tuition Fee*	Varies
Deposit**	\$350
Comprehensive Fee	\$125
Housing Fee	\$4,410
Program Fee	\$450

PARIS (per semester)

Tuition Fee*	Varies
Deposit**	\$350
Comprehensive Fee	\$125
Program Fee	\$450

ROME

Tuition Fee*	Varies
Deposit**	\$350
Comprehensive Fee	\$125
Consortium Fee	\$5,660
(includes housing, airfare, some meals, program fee, visits, excursions, bus pass, and some books)	

SAN SALVADOR (per semester)

Tuition Fee*	Varies
Deposit**	\$350
Comprehensive Fee	\$125
Housing Fee	\$4,410
Program Fee	\$450

* See Tuition Fees.

** Applies to program charges.

WITHDRAWAL/REFUND POLICIES
REFUND FOR FULL-TIME REGISTRATIONS

When students officially withdraw or leave the College for any reason and have no indebtedness to the College, a portion of their tuition fee may be 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 week of class	100%
during the second week of class	80%
during the third week of class	60%
during the fourth week of class	40%
during the fifth week of class	20%

After the fifth week of class, there will be no refund of tuition. Registration and lab fees are non-refundable.

FEDERAL RETURN OF TITLE IV FUNDS POLICY

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

If a student leaves the institution prior to completing 60 percent of a payment period or term, the Financial Aid Office recalculates eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula: percentage of payment period or term completed equals the number of days completed up to the withdrawal date, divided by the total days in the payment period or term. (Any break of five days or more is not counted as part of the days in the term.) This percentage is also the percentage of earned aid.

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

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

If a student earned more aid than was disbursed, the institution would owe the student a post-withdrawal disbursement which must be paid within 120 days of the student's withdrawal. The institution must return the amount of Title IV funds for which it is responsible no later than 30 days after the date of the determination of the date of the student's withdrawal. Refunds are allocated in the following order:

- Unsubsidized Federal Stafford Loans;
- Subsidized Federal Stafford Loans;
- Unsubsidized Direct Stafford Loans;
- Subsidized Direct Stafford Loans;
- Federal Perkins Loans;
- Federal Parent (PLUS) Loans;
- Federal Pell Grants for which a return of funds is required;
- Federal Supplemental Opportunity Grants for which a return of funds is required;
- other assistance under this Title for which a return of funds is required.

FINANCIAL AID

GENERAL POLICIES

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

Loyola College is willing to share the financial responsibilities of attending college with students and their parents, but the College expects 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.
- When determining a student's financial need, colleges should recognize the student's educational expenses incurred during the academic year. Reasonable expense budgets should be established which allow for modest expense levels adequate for the student to participate fully in the academic life of the college.

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

formulae, the expected family contribution is determined annually.

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

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

APPLICATION PROCEDURES

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

Currently enrolled students must complete the FAFSA and the CSS PROFILE Application by **March 15**. Financial aid application procedures are posted on the Financial Aid Office website, www.loyola.edu/ugfinaid.

LOAN PROCESSING DEADLINE

The proceeds of student and parent loans (federal, institutional, and private) must be disbursed to Loyola College and credited to a student's account no later than **May 1**. Therefore, all loan application procedures, including completion of the loan promissory note and final approval, should be completed at least two weeks prior to the **May 1** processing deadline date.

LOYOLA COLLEGE FINANCIAL AID

PRESIDENTIAL SCHOLARSHIPS

These scholarships provide financial assistance to students of superior academic ability and achievement. Scholarships are limited to entering first-year students who, in the judgment of the Scholarship Committee, are most deserving of assistance because of academic merit. Criteria used in determining eligibility are: the secondary school grade point average, SAT (reading/math) or ACT Composite results, and rank in class. Financial need is not considered in awarding Presidential Scholarships. **To be considered for a Presidential Scholarship a student must apply for admission to Loyola College by January 15.**

During the 2008–09 academic year, awards will range from \$7,500 to full tuition. All Presidential Scholarships are awarded for four years, provided the student maintains the scholarship retention requirements specified in the original scholarship award letter.

CLAVER SCHOLARSHIPS

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

During the 2008–09 academic year the awards will range from \$7,500 to full tuition. All Claver Scholarships are awarded for four years, provided the student maintains the scholarship retention requirements specified in the original scholarship award letter.

MARION BURK KNOTT SCHOLARSHIPS

Named in honor of his wife, the Marion Burk Knott Scholarships are made possible by a generous gift to the Archdiocese of Baltimore from Henry J. Knott, Baltimore businessman and philanthropist. These scholarships are four-year, full-tuition awards available on a competitive basis to Catholic students residing in the Archdiocese of Baltimore. Scholarships are limited to incoming first-year students who, in the judgment of the Scholarship Committee, are most deserving of assistance because of academic merit. Additional consideration is given to students demonstrating financial need. **To be considered for a Marion Burk Knott Scholarship a student must apply for admission to Loyola College by January 15.**

SELLINGER SCHOLARSHIPS

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

LOYOLA GRANTS

Loyola Grants are awarded to students with exceptional financial need. These awards carry values of \$200 to \$35,000, depending on demonstrated financial need and availability of funds.

CLAVER GRANTS

Claver Grants are awarded to African-American, Hispanic, Asian, and Native American students with exceptional financial need. These awards carry values of \$200 to \$35,000, 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 STUDENT LOAN PROGRAM

This institutional loan program allows students who demonstrate institutional financial need and who are enrolled for at least 12 credits per term to borrow up to \$2,500 for the first year of undergraduate study, \$1,500 for the second year, and \$500 per year for the third and fourth years. The minimum amount that may be borrowed through the program is \$500.

The interest rate on Loyola Student Loans is fixed at 5.0 percent. Interest does not accrue to the borrower, nor does repayment begin on Loyola Student Loans until six months after termination of college enrollment on a full-time basis. Interest accrued during in-school and the grace period is paid by Loyola College. The repayment is up to 10 years, depending on the total amount borrowed. Loyola Student Loans do not carry an origination fee. First-time borrowers must complete a Loyola Student Loan master promissory note to borrow funds through this program.

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
 Stephen Alvarez Memorial 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
 Anna R. and Michael R. Cantaneo Scholarship Fund
 Michael R. Canty Memorial Fund
 Gerard F. Case, Jr. Memorial Fund
 Anna and Michael Cataneo Fund
 Daniel E. Cavanaugh, S.J. Fund
 Charles J. Cirelli & Sons Fund
 Walter L. Clark Fund
 W. Hayes Clarke Preministerial Fund
 Class of 1993 Fund
 Class of 1999 Fund
 Class of 2000 Fund
 Class of 2002 Fund
 Donald E. Cohill Fund
 George and Eugene Conner Fund
 Lawrence and Carolyn Conway Fund
 Patrick J. and Winifred L. Coughlin Fund
 Frank W. and Florence B. Cuccia Fund
 Ralph A. DeChiaro Fund
 Didusch Memorial Fund
 Erik R. Dietzel Memorial Scholarship Fund
 James H. Donahoe, S.J. Memorial Award
 H.A.B. Dunning Foundation Fund
 Kenneth H. Ekin Endowed Scholarship Fund
 Christine Everitt Fund
 Francis P. and Eleanor R. Fairbank Fund
 Ferguson Family Fund
 William and Mary Fisher Scholarship Fund
 Rosalie Garrett Fund
 Isaac S. and Mary Josephine George Fund
 Francis X. Giblyn Fund
 Aurora Granofsky Fund
 Joan Daniels Green Memorial Fund
 Mannes Greenberg Memorial Fund
 Fred Grimmel Scholarship Fund
 Adelaide M. Gunther Fund
 Mary A. Dudas Harris Fund
 Edward S. Hauber, S.J. Fund
 William Randolph Hearst Fund
 William J. Holman Fund
 James J. Irvin and Nina Irvin Fund
 Jesuit Community Scholarship Fund
 Daniel Joseph Fund
 Jeanett Joseph and Bertha Coblentz Joseph Fund
 Jackson L. Kaphan Memorial Fund
 James and Nora Sheridan Keelty Memorial Fund
 Milford F. Lackey Fund
 Otto and Alice M. Lage Memorial Fund
 Thomas J. Lawler Memorial Fund

D. & M. Liston Memorial Fund
 Mary and Daniel Loughran Fund
 Helen Pise Malko Memorial Fund
 J. Goddard and Elizabeth S. Mattingly Fund
 Daniel J. McGuire, S.J. Fund
 Anne M. Merrick Fund
 Joseph Meyerhoff Fund
 George W. Mitchell Memorial Fund
 John R. Mohler Fund
 Thomas Murphy Fund
 Josephine and Louis A. Natale, Sr. Fund
 Donald F. Obrecht Fund
 Mary O'Meara Memorial Fund
 Frank and Betty Otenasek Fund
 Paul J. Peroutka Fund
 Alan Plotkin Memorial Fund
 Garnet and Glenn Ridle Fund
 Pat Roche Fund
 William C. Rogers Fund
 Bernard A. Saltysiak Fund
 Joseph G. Schaffner, Sr. Fund
 Joseph A. Sellinger, S.J., Community Service Fund
 Joseph A. Sellinger, S.J., MBNA Fund
 Senker Family Fund
 Michael D. Sullivan Fund
 Helen and Charles Toennies Fund
 Robert Jay Turner Fund
 John E. Wise, S.J., Fund

MAJOR SCHOLARSHIP CONTRIBUTORS

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

A. S. Abell Company
 AEGON USA, Inc.
 Alex. Brown & Sons, Inc.
 Associated Italian American Charities of Maryland, Inc.
 AIAC Virginia M. & Joseph M. Corasaniti Memorial
 AIAC Anna Iacoboni Memorial
 AIAC Camillo Iacoboni Memorial
 AIAC Thomas and Shirley Iacoboni Memorial
 AIAC Theodore Julio Memorial
 AIAC Lancelotta Family Memorial
 AIAC John & Concetta Matricciani Memorial
 AIAC Pio & Rosa Morocco Memorial
 AIAC Rev. Oreste Pandola Memorial

AIAC Angelo & Maria C. Russo Memorial
 Baltimore Security Traders Society
 Beta Gamma Sigma Honor Society
 Black & Decker Manufacturing Company
 Coopers and Lybrand, Inc.
 ICFM BB&T
 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 Nationwide
 ICFM Provident Bank of Maryland, Inc.
 ICFM Rosemore, Inc.
 ICFM T. Rowe Price
 ICFM United Parcel Service, Inc.
 ICFM Verizon
 Marion Burk Knott Scholarship Fund
 Marion I. and Henry J. Knott Scholarship Fund
 John J. Leidy Foundation
 Lockheed Martin Corporation
 Loyola College Alumni Association
 Loyola College Center for Values and Service
 Loyola College Greyhound Club
 MBNA America Bank, N.A.
 McCormick & Company, Inc.
 William G. McGowan Charitable Fund, Inc.
 Joseph Meyerhoff Fund
 Mount Saint Agnes Alumnae Association
 Sheridan Foundation

PRIVATE SCHOLARSHIP DONORS

During the 2007–08 academic year, 250 Loyola College undergraduates received a total of 320 scholarship awards from foundations, associations, high schools, colleges and universities, corporations, businesses, memorial funds, and various religious, civic, ethnic and fraternal organizations. The College sincerely appreciates the generous support provided by these groups to its students.

FEDERAL FINANCIAL AID

FEDERAL PELL GRANT PROGRAM

The largest federal need-based student aid program providing grant assistance ranging from \$890 to \$4,731 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 ACADEMIC COMPETITIVENESS GRANTS

A federal need-based grant created to encourage students to take more challenging courses in high school. Academic Competitiveness Grants (ACG) are available to students in their first or second year of college. Up to \$750 is awarded to eligible first-year students, and up to \$1,300 to second-year students. To qualify, students must be U.S. citizens who are Pell Grant recipients and enrolled as full-time students. In addition, recipients must have completed a rigorous high school program. Students receiving a second year of an ACG must also have a cumulative GPA of 3.000.

FEDERAL NATIONAL SCIENCE AND MATHEMATICS ACCESS TO RETAIN TALENT (SMART) GRANT

A federal need-based grant created to encourage students to pursue majors in high demand in the global economy. National SMART Grants are available to students in their third or fourth years of college. Up to \$4,000 is awarded each year to eligible students. To qualify, students must be U.S. citizens who are Pell Grant recipients and enrolled as full-time students. In addition, recipients must be pursuing a major in mathematics, science (including computer science), technology, or engineering, and they must have a cumulative GPA of 3.000 at the conclusion of each semester.

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 U.S. 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 U.S. 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 5.0 percent per annum. Loyola College limits awards through this program to a maximum of \$1,000 per year.

Federal Work-Study Program (FWS)

Provides an opportunity for on-campus employment to students with demonstrated financial need. Various academic and administrative departments employ College work-study students in clerical, operational and other office support functions. Working hours are generally limited to 10 to 15 hours per week. Students will be paid at hourly

rates ranging from \$6.55 to \$8.50. Federal funds cover 75 percent of a student's total wage, with the additional 25 percent being provided by Loyola College.

WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAMS

Federal Direct Stafford Loan Program (Subsidized)

Allows students who demonstrate federal financial aid eligibility and who are enrolled for at least six credits each term to borrow up to \$3,500 for the first year of undergraduate study, \$4,500 for the second year, and \$5,500 per year for the third, fourth, and fifth years of undergraduate study. The interest rate is fixed at 6.0 percent. Interest does not accrue nor does repayment begin on subsidized Direct Loans until six months after termination of college enrollment on at least a half-time basis. Interest accrued during in-school and the grace period is paid by the federal government. The standard repayment period is up to ten years. Subsidized Direct Stafford Loans carry a 2.0 percent federal origination fee and an up-front interest rebate equal to 1.5 percent of the loan amount. Net proceeds will equal approximately 99.5 percent of the loan amount. New borrowers must complete a Direct Stafford electronic master promissory note to borrow funds through this program.

Federal Direct Stafford Loan Program (Unsubsidized)

Allows all students regardless of federal financial aid eligibility and who are enrolled for at least six credits per term to borrow up to \$3,500 for the first year of undergraduate study; \$4,500 for the second year; and \$5,500 per year for the third, fourth, or fifth years of undergraduate study less the amount of any subsidized Direct Stafford Loan received by the student. The interest rate is fixed at 6.8 percent. The origination fee is the same as specified above under the description of the subsidized Direct Stafford Loan Program, however, interest accrual begins immediately during in-school and deferment periods. Interest accruing during those periods may be paid or capitalized.

Independent students may borrow up to an additional \$4,000 per year for the first and second

years of undergraduate study and up to an additional \$5,000 per year for subsequent undergraduate study through the unsubsidized Direct Loan Program. Dependent students may borrow up to the same additional amounts through this program but only if the student's parent is denied eligibility to borrow funds through the Federal Parent PLUS Loan Program.

FEDERAL DIRECT 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 fixed at 7.9 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 4.0 percent federal origination fee and an upfront interest rebate equal to 1.5 percent of the loan amount. Net proceeds will equal approximately 97.5 percent of the loan amount. Parents who wish to borrow through the Direct PLUS program must complete the Loyola College Federal Direct PLUS Loan Request Form and sign an electronic master promissory note. Parents may complete the PLUS Loan application process on-line by visiting the Financial Aid Office website (www.loyola.edu/ugfinaid), then selecting Federal Direct PLUS Loan Program.

STATE GRANT/SCHOLARSHIP PROGRAMS

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

Maryland Higher Education Commission
Office of Student Financial Assistance
839 Bestgate Road, Suite 400
Annapolis, MD 21401-3013
www.mhec.state.md.us
410-260-4500 or 800-974-0203

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 \$400 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; 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 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 student's cost of attendance as determined by the college's financial aid office or \$19,000, whichever is less. Funds may not be available to award all eligible students.

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 which they qualify for on the basis of need. Students should contact their high school guidance office for specific application procedures.

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 director of national fellowships, seek to identify, encourage, and assist qualified students for/in the pursuit of nationally competitive awards such as Jack Kent Cooke, Fulbright, Marshall, Mellon, Mitchell, National Science Foundation, Rhodes, and Rotary International Scholarships, for post-baccalaureate study abroad as well as in the United States. Students are also urged to aspire to Goldwater, National Security Education Program, Rotary International, Truman, Udall, and other awards that are applicable for specific programs of study during undergraduate years.

Successful Loyola participants in the campus application process have won 84 awards in national competitions since 1983. **Because compiling the strongest possible set of credentials for presentation to selections committees is quite a lengthy process, students are encouraged to get involved in their first year of study.** Incoming first-year students are invited and urged to attend the various national fellowships workshops offered throughout the year to assist students in preparing strong and competitive applications for submission to various national scholarship opportunities.

ARMY ROTC SCHOLARSHIPS

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. ROTC scholarships cover **full** tuition and fees and provide \$1,200 each year for books. Recipients also receive a tax-free subsistence allowance each month that classes are attended (up to ten months/year): \$300/freshman year, \$350/sophomore year, \$450/junior year, and \$500/senior year. Students from Towson University, the College of Notre Dame of Maryland, and Goucher College may also participate in the ROTC program through a cross-enrollment agreement with Loyola College. Students from local community colleges may participate in the program, but they must enroll at Loyola College as special students. These students are also eligible to compete for a scholarship at their respective schools that will cover the same costs.

In addition to the scholarships applied for during a student's high school senior year, ROTC offers campus-based scholarships on a merit/performance basis. All eligible students, including seniors planning to pursue graduate degrees, may receive a campus-based scholarship. These scholarships cover the same expenses as the national scholarships.

Students who receive a scholarship through the National High School Scholarship Program and freshmen who receive a campus-based scholarship during the fall semester also receive a Loyola College Army ROTC Supplemental Grant. This grant covers **full** on-campus room costs, and it remains in effect each year, provided the cadet retains eligibility for the ROTC scholarship.

The Army ROTC Program provides an academically integrated curriculum intended to train college students as officers for the U.S. Army. Through military science, a student gains pertinent leadership and management skills while earning a college degree. ROTC scholarship cadets may pursue any course of study except theology. Those interested in theology and becoming an Army Chaplain are eligible for enrollment and stipends.

For additional information, contact the Department of Military Science, Loyola College in Maryland, 4501 North Charles Street, Baltimore, MD 21210-2699; 410-916-6895; gbr@loyola.edu.

MONTHLY PAYMENT PLAN

The convenience of paying educational expenses on a monthly basis is an attractive alternative to many families. If families need to use savings, current income, or loans, this option will make the payment easier. Loyola College has partnered with a commercial plan available through Tuition Management Systems, Inc. to offer an interest-free monthly payment service for a one-time annual enrollment fee. The service allows families to make payments on the balance owed over a 10-month period. Questions about the plan should be directed to Tuition Management Systems, Box 842722, Boston, MA 02284-2722; www.afford.com/loyola; 1-888-713-7234; service@afford.com.

SCHOLARSHIP/FINANCIAL AID RETENTION

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

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

Academic Years Completed:

1	2	3	4	5
Minimum Number of Credits Earned:				
21	45	69	93	100
Minimum Cumulative Grade Point Average:				
1.800	2.000	2.000	2.000	2.000

Financial aid based on federal and institutional eligibility formulas is granted for one academic year only. The College Scholarship Service PROFILE Application and the Free Application for Federal Student Aid (FAFSA) must be submitted each year the student applies for financial aid. Renewal awards are based on continued demonstrated financial need and satisfactory academic progress toward a degree.

Students who are suspended from the College as a result of a violation of the **Student Code of Conduct** or the **Honor Code** will forfeit eligibility for institutionally-funded, need-based grant assistance and academic scholarship assistance for additional semesters needed to complete an undergraduate degree.

STUDENT STATUS CHANGES

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

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

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

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).

NATIONAL STUDENT LOAN DATA SYSTEM (NSLDS)

The U.S. Department of Education provides a website (www.nsls.ed.gov) which gives students on-line access to information about any Federal Title IV financial aid they have received. The NSLDS maintains records on Federal Family Education Loan Programs, Federal Direct Loans, Perkins Loans, Pell Grants, and loan or grant overpayment. Using this website, students can obtain complete information on the federal loans and grants they have received while enrolled as an undergraduate or a graduate student.

ACADEMIC PROGRAMS AND CAREER OPPORTUNITIES

ACADEMIC ADVISING

In order for Loyola students to succeed in their academic programs, it is necessary for them to make the often difficult transition from high school to college life and studies with ease and confidence. To aid in this endeavor, incoming first-year students are assigned an academic core advisor who is a member of the faculty. The core advisor 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 advisor 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 advisor. Part-time students may be advised by a faculty member or an administrator in the Academic Advising and Support Center, as appropriate.

DEGREE AUDIT

The degree audit is a critical tool in the advising process, providing students and their advisors with a "program map" of the curriculum requirements specific to each major. Although academic advisors assist students in planning their course of study, students themselves are responsible for making informed academic decisions and for tracking their progress toward their degrees through the degree audit system. Degree audits can be viewed using WebAdvisor (www.loyola.edu/webadvisor).

Each semester prior to registration, updated degree audits are mailed to students and their advisors. All students are held responsible for knowing their individual graduation requirements, reviewing their audits regularly, reporting any errors or discrepancies to the Academic Advising and Support Center. If students decide to make changes to their declared major, minor, or specialization, they must formally notify the College by submitting a Change of Major/Minor Form to the Records Office. Once

the form is processed, the degree audit system will be updated to accurately reflect the requirements for the new major, minor, or specialization. Failure to file the Change of Major/Minor Form in a timely manner may result in students being unable to register for courses needed to complete the new degree requirements and could delay graduation.

In the summer before their senior year, a printed degree audit is mailed to each student's home address. All of the courses that the student must complete in order to graduate are highlighted. All students are required to confirm their receipt of this audit, and to indicate whether or not they agree with the audit, by return mail, using a postcard provided for this purpose. Students who disagree with their senior audits should make an appointment with the Academic Advising and Support Center to discuss any discrepancies.

CENTER FOR THE HUMANITIES

Loyola's Center for the Humanities is funded by an endowment 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. In order to do this, the center sponsors more than fifty programs a year for faculty development, improvements and experiments in teaching for the purpose of 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 as well as individual course innovations. Several programs are devoted to concerts, exhibitions, and other activities in the fine arts. Faculty development is supported by programs for junior faculty sabbaticals, student assistants, summer research grants, and publication costs. The Student Summer Fellowship Program allows several students each year to pursue intensive research and writing during the summer, while a Summer Study

program allows students to learn in venues abroad. The center also offers stipends to students for otherwise unpaid internships.

In addition to supporting the College's Honors Program, the center administers an annual Jerome S. Cardin Memorial lecture dedicated to exploring Jewish-Christian relations, and a rotating Cardin Chair devoted to the study of the Judeo-Christian tradition across the humanities.

Through all of these programs, the center enriches the humanities disciplines individually, and it fosters dialogue and exchange among separate disciplines within the humanities as well as among the humanities and other disciplines.

CAREER ORIENTATION

Through its liberal arts core curriculum, Loyola offers programs of study which provide students with a broad fund of knowledge that is an excellent background for many careers. It expects students to acquire initial career preparation through their majors.

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, government, education, business, industry, and engineering; in the biological, chemical, mathematical, or physical sciences and attendant research positions; in social work, journalism, and government services; and in the armed forces. The information given below 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 program based on a philosophy of using multiple teaching strategies to help students develop an understanding of the concepts of modern biology as well as their own critical thinking skills. Biology courses required for a biology major carry at least three credits, and most have a laboratory or seminar component associated with them. 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 flexibility, depth, scope, and skills necessary for admission to graduate and professional schools or for entry into the job market.

Within the general biology major, students may supplement their program with research experiences with Loyola faculty during the academic year and/or the summer or with internships in the local community. Students with interests in several disciplines also have the opportunity to design an interdisciplinary major involving biology and another discipline. In addition, focused and defined interdisciplinary majors combining biology with either chemistry or psychology have been extremely popular. Students in each of these interdisciplinary majors may select multiple tracks depending on their career goals. Students also may choose to minor in biology or natural sciences.

CHEMISTRY

The Chemistry Department offers a variety of courses in the key areas of chemistry: inorganic, organic, analytical, physical, and biochemistry. The major is accredited for quality and content by the American Chemical Society. A background in chemistry has wide application in many careers including drug design and pharmaceuticals, chemical synthesis, biotechnology, and materials science. 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.

The Loyola chemistry program is well-suited for students interested in the medical, dental or veterinary professions. The chemistry major provides ample room for students to take the prerequisites for admission to health professional schools. A biochemistry concentration within the Interdisciplinary Major in Chemistry/Biology is available for those planning careers in biochemistry, medicine or other health-related professions, or the biotechnology industry. This concentration provides a strong foundation for graduate studies in biochemistry and molecular or cell biology. A chem-

istry minor is also available for students interested in combining chemistry with other interests.

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 College, 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; for example, students may select courses in philosophy, political science, or history for classical civilization credit. 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.

COMMUNICATION

The Department of Communication offers a Major in Communication with a choice of specialization in advertising/public relations, digital media (audio, video, interactive media), or journalism. With its roots in the liberal arts, attention to creative and critical thinking, and development of professional skills, the communication program prepares students for careers in such diverse areas as broadcast or print journalism, public relations, advertising, publishing, editing, television and radio production, documentary, and interactive media design; for graduate study in communications, American studies, and law; and, generally, for professions that require strong communica-

tion skills. The department also offers an Interdisciplinary Major in Communication and a Minor in Communication.

COMPUTER SCIENCE

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

A Major in Computer Science prepares students to understand the breadth of computer science as well as the computing needs of both the scientific and business communities. Technical skill coupled with a strong liberal arts education makes Loyola computer science graduates especially desirable to employers. Typically, graduates assume professional responsibilities in positions such as systems analyst, software engineer, or programmer. Graduates are also prepared to continue their studies in computer science or allied fields in graduate school.

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

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

Faculty advisors help students coordinate their elective courses with their career plans. Elective courses from Loyola's graduate program in computer science may be selected, and students can complete the requirements for a bachelor's degree and a Master of Science (M.S.) within a five-year

span. A Minor in Computer Science, certificate in programming, and interdisciplinary majors involving computer science are also available.

ECONOMICS

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

Students may earn either a Bachelor of Arts (B.A.) in Economics in the College of Arts and Sciences, or a Bachelor of Business Administration (B.B.A.) with a concentration in business economics in the Sellinger School. A Minor in Economics is available in the College of Arts and Sciences. Internships in economics are available so that students can integrate their classroom education with exposure to real-world problems and practices in a variety of fields. Students develop an analytic capability that is excellent preparation for business and government policy-making; develop computer and quantitative skills which have applications in economic research and consulting; and take part in intensive discussion and analysis of contemporary affairs.

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.

ENGLISH

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

FINE ARTS

The Fine Arts Department offers a major, a minor, and an interdisciplinary major in each of three areas: art history, fine arts, and visual arts. Students interested in visual arts may pursue concentrations in photography or studio arts. Students interested in performing arts may pursue concentrations in music or theatre (within the area of fine arts). Although the individual areas within the department are quite diverse, the faculty emphasize the development of interpretive skills and creative, critical thinking. All students study the history and theory of their respective disciplines.

GLOBAL STUDIES

Global Studies is an interdisciplinary major based in four disciplines: economics, history, political science, and sociology. The major provides students with a social science-based framework within which to analyze globalizing processes that transcend national and disciplinary boundaries. It is structured so that students move from introductory, to intermediate, to advanced levels of learning. In the process, students will come to appreciate the similarities and differences in the approaches to global issues taken by economists, historians, political scientists, and sociologists. The major consists of 15 courses, five of which simultaneously meet the College's core requirements. It is therefore possible to combine Global Studies with another major, or with one or two minors, or with a wide range of courses in various fields.

Global Studies offers excellent preparation for entry-level employment with multinational corporations, government agencies, international governmental organizations like the United Nations and the World Trade Organization, and the vast array of international nongovernmental organizations. Global Studies also provides a solid foundation for graduate study in international and global studies, the social sciences, law, business, journalism, public health, environmental studies, peace studies, and a number of other interdisciplinary fields.

HISTORY

History students are encouraged to make the most of the variety provided by the College's core curriculum; they are also allowed to take a large number of elective courses. This allows them to acquire a background in various specialized modes of analysis by combining work in economics, literature, foreign language, political science, or secondary education with their studies in history. These combinations have an important career dimension as well. After completing a basic European history course, upper-class history majors may choose advanced historical studies in such areas as business history, medieval military history, African history, history of crime and punishment, American social history, architectural history, Chinese history, and many others. The College's location in the Baltimore-Washington metropolitan area provides great 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.

HONORS PROGRAM

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

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

Honors students also participate in an extracurricular enrichment program, the Honors Experience, which includes opportunities to attend plays, lectures, concerts, and exhibits in the Baltimore area. Honors also sponsors an International Film Series, a series of colloquia—small group discussions of events, issues, or texts—and social events.

INTERDISCIPLINARY STUDIES**American Studies**

American Studies is a multi- and an interdisciplinary field of study that examines the American experience—past and present—through the nation’s literature, art, history, politics, and society. The minor is based on core courses in American history and literature, requires students to take courses in at least one additional discipline, and culminates in a final project that requires students to combine the disciplinary interests and methods of at least two different fields. Coursework is supplemented by a regular series of speakers, field trips, and colloquia that take advantage of the College’s location in Baltimore—home to many vibrant racial and ethnic communities, excellent libraries and repositories of historical documents, world-class art museums, and musical and theatrical venues—as well as its proximity to Washington, D.C., the nation’s capital and epicenter of American government and politics. By examining their place within the diverse and complex American world and their responsibility to help shape it in socially just ways, students in the minor will be prepared for a wide range of careers, including education, law, government, journalism, and community activism.

Asian Studies

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

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

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

Such studies contribute to students’ better understanding of the West itself.

Catholic Studies

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

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

In addition to serving students’ academic needs, the minor will be a focal point for Roman Catholic intellectual life on campus and promote dialogue among students, faculty, administration, and staff. What is distinctive about the Minor in Catholic Studies is the conjunction of the magnitude of its scope with the unity of its purpose. The curriculum of the Catholic Studies minor is constructed from specific courses offered in a variety of disciplines throughout the College, and it aims to stimulate the development of other courses for the minor.

Film Studies

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

The Film Studies program allows students to declare a Minor in Film Studies, in which they may integrate courses taken in a number of disciplines—communication, English, fine arts, history, modern languages, philosophy—into a cohesive program of study. The introductory course, Fundamentals of Film Studies, provides the historical foundation and technical knowledge needed for the elective courses. The capstone seminar permits juniors and seniors to draw upon their previous film courses, focus on a particular topic, and experience the challenges and rewards of a seminar format.

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, modern languages, philosophy, political science, psychology, sociology, theology—providing students with exposure to a wide range of faculty and perspectives.

Latin American and Latino Studies

For more than three millennia, pre-Columbian people lived as hunters-gatherers, subsistence farmers, or organized themselves into splendid urban settings such as Cuzco and Tenochtitlan (Mexico City). When the Spanish arrived at the latter city in 1519, they were amazed at the colossal architectural accomplishments surrounded by teeming markets, a religious and political constitution seemingly so different but so similar to their own. As Spanish colonization gathered steam (bringing old-world diseases and African slaves with it), very complex hybrid societies developed which were based on ethnicity, class, and religion. Many of those hierarchical structures would outlive political independence in the early nineteenth century and would take on new form when the Hispanic world entered into new social and economic interactions with China, France, Germany, England, and later the United States and Japan. The waxing, waning, and shifting of local and global power in

post-independence Latin America implies vigorous ethnic, social, political, and economic readjustments resulting in large-scale migrations to Europe and the United States.

Loyola's interdisciplinary Minor in Latin American and Latino Studies fosters an understanding of Hispanic national and migratory experiences by comparing historical, sociological, political, literary, and cultural sources. Students are encouraged to explore a wide variety of courses across the disciplinary divide to achieve their own individual understanding of "Latin America" and its diaspora.

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.

LAW

Schools of law prescribe no rigidly specific or specialized course requirements for the college student who seeks admission. They prefer broad training and well-developed habits of clear thought and expression. Accordingly, there is no set pre-law major or minor at Loyola. Most major fields at the College will enable the student who is otherwise qualified to be admitted to a school of law. Students who think they may be interested in a career in law should consult the College's pre-law advisor. Students applying to law school should coordinate with the pre-law advisor and should consult with the pre-law advisor no later than the beginning of the junior year. All students contemplating law school should visit Loyola's pre-law website, 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 advisor, a concentration—pure mathematics, operations research, statistics, and applied mathematics are several examples.

In recent years, graduates of the program have gone on to careers in statistics, operations research, actuarial science, cryptography, systems analysis, and teaching at the secondary and college level. Many graduates have also chosen to continue their studies in graduate school and have been the recipients of assistantships and fellowships at major universities. Minors are available in mathematical sciences and statistics.

MILITARY CAREER

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.

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

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

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 the Army ROTC website (www.armyrotc.com) or contact the scholarship and enrollment officer at 410-916-6805 or gbr@loyola.edu.

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, area studies, or international business.

Students who want to study a language but do not wish to become a full-fledged major may take a minor in French, German, and Spanish. Students who wish to continue in lesser-taught languages (Chinese, Japanese, and Italian) can complete a Minor in Comparative Cultural and Literary Studies (CCLS); take courses in languages such as Arabic, Portuguese, and Russian through the Baltimore Student Exchange Program (BSEP); and study abroad through International Programs. Advanced-level Chinese and Japanese courses are available at Johns Hopkins University.

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

For more detailed program information, consult the Modern Languages and Literatures section of this catalogue.

NURSING PROGRAM

Through a special articulation agreement with the Johns Hopkins University School of Nursing (JHU SON), Loyola students may pursue a career in nursing within the context of a liberal arts education. The Loyola-Hopkins dual-degree program allows students to earn two degrees over a five-year period: a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) from Loyola and a Bachelor of Science in Nursing (B.S.N.) from Hopkins.

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 interdisci-

plinary 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.

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 complete an appropriate curricular track are well prepared to pursue graduate studies in physics or a related field, to seek admission to a professional school (e.g., medical school), or to embark immediately on a career in the industrial sector or in teaching. Research projects and internships are available and encouraged. Also available are an Interdisciplinary Major in Biology/Physics, a physics minor, a program leading to a Master of Science (M.S.) in Computer Science, and a 3–2 combined degree program leading to two bachelor's degrees: a Bachelor of Science (B.S.) in Physics from Loyola College and a Bachelor of Science (B.S.) in Engineering from Columbia University.

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.

PRE-HEALTH CURRICULA

The requirements vary for doctoral level programs in the health fields (medicine, dentistry, veterinary medicine, optometry, and podiatry). Most programs require the satisfactory completion of two semesters each of general chemistry, organic chemistry, biology, and physics, all with lab; at least one semester of math (usually calculus or biostatistics); two semesters of English; and two semesters of humanities courses. Many health professional schools (excluding medical schools) are now requiring additional courses, most notably biochemistry and microbiology; therefore, students are encouraged to check the course requirements for each school of interest.

Most Loyola students who are interested in health professions enroll as biology majors; however, it is possible to major in another discipline. Students should consider majoring in the subject area for which they have the strongest aptitude and interest, but they need to take the courses required by the specific professional schools in which they are interested. Most majors can meet these requirements by taking a minor in natural science. The pre-health advisor 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 very high quality point average.

Medicine

Loyola students have been extremely successful in receiving acceptance to medical school. 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 Duke University, Emory University, Harvard University, Jefferson Medical College, Johns Hopkins University, Loyola University Chicago, Medical College of Virginia, New York Medical College, Pittsburgh State University, State University of New York (Syracuse), University of Maryland, University of Pennsylvania, and the West Virginia University School of Medicine. In addition,

several graduates each year enroll in schools of osteopathic medicine throughout the country.

Dentistry

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

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 into Cornell University Veterinary College, University of Ohio Veterinary School, and the Virginia-Maryland Regional College of Veterinary Medicine.

Optometry/Podiatry

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

PSYCHOLOGY

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

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

training necessary to become a licensed psychologist is the doctorate. Graduation from a master's program enables a student to practice psychology under the supervision of a licensed psychologist.

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

SOCIOLOGY

Sociology is the study of relationships between people as they participate in groups ranging in size and intimacy from dyads to families to societies and the global system. Because sociology has many areas of specialization, it can prepare majors for a variety of career options. Fields in which recent sociology graduates are working include law enforcement, healthcare, management, personnel, public relations, marketing, and social research. Others have gone on to law school or graduate study in sociology, social work, or public policy. Career prospects in the new millennium are projected to be very good for people with master's and doctoral degrees in sociology.

Sociology is a flexible major ideally suited for students seeking a double major or an interdisciplinary major combining sociology with another area. Students obtain firsthand experience in qualitative and quantitative research, and gain "real world" experience through internships. Faculty members are experienced in arranging these opportunities.

The sociology minor is designed to give freedom of choice among departmental courses, allowing students to specialize in a topic area such as crime and deviance, or to 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.

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), acquired brain 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 and audiologists may work with populations of diverse ages, from infants to senior citizens.

Although students may work in health care settings in various positions, to work as a speech-language pathologist they must obtain an advanced degree (master's in speech-language pathology; doctorate in audiology). Loyola College's master's program in speech-language pathology is accredited by the American Speech-Language-Hearing Association (ASHA) which grants accreditation to graduate programs. In addition to private practice and home health care environments, graduates work in schools, hospitals, and other rehabilitation settings. Many have distinguished themselves as leaders in local, national, and international professional settings.

THEOLOGY

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

such a way as to prepare them for graduate school, work in theological education, or pastoral ministry.

Theology can be combined with other majors for a double major; for example, theology/English, theology/mathematics, theology/philosophy, or theology/psychology. Students who wish to do this should plan the desired sequence and courses with an advisor. 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.

WRITING

The Writing Department offers a major that gives students the opportunity to pursue a broad spectrum of courses that will deepen their expertise in the writing of essays, short stories, poetry, reviews, and many other genres. Writing majors typically go on to become editors, teachers, lawyers, reviewers, desktop publishers, newsletter managers, consultants, and rhetoricians, as well as essayists, poets, or fiction writers.

The Writing Department also offers a Major in Interdisciplinary Writing and a Minor in Writing. The interdisciplinary major allows students to split their major between writing and another discipline (writing/English, writing/biology, etc.), while the minor allows them to combine study in writing with a full major in another subject. The department also supports a Writing Honors Society (Pi Epsilon Pi); offers students two literary magazines to edit and publish, the *Forum* and the *Garland*; and runs the Modern Masters Reading series, which brings prominent literary figures to campus.

Students with an interest in both writing and communication may choose a Major in Writing with a Minor in Communication, the Interdisciplinary Major in Writing/Communication, or a Major in

Communication with a Minor in Writing. All writing majors, interdisciplinary writing majors, and writing minors join a community in which they develop expertise in a variety of genres. For complete descriptions of the majors and specializations available, consult the writing and communication chapters within this catalogue.

DIVISION OF EDUCATION

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

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

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

The Division of Education is fully accredited by the National Council for Accreditation of Teacher Education (NCATE), and the elementary and secondary teacher education programs are approved by the Maryland State Department of Education.

Graduates of the elementary and secondary programs are eligible for Maryland certification after passing required Praxis examinations. Maryland has reciprocity agreements with most other states. Students planning to teach outside of Maryland after graduation should contact the State Department of Education in the state where they plan to seek employment for specific eligibility requirements.

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

ACCOUNTING

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

BUSINESS ECONOMICS

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

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

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

FINANCE

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

INFORMATION SYSTEMS

This course of study is designed for students who are interested in the role that information and technology play in the enablement, coordination, control, and communication in effective organizations of today. The information systems concentration provides a background for informed use of information technology for competitive advantage. The curriculum includes the design of organization-wide systems involving people and technology, and web-based business techniques that are building blocks for key placements as users or providers of technology assets.

INTERNATIONAL BUSINESS

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

MANAGEMENT

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

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. The program provides highly motivated students with increased academic rigor beyond the traditional curriculum of the B.B.A. Business and management education is further developed through unique opportunities to interact with business professionals and community leaders. Driven by the College mission “to inspire students to learn, lead, and serve in a diverse and changing world,” these interactions strive to enhance understanding of leadership, diversity, social responsibility and justice issues, as well as reflection upon personal and professional choices.

The program has two primary components: curricular coursework and the one-credit Sellinger Scholars Experience (BH199). Required courses offer increased rigor in the form of outside reading, discussion, and class presentations. Program participants are preregistered for scholars course sections which are smaller in size and allow for greater interaction with faculty and classmates. Coursework begins in the fall of the sophomore year and must be taken in sequence. The second component, the Sellinger Scholars Experience (BH199), is designed to enhance the academic experience and broaden the learning environment.

GRADUATE AND PROFESSIONAL OPPORTUNITIES

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 advisor 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.

THE CAREER CENTER

The Career Center helps students and alumni discover their career passion by integrating the Jesuit core values and introducing a process of personal discovery and discernment. This process assists students in discovering their unique talents and gifts and their life’s direction in relationship to their individual needs and their connections with others in a community. The Career Center offers many services to assist in this process and continuously strives to educate, develop community, and promote partnerships with students, alumni/ae, faculty, employers, and members of the college community.

Career advisors are available year-round to discuss any career-related topic, such as choosing or changing a major; clarifying interests; obtaining part-time and summer job/internship experiences; planning and conducting a professional job search; obtaining full-time employment; changing careers; and selecting and being admitted to graduate/professional school. In addition, the Alumni/ae Career Network provides students with knowledgeable career advice from a network of Loyola alumni who have volunteered assistance.

A comprehensive career resource library is maintained for reference, and an on-line career assessment program called FOCUS also is available. The Center is concerned with the individual student’s career plans, and each student is urged to learn about the many career options available.

Interviews with employers are arranged on campus for students who are seeking summer internships or full-time employment upon graduation via a web-based job and internship database system, Hounds4Hire. Assistance is also given in obtaining part-time jobs and semester internships.

The following survey of the Class of 2007 was prepared by the Career Center:

General:

- This study was conducted six to nine months after graduation to give a comprehensive picture of the graduates' activities.
- The response rate was approximately 74 percent, with 573 out of 770 graduating seniors responding.
- Overall, approximately 80 percent of graduates surveyed used the Career Center's services.
- Both their liberal arts and business backgrounds have allowed the graduates to successfully enter a variety of career fields.

Total Picture:

- Approximately 78 percent of the graduates are employed either full- or part-time.
- Approximately 24 percent of the graduates are in graduate/professional schools either full- or part-time.
- Approximately 6 percent of the graduates are both working and attending graduate/professional school.
- Approximately 3 percent of the graduates are seeking employment.

Partial lists of companies and graduate/professional schools that employed or accepted 2007 Loyola College graduates follow.

Employers

Accenture
 Allen Weiss Productions
 Anne Arundel County Public Schools
 Army Corp of Engineers

Baltimore City Public Schools
 Baltimore County Public Schools
 Bank of New York
 BDO Seidman
 Arthur F. Bell Jr. & Associates
 Booz-Allen Hamilton
 Bourjois
 Bureau of the Census, U.S.
 CB Richard Ellis
 Citigroup
 Chubb Group
 Clear Channel Communications
 Conde Nast Publications
 Constellation Energy
 Deloitte & Touche, LLP
 Deutsche Bank
 Digitas, Inc.
 Doner Advertising
 Euler Hermes ACI
 Federal Bureau of Investigation
 Ferris Baker Watts Inc.
 FGIC Corp.
 Fox Business Channel
 General Mills
 Goldman Sachs
 gvc advertising
 Hodgson Russ, LLP
 HSBC
 ICAP
 Icelandair
Inside Lacrosse Magazine
 J. Crew
 Johns Hopkins Hospital
 Johnson Controls
 JMI Equity
 Kennedy-Krieger Institutes
 KPMG, LLP
 LaSalle Investment Management
 Legg Mason
 Lehman Brothers
 Liberty Mutual
 Lockheed Martin Corporation
 Loyola College in Maryland
 Macy's South
 Maersk Sealand, Inc.
 MediaEdge
 Merck
 Mercy Health Services, Inc.
 Merrill Lynch
 MindShare
 Monotype, LLC
 Morgan Stanley

National Institutes of Health
 New York Daily News
 Northrop Grumman Corporation
 Peace Corps, U.S.
 Penguin Group
 Philadelphia Insurance Companies
 PNC Bank
 PricewaterhouseCoopers, LLP
 Raich Ende Malter & Company, LLP
 Reich & Tang Asset Management, Inc.
 Reznick Group
 Royal Bank of Scotland
 RSM McGladrey
 St. Gabriel's College, Thailand
 SC&H Group
 Secret Service, U.S.
 State Street Corporation
 Sucampo Pharmaceuticals
 SunTrust Bank, Inc.
 T. Rowe Price
 Teach for America
 Travelers
 United Technologies Corporation
 United Way
 Under Armour
VOGUE
 Walt Disney World
 WBAL-TV 11
 Weber Shandwick
 Wells Fargo
Wine Enthusiast Magazine
 Wyeth Pharmaceuticals
 Xerox Corporation

Graduate/Professional Schools

Adelphi University
 American University
 Boston University
 Columbia University
 Florida State University
 Georgetown University
 The George Washington University
 Harvard University
 Hunter College
 Iona College
 John Jay College of Criminal Justice
 Johns Hopkins University
 Lehigh University
 Loyola College in Maryland
 The New School for Drama
 Parsons The New School for Design

Philadelphia College of Osteopathic Medicine
 Quinnipiac University
 Rutgers University
 St. John's University
 Seton Hall University
 Suffolk University
 The State University of New York at Stony Brook
 Tufts University
 University of Maryland
 University of Maryland, Baltimore
 University of Massachusetts, Amherst
 University of Miami
 University of North Carolina
 University of South Carolina
 University of Washington
 Villanova University
 Virginian Polytechnic Institute State University
 Vrije Universiteit
 Widener University
 William Patterson University

CURRICULUM AND POLICIES

CURRICULUM

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

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 sciences, social sciences, and mathematical sciences. These core courses, required of all students regardless of major, introduce students to these areas of study. Core requirements are as follows: (see each department's chapter for specific core requirements.)

Composition: Effective Writing (WR100).

Ethics: One course from PL300–319 or one course from TH300–319.

Fine Arts: One fine arts course is chosen from designated possibilities in art history (AH111), music (MU201, MU203), photography (PT270, PT275), studio arts (SA224), or theatre (DR250, DR251).

History: History of Modern Western Civilization (HS101) and one other HS300-level course.

Language: One course at the 104- or 200-level in a modern foreign language (Chinese, French, German, Italian, Japanese, or Spanish) or one course in Greek or Latin at the 124 or 300-level, normally to be completed at Loyola College. All students must fulfill the foreign language core requirement.

Literature: Understanding Literature (EN101) and one other English course at the 200-level.

Mathematical Sciences: One MA/ST course (excluding MA103, MA104, MA109).

Natural Sciences: One course in a natural science. One additional course in computer science, engineering science (EG101, EG103), mathematics (excluding MA103, MA104, MA109), or a natural science.

Philosophy: Foundations of Philosophy (PL201) and one 200-level Philosophical Perspectives course. The two, 200-level courses are regarded as a single, year-long course.

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

Theology: Introduction to Theology (TH201) and one course from TH202–299.

DIVERSITY REQUIREMENT

The Core Values Statement of Loyola College calls upon the curriculum to prepare students to dedicate themselves *to diversity that values the richness of human society as a divine gift* and to pursue justice by making *an action-oriented response to the needs of the world*. Therefore, students are required to successfully complete **one** designated diversity course which includes substantial focus on issues in one of the following areas: global, justice, or domestic diversity awareness. This course may be fulfilled through a core, major, or elective course. **Transfer courses, including those taken through study abroad, do not fulfill this requirement.**

A designated diversity course includes substantial focus on one of the following:

Global awareness concentrates on cultures that fall outside of the boundaries of a liberal arts education in the Western intellectual tradition, including, but not limited to, those in Asia, Pacific Islands, Africa, Central/Latin America, and Australia/New Zealand. Global awareness courses may also address the interaction between these cultures and Western cultures.

Justice awareness fosters the ability to think in a sophisticated manner about the distinctive life and thought of those subject to injustice, and/or addresses issues of injustice through the examination of oppression, discrimination, prejudice, stigmatization, and privilege.

Domestic diversity awareness considers the political, cultural, economic, and social significance of class, gender, sexuality, religion, disability, age, or race, or ethnicity, and explores the process by which distinctive American cultures have been created and either are or are not sustained.

Course sections that meet the diversity requirement are designated with a *D* in the schedule of classes published each semester.

THE MAJOR

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

The accounting and business administration majors within the Sellinger School include six introductory courses and seven upper-division business core courses. In addition, the accounting major requires seven upper-division courses in accounting and one course in oral communication. Within the business administration major, a student must select a concentration area and complete six upper-division courses in that discipline.

Experiential Learning Requirement

Bachelor of Business Administration (B.B.A.) candidates in the Class of 2010 and beyond must complete an experiential learning requirement by participating in two of the following three options: an international experience, an internship experience, and/or service-learning.

THE ELECTIVES

Elective courses are those courses remaining in Loyola’s minimum 40-course curriculum after core and major courses have been fulfilled. Electives are of two types—non-departmental or free.

Non-departmental electives are courses which are not required by the core or the major but which must be taken as part of the graduation requirement outside the department of the major. Students have three non-departmental electives in their programs. However, Honors students have only two non-departmental electives in their programs, because HN400 is taken in place of the third elective.

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

SERVICE-LEARNING

At Loyola College, service-learning refers to experiential learning within academic courses that is gained through structured reflection on community-based service. In most courses, service-learning is combined with more traditional modes of teaching and learning. Essential components of service-learning include: learning and service which enhance one another, reciprocal partnership with the community, and meaningful, structured reflection. Service-learning courses intentionally contribute to those undergraduate educational aims which promote justice, diversity, leadership, and social responsibility. These values are central to the Jesuit educational mission of Loyola College and of all Jesuit colleges and universities.

Service-learning may be optional or required of all students in a course, depending on the preferences and needs of the instructor, department, and community partners involved. Service-learning combines academic study and community service in ways that enhance students’ learning. It offers students the exciting opportunity to learn about almost any subject in the arts, business, the humanities, and the social and natural sciences by engaging in service as part of their normal coursework. Service-learning challenges students to learn firsthand about community, democracy, diversity, justice, civil society, social responsibility, leadership, and critical thinking. It also offers students opportunities for personal growth, faith development, improved social and communication skills, job training, and exposure to an array of diverse perspectives that exist beyond the confines of campus life. Through service-learning, students learn

about themselves and the world around them at the same time.

Engaging in service as part of a course contributes to learning about course content just as reading texts, watching films, conducting experiments in the lab, or going on field trips do. In a service-learning course, service is part of the homework students undertake to learn about their subject matter. In other words, the service becomes a “text” that students “read,” reflect upon, and learn. Learning occurs through an array of reflection activities and assignments that help students connect their service experiences in the course with the central ideas, hypotheses, theories, and methods they are studying. For example, students learning a second language improve their oral comprehension and speaking skills by serving as tutors or teachers in schools or tutoring programs in the community. They also gain valuable insight into the relationship between language and culture. Other examples of service include students in chemistry courses who help communities identify lead contamination in housing and soils; accounting students who assist low-income families with their income taxes; or students in education and communication who gain personal knowledge of illiteracy among adults by serving in one of the many literacy programs in the community.

Service-learning courses are not traditional courses with a service component attached to them. Effective service-learning occurs when the service is directly linked to specific learning objectives of a course, and both the service and learning are fully integrated into the course and syllabus. In addition, since reciprocity is an essential component of service-learning, the service must meet authentic community needs identified by community partners and constituencies. In service-learning, community partners become co-educators with faculty: they play a significant role in the learning Loyola students do through the community service integrated into these courses.

Service-learning courses are offered each semester in a variety of disciplines. Courses are identified in the registration materials, on WebAdvisor, and online at www.loyola.edu/service-learning. Students interested in service-learning courses in their majors are also encouraged to contact their professors, department chairs, or the assistant direc-

tor of service-learning (410-617-2092). The Office of Service-Learning is part of the Center for Community Service and Justice, located in Cohn Hall.

FIRST-YEAR PROGRAMS

ALPHA PROGRAM

The Alpha Program offers interested first-year students an opportunity to weave together the heritage of the liberal arts and the Jesuit tradition in seminars that cultivate four critical habits: careful reading, academic writing, scholastic conversation, and living the examined life. Small in size, these seminars are taught by members of the Alpha faculty in a format designed to expand the intellectual horizons of students through lively discussion, academic reading and writing, extra class meetings, off-campus and interdisciplinary activities, and participation in a campus program of Alpha lectures. The faculty teaching Alpha seminars also serve as core advisors for their students.

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

COLLEGIUM

Collegium is a living/learning community in Campion Tower designed especially for first-year students. Collegium members are enrolled in two of their five regular first-year courses together. They also are co-enrolled in First-Year Experience (FE100). Collegium course clusters are designed to serve every major offered by the College. In 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 enhances 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 advisor), a member of the administration whose work focuses on students, 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. Students receive grades of *S* (Satisfactory) or *U* (Unsatisfactory). Credits for this course do not count toward the completion of degree requirements. More information on the First-Year Experience course can be found on-line, www.loyola.edu/fye.

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.

Core courses may not be taken through independent study. The number of independent study courses a student may apply toward degree requirements is determined by the department chair and the appropriate Dean. Normally, that number should not exceed two; however, exceptions can be made by the department chairs with the approval of the respective Dean.

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

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

1. Work out a course plan with the professor who will direct the independent study and obtain the professor's signature on the completed Specialized Study Form.
2. Obtain the signature of the Academic Advising and Support Center to verify the number of independent study courses on the student's record for the department chair's review.
3. Obtain the signature of the department chair for approval of the course.

INTERNSHIPS

Internship courses provide opportunities for practical experience in a particular discipline. All internships are arranged through an academic 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 credit-bearing courses, and the grades are determined by the faculty as in regular courses. One hundred fifty hours of on-site work distributed evenly across the semester (10 hours/week) are required in order to earn three academic credits. Internships require the approval of the faculty sponsor, the department chair, and the Academic Advising and Support Center. Student interns must have either junior or senior status. Internships may not be used to satisfy core requirements, and only one internship (3 credits) may count toward graduation requirements.

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

PRIVATE STUDY

Private study courses are regular courses that are not available in the course schedule and that the student has not been able to schedule in the regular sequence. The scope, assignments, and requirements for a private study course are the same as for the regular course, and the student is required to meet with the instructor on a regular basis. (Note: Core courses may **not** be taken through private study.)

Private study courses must be taken for a regular grade. **Registration for these courses requires submission of the Specialized Study Form no later than the end of the scheduled add/drop period.**

STUDY ABROAD

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

DEGREES, MAJORS, AND MINORS

DEGREES/MAJORS

Loyola College offers programs of instruction in the following disciplines:

Bachelor of Arts (B.A.)

Art History
Classics
Classical Civilization
Communication
Comparative Culture and Literary Studies
Computer Science
Economics
Elementary Education
English
Fine Arts
French
German

Global Studies
History
Philosophy
Political Science
Psychology
Sociology
Spanish
Speech Pathology
Theology
Visual Arts
Writing

Bachelor of Science (B.S.)

Biology
Chemistry
Computer Science
Mathematical Sciences
Physics

Bachelor of Science in Engineering Science (B.S.E.S.)

Bachelor of Business Administration (B.B.A.)

Accounting
Business Administration

The business administration major requires a concentration in one of the following areas: business economics, finance, general business, information systems, international business, management, or 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 and Computer Science.

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

INTERDISCIPLINARY MAJORS

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

American Studies (Interdisciplinary)
 Art History
 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
 Latin American and Latino Studies (Interdisc.)
 Marketing
 Mathematical Sciences
 Medieval Studies (Interdisciplinary)
 Natural Sciences
 Philosophy
 Physics

Political Science
 Secondary Education
 Sociology
 Spanish
 Special Education
 Statistics
 Theology
 Visual Arts
 Writing

DEPARTMENTAL MAJOR/MINOR**DECLARATION OF MAJOR**

Upon admission to the College, most students express an interest in a specific major. During the entire first year and the first semester of the sophomore year, the student is considered officially undeclared and works with a core advisor to select or confirm a major in an area of interest and demonstrated ability. The student has the option to formally declare a major as early as the end of the second semester but may remain undeclared until the end of the third semester. Upon the declaration of a major, the Academic Advising and Support Center will assign the student to a faculty member from the department of the major who will serve as the student's academic advisor.

CHANGE OF MAJOR

The advisor 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 advisor, 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 Academic Advising and Support Center.

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

DECLARATION/CHANGE OF MINOR

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

GRADES

In undergraduate courses, letter grades measure how well a student has mastered course content, developed critical thinking skills, learned discipline-specific concepts and methodology, and improved creative and critical expression, both oral and written. Evidence for grades varies by discipline, and by instructor, and might include few or many measures—formal examinations, portfolios of writing, term papers, book reports, lab reports, case studies, field experiences, quizzes, participating in or leading class discussion, library research, and oral interviews. The instructor cultivates work ethic and enthusiasm, but bases the course grade primarily on academic achievement.

All faculty and departments are accountable for clear grading practices. A written explanation of the instructor's grading protocol in relation to the course objectives is distributed as part of the syllabus in the first week of the semester; the instructor lists the items to be included in the determination of the final grade and the relative importance of each item. Shortly after the middle of the semester, instructors submit midterm grades to the Records Office. At the end of the semester, each instructor submits letter grades that indicate each student's achievement in the course.

GRADING SCALE

The grade of *C* rewards a successful academic performance. Grades of *C+*, *B-*, *B*, *B+*, *A-* and *A* measure additional gradations of accomplishment.

- A** Denotes outstanding achievement that is truly distinctive. The grade of *A* is earned by that student whose performance is highly accomplished—that is, who, grounded in the discipline, consistently shows superior mastery of course concepts and skills, offers leadership in class discussion and activities, and reliably takes the initiative in seeking knowledge beyond the formal confines of the course.
- B** Denotes achievement well above acceptable standards and is a mark of distinction. The grade of *Bis* earned by a student who surpasses the standard performance with work that, in its rigor, originality, and creativity, is evidence of a firm command of course material within the framework of the discipline and of active engagement in learning in and out of class.
- C** Denotes an acceptable level of achievement in the course and is the standard for graduation from the College. The grade of *C* is earned by a student who successfully completes the requirements for the course laid out in the syllabus. The *C* student learns the course material, understands the nature of the discipline, develops requisite abilities and skills, and improves facility of expression through productive engagement in class and sufficient study outside of class.
- The following grades describe a substandard performance:
- C-** *Unsatisfactory*. Denotes academic performance below the standards for the course. The grade of *C-* earns academic credit but with a QPA value of 1.67.
- D** *Inadequate*. Denotes work of inferior quality that barely meets the objectives for the course. The grade of *D* is the lowest passing grade and a mark of inadequate performance.
- F** *Failure*. Denotes work below minimal standards of competence required to pass the course. A failing grade earns no academic credit; the course does not satisfy prerequisite or degree requirements.
- The following grades may also be employed:
- I** *Incomplete*. See Incomplete Grade.

- P** *Pass/Fail*. The *P* grade 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 QPA. 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 QPA. A course taken on a satisfactory/unsatisfactory basis cannot count toward the requirements for a degree.
- U** *Unsatisfactory*. Denotes unsatisfactory work, equivalent to a *C*- (1.670) or below, in a course taken on a satisfactory/unsatisfactory basis. This grade means that course credits have no effect on the student's credit total or QPA.
- W** *Withdrawal*. Denotes withdrawal from the course on or before the deadline for this change of status. This grade means that the course has no effect on the student's credit total or QPA.
- NG** *No Grade*. Denotes a zero credit course.
- NR** *Not Received*. Denotes that the grade has not been submitted by the instructor.
- GL** *Grade Later*. Denotes the first semester grade for a two semester course when the final grade is given at the end of the second term or for a course that extends beyond one semester, as scheduled by the department.
- L** *Audit*. Denotes that the student is auditing the course. To receive this grade on the transcript, the student must satisfy the attendance and other course requirements set by the instructor for an official audit (see Audit Policy). Courses taken on an audit basis cannot count toward the requirements for a degree.

AW *Audit Withdrawal*. Denotes lack of attendance and completion of other course requirements for a student registered as an auditor (see Audit Policy).

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

MIDTERM GRADES

Shortly after the middle of the semester instructors electronically submit midterm grades to the Records Office. All first-year 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 advisor to encourage consultation about any problems with the work of the term.

FINAL GRADES

At the end of the semester, each instructor electronically 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.

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 received by the College 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, normally within 30 working days of the receipt of the student's request.

If the student is still not satisfied, the student should make a request, in writing, within 30 days of receipt of the instructor's resolution, for a conference with the department chair. (In the case when the department chair is also the instructor, a senior member of the department chosen by the appropriate Dean will chair the grade appeal conference.) Other parties, including parents and attorneys, are not permitted to attend the grade appeal conference. After conferring with the student and the instructor, the chair (or senior member of the department) then sends a written recommendation to the instructor and the student.

If the department chair (or senior member of the department) recommends a change of grade and the instructor does not accept this recommendation, then the chair (or senior member of the department) will appoint 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 the chair (or senior member of the department) does not recommend a change of grade, the original grade stands and the student may not appeal further. If a grade appeal involves an alleged honor code violation, it is recommended that the grade appeal be heard after the Honor Council has reached a decision about the alleged infraction.

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 semesters until the appeal is resolved.

AUDIT POLICY

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

Students may audit a course with the prior written approval of the instructor. Permission must be granted prior to the beginning of the semester in

question and enrollment for audit will always be on a space-available basis; the normal tuition policy applies. After the end of add/drop period, 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. Courses taken on an audit basis cannot count toward the requirements for a degree.

INCOMPLETE GRADE

At the discretion of the course instructor, a temporary grade of *I* may be given to a student who is passing a course but for reasons beyond the student's control (illness, injury, or other 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. A grade of *I* may be assigned to graduating seniors only with the written approval of the academic dean of the student's college, and only if the Incomplete Form is submitted no later than the final day grades are due in the Records Office. In all other cases, the Records Office will assign a grade of *NR*.

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

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

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

Students who have been granted an *I* for a course and are placed on probation or suspended from the College for any reason after the close of the semester in which the *I* was given must complete the coursework under the terms set forth on the Incomplete Report. If those terms are not met, the grade will change to *F* (0.00).

ACADEMIC STANDING

QUALITY POINT AVERAGE (QPA)

The QPA is an average of the student's grades that gives proportionate weight to individual courses on the basis of the credit value assigned to them. While most courses have a three-credit value, a few courses have a four-, two-, or one-credit value. The QPA is computed in the following manner: *A* = 4.000 grade points; *A-* = 3.670; *B+* = 3.330; *B* = 3.000; *B-* = 2.670; *C+* = 2.330; *C* = 2.000; *C-* = 1.670; *D+* = 1.330; *D* = 1.000; and *F* = 0.000.

The grade points are multiplied by the credit value for the course to give the number of quality points. The sum of quality points for the courses taken is divided by the sum of the credit values of the courses taken to arrive at the QPA. Grades brought in from the Baltimore Student Exchange Program (BSEP) or the packaged or exchange 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 (five, three-credit courses) applicable to a degree (excluding pass/fail courses and courses assigned a grade of *W*). If the recommended course load for a particular term falls below the required 15 credits, an elective should be added for students to meet the credit requirement for consideration for Dean's List. These same requirements apply to students participating in the Loyola study abroad programs, affiliations, and exchange programs in which the grades are transferred to Loyola College.

Loyola students at yearlong programs, exchanges, or affiliations abroad must achieve a minimum

cumulative QPA of 3.500 for the year and they must 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*). Students at semester-long programs, exchanges, or affiliations abroad must earn at least a 3.500 cumulative QPA and complete 15 or more credits applicable to a degree.

GOOD ACADEMIC STANDING

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

ACADEMIC PROBATION

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

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

ACADEMIC DISMISSAL

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

ACADEMIC APPEAL PROCESS

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

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

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

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

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

GRADUATION

Students are responsible for selection of courses, completion of degree requirements, and acquainting themselves with the regulations pertinent to their status. Formal commencement ceremonies are held each year in May. Only students who have completed all degree requirements—a minimum of 40, three- or four-credit courses and at least 120 credits, including the diversity requirement and the experiential learning requirement in the School of Business and Management—and have earned a minimum cumulative average of 2.000 in all Loyola courses are permitted 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.

APPLICATION

All students are required to file an Application for Graduation with the Records Office. Full-time students must submit the application along with any necessary fees to the Records Office by the end of September of their senior year. Part-time students must submit the application along with any necessary fees to the Records Office by the first day of classes for each term in which the student intends to graduate.

Students who do not file their graduation applications by the due date will not receive information for ordering caps/gowns, graduation announcements, etc. Students should check the academic calendar in this book, 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.

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). Full- and part-time students are eligible to receive honors at graduation.

POLICIES

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

ATTENDANCE

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

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

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

BALTIMORE STUDENT EXCHANGE PROGRAM

Loyola College participates in the Baltimore Student Exchange Program (BSEP) with the Baltimore Hebrew University, College of Notre Dame of Maryland, Coppin State College, Goucher College, Johns Hopkins University, The Maryland Institute College of Art, Morgan State University, Peabody Conservatory of Music, Towson University, University of Baltimore, University of Maryland (Baltimore County), Villa Julie College. 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. Catalogues and class schedules are available from each participating institution's website.

For courses taken through the BSEP, students must have at least a 2.000 average, receive the permission of their advisor and the Academic Advising and Support Center, 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 to 45 minutes driving time from Loyola; students must provide their own transportation. All students taking a course at a BSEP college agree to abide by the rules and regulations, academic and otherwise, of that college. Loyola students are subject to the disciplinary procedures established by the cooperative institutions for any violations of these policies. Registration for BSEP courses requires submission of the BSEP Form no later than the end of the scheduled add/drop period at Loyola College.

Students participating in the program must complete the Baltimore Student Exchange Program Form that may be obtained at the Records Office. This form must be signed by the student's academic advisor and the Academic Advising and Support

Center and returned with the other course registration materials at the usual registration periods. It is the student's responsibility to make arrangements with the instructor of the course at the host institution to complete the course requirements, including the final examination, prior to Loyola College's commencement date. The final grade must be received by Loyola College's BSEP coordinator in the Records Office at least two days prior to graduation. If these arrangements are not made, the student's graduation may be delayed and the student may be prevented from participating in the commencement ceremony.

COURSES AT OTHER COLLEGES

All transfer courses require the prior written permission of both the chair of the department awarding the credit and the Academic Advising and Support Center. Only courses at accredited institutions will be accepted (see Residency Requirement).

Except for courses taken as part of the BSEP or approved international programs, a letter grade of *C* (2.000) or higher must be obtained for any course transferred to Loyola College, and then only the credits are transferred. Courses with a grade of *C*-or below are not transferrable (see Grades). The grade does not transfer and does not count in the regular Loyola QPA, except that in the determination of honors at graduation, the cumulative average is computed on the basis of all courses taken at all colleges. No higher honors will be awarded than those earned with grades that appear on the Loyola transcript for courses completed at Loyola or through Loyola sponsored programs.

Students who have been placed on disciplinary suspension by the College will not be granted transfer credit for courses taken at other institutions during the suspension period. Students who have been placed on academic suspension by the College may be granted transfer credit only with the permission of the Academic Standards Committee and the Dean of First-Year Students and Academic Services.

TRANSFER CREDIT FROM HIGH SCHOOL

College-level work done prior to high school graduation will be reviewed for transfer credit eligibility 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;
- an official, seal-bearing transcript from the college/university. Each supporting document is to be sent to the Dean of First-Year Students and Academic Services; and
- a course description and syllabus, if requested.

EXCEPTIONS

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

FINAL GRADES AND TRANSCRIPTS

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

Under no circumstances will official transcripts be given directly to students or former students. Official transcripts are mailed directly to third parties only at the written request of the student

(must include student signature). Telephone and fax requests for transcripts are not accepted. Only students and alumni who have a Loyola College Groupwise account may request transcripts via e-mail. Due to authentication restrictions, electronic requests sent through any other e-mail service (comcast.net, aol.com, etc.) will not be 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 by the Dean of First-Year Students and Academic Services when the attending physician provides the College with documentation recommending the leave. The documentation must be received within 30 days of the notification 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 right to a refund or credit, whichever is applicable, is forfeited.

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

Upon completion of the approved leave of absence, 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 Dean of First-Year Students and Academic Services will be withdrawn from the College at the conclusion of the first formal add/drop period, the first week of classes following the end of the leave.

Federal Leave of Absence Policy

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

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

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

These leave of absence requirements also affect a student's in-school status for the purposes of deferring federal student loans. A student on an approved leave of absence is considered to be enrolled at the school and would be eligible for an in-school deferment for his/her federal student loan. A student who takes an unapproved leave of

absence or fails to return to school at the end of an approved leave of absence is no longer enrolled at the school and is **not** eligible for an in-school deferment of his/her loans.

REPEATING OR REPLACING A COURSE

A student may choose to repeat any course. All grades for a repeated course will be included with the original grade in the computation of the cumulative QPA. Students repeating courses specifically required in the core must repeat the same course. If a course is failed in a core area, it may be repeated by another course in that area (any social science course may be taken as a repeat for any other social science course). Students repeating courses specifically required in the major must repeat the same course. Any free or non-departmental elective is a valid repeat for any other free or non-departmental elective. A major elective must be repeated by a course within the major elective group. In all circumstances, both the original and repeated grades count in the cumulative QPA. Students may repeat failed Loyola courses at another institution under the terms specified here. However, the original grade remains on the transcript, and the transfer grade is not computed in the Loyola cumulative QPA.

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

Students taking a course as a repeat or replacement must mark it on their Undergraduate Registration Form (repeat is not an option via WebAdvisor) and complete a Repeat/Replacement Form (available on the Web or from the Records Office).

RESIDENCY REQUIREMENT

Students must satisfactorily complete at least 20, three- or four-credit courses at Loyola College. Of the last 20 courses, 15 must be taken at Loyola College. Additionally, five of the last seven and at least one-half of the courses in the major and minor field of study also must be taken at Loyola College. Credit awarded on the basis of any placement tests does not count toward fulfillment of the residency requirement. Approved courses taken in the College's own study abroad programs, exchange programs, or affiliations apply toward the residency requirement. Study abroad courses sponsored by non-Loyola programs do not count toward residency. (See Courses at Other Colleges for guidelines governing transfer credit.)

SIXTH COURSE

Students may register for only five courses (excluding Military Science and one-/two-credit courses), via WebAdvisor or paper submission, during the official registration period. To take a sixth course, students must either receive electronic permission from their academic advisor to register via WebAdvisor or submit a Sixth Course Form, signed by the academic advisor, to the Records Office during the registration period for the coming semester. First-year students are permitted to request a sixth course for their second semester if they earn a QPA of 3.000 or above for five, three- or four-credit courses during their first semester. Upperclassmen must be in good academic standing (having a QPA of 2.000 or above) to request a sixth course. Approval of the request is subject to successful completion of all prerequisites and course availability.

TEST MATERIALS

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

WITHDRAWAL FROM A COURSE

During the first four days of the semester, a full-time student may withdraw from a course without receiving a grade of *W*. A student may withdraw from a course upon the advice and approval of the

instructor of the course, the faculty advisor, and an administrator in the Academic Advising and Support Center and receive a grade of *W* no later than four full weeks (20 class days) before the end of the semester. Intercollegiate athletes must also obtain the signature of the academic coordinator for varsity athletics. Failure to comply with the official withdrawal procedure will result in a permanent grade of *F* or *AW*.

WITHDRAWAL FROM THE COLLEGE

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

- The student must not be liable to dismissal on account of academic deficiency or breach of discipline.
- All financial indebtedness to the College must be settled.
- The student must complete the Student Withdrawal Form.
- Depending on the time and reasons for withdrawing, the student will receive a grade of either *W*, *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
 CH Chemistry
 CI Chinese
 CL Classics
 CM Communication
 CS Computer Science
 DR Theatre
 EC Economics
 ED Education
 EG Engineering Science
 EN English
 FE First-Year Experience

FI Finance
 FR French
 GK Greek
 GL Geology
 GR German
 GT Global Studies
 GY Geography
 HN Honors Program
 HS History
 IB International Business
 IS Information Systems
 IT Italian
 JP Japanese
 LT Latin
 LW Law
 MA Mathematical Sciences
 MG Management
 MK Marketing
 ML Modern Languages (Interdisciplinary)
 MS Military Science
 MU Music
 OM Production and Operations Management
 PH Physics
 PL Philosophy
 PS Political Science
 PT Photography
 PY Psychology
 RE Reading
 SA Studio Arts
 SC Sociology
 SE Special Education
 SN Spanish
 SP Speech Pathology
 ST Statistics
 TH Theology
 WR Writing

COURSE NUMBERS

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

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

INTERNATIONAL PROGRAMS

In 2007–08, Loyola sent over 50 percent of its juniors to 20 different countries. The College sends students abroad through packaged programs in Alcalá, Auckland, Bangkok, Beijing, Cork, Leuven, Melbourne, Newcastle Upon Tyne, Paris, Rome, and San Salvador; exchange programs in Amsterdam, Barcelona, Buenos Aires, Koblenz, Osaka, La Rochelle, Montpellier, Santiago, and Wernigerode; affiliations in Accra, Copenhagen, Florence, and Rome; six Loyola summer programs and one non-Loyola summer program; a limited number of logistically-supported, non-Loyola programs; and study tours in India and South Africa.

In order to go abroad, a student should have a 3,000 cumulative QPA (students with a 2,500, however, will be considered for certain programs) and be able to find 15 to 30 credits worth of needed academic work. Certain programs may require a higher cumulative QPA for consideration. Students are required to complete all paperwork by the due date specified. In addition, students with a history of serious disciplinary problems cannot study abroad. Finally, one cannot attend a university abroad or a university in a city abroad where Loyola has a program except as a part of that program. Students will not be allowed to study abroad if they have not received prior approval from the Office of International Programs. The College does not recommend that students study abroad in their senior year due to unforeseeable academic complications such as course cancellation, late receipt of transcripts, or course failure—all of which can jeopardize graduation. Students will not be allowed to attend two consecutive semester programs abroad unless they secure approval for both programs when they apply for the first one.

In Loyola packaged programs and exchanges, students may use all financial aid with the exception of the Federal Work-Study program. Loyola financial aid does not apply to summer programs abroad. 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.)

Studying abroad on a Loyola-sponsored program, exchange, affiliation, or one of the logistically-

supported, non-loyola programs satisfies the international experience option of the experiential learning requirement in the Sellinger School of Business and Management.

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

MISSION

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

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

PACKAGED PROGRAMS

The College presently has single-semester or one-year packaged programs in twelve cities: Alcalá, Auckland, Bangkok, Beijing, Cork, Leuven, Melbourne, Newcastle Upon Tyne, Paris, Rome, and San Salvador. While participating in these programs, students remain formally enrolled at Loyola Col-

lege and pay tuition, room (except Paris), and fees to the College (see Fees for more information).

LOYOLA IN ALCALÁ

The city of Alcalá de Henares is located 30 kilometers 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 and spring semester program that runs from September to December and January to May. The fall program is offered in Spanish and is designed to best serve Spanish majors and minors (Intermediate Spanish and SN201 are prerequisites). It can also serve international business, English, and history majors. The spring program, originally designed for business majors, is offered mostly in English; however, students must take at least one course in Spanish.

The program includes one round trip airfare, tuition, housing, food, emergency travel assistance, Spanish medical insurance, an on-site director, trips, and special dinners. Loyola students live in student residences with Spaniards and other international students. They can also request a homestay in the city of Alcalá. A Spanish on-site director supervises the program, provides cultural excursions, and teaches a course in Spanish culture in the fall and literature in the spring.

LOYOLA IN AUCKLAND

Metro Auckland in northern New Zealand is a picturesque area of 1.2 million people. The City of Sails, as it is known, is located on the Hauraki Gulf and overlooks many small islands. New Zealand's countryside spans nearly all types of landscapes, from beaches to glaciers.

The University of Auckland has 26,000 students, is considered the best university in New Zealand, and has been ranked fiftieth in *The Times Higher-QS World University Rankings*. A true strength of the University is its business school with 6,000 students and 200 faculty members in seven depart-

ments with 14 concentrations. A 3.000 cumulative QPA is required of all applicants.

This is a fall or spring semester program (one semester only) serving most majors at Loyola. The University is located in downtown Auckland, and students live in campus housing with other internationals. Students 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.

The program includes round-trip airfare, a part-time on-site coordinator, New Zealand health insurance, emergency evacuation insurance, and three short trips.

LOYOLA IN BANGKOK

From late May until mid-October, Loyola students attend classes at Assumption University in Bangkok, Thailand. Assumption is the largest Catholic university in Thailand and one of the most prestigious schools in the region. Courses are taught in English, and students from approximately 30 other countries attend. Courses are available in the humanities, sciences, social sciences, and business.

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

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

Students may attend this program for a full year or for a fall, spring, or summer semester. Enrollment is limited to 15 students per semester. Acceptance preference is given to those who wish to attend for the year, or have studied the Chinese language, culture, and history, or have a 3.500 cumulative QPA or better. 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 year-long program at the University College Cork runs from August until early June, with a Christmas vacation back in the States for year-long participants. A one semester option also is available for students who, for academic reasons, cannot study abroad for the year. 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 14,000 students. Loyola students live and attend class with other international and Irish students.

A package of trips, special meals, airline tickets, and other items are included in the program's cost. Year-long and semester students stay in self-catering apartments. Daily meals are not included in the program's cost. A part-time coordinator is available to assist students during their stay.

LOYOLA IN LEUVEN

Loyola has 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 1425, 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 French, German, Italian, and Spanish. All students are required to take Dutch.

In addition to standard coursework, the program includes a number of trips to such cities as Amsterdam, Paris, and Rome. Under the guidance of the resident director, these travel experiences are integrated into a mandatory European culture course for credit. One round-trip airfare to Leuven is provided each semester.

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 June and runs through November or begins in February and runs through June. Loyola students study at the Clayton and Caulfield Campuses, located within 20 minutes of each other. Students live with other internationals and Australians on Clayton Campus in dormitories offering single bedrooms and shared bath and kitchen facilities. Students have the opportunity to participate in Monash’s orientation, day trips, and cultural trips, and all students take a course on contemporary Australia to enhance their cultural experience.

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

LOYOLA IN NEWCASTLE UPON TYNE

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

With about 9,500 undergraduate students and 1,500 graduate students, the University specializes in baccalaureate education. Loyola students attend for the full academic year from mid-September to mid-June. A one semester option also is available for students who, for academic reasons, cannot study abroad for the year. Students enroll in courses offered in about 30 academic disciplines under the guidance of the Office of Combined Studies, and 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 advisor.

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

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

LOYOLA IN PARIS

Situated on the Left Bank next to the Eiffel Tower, in the heart of the City of Lights, the American University of Paris (AUP) offers a wide variety of undergraduate courses. The AUP is mostly an international university that takes pride in its international orientation, international affairs programs, and global teaching. Its 850 students come from 106 countries. All classes are offered in English except for the French program. The AUP offers most core courses required at Loyola, as well as 13 majors and 22 minors. Some courses offer field trips (sometimes to other countries) for an additional fee.

The AUP campus is a composite of buildings in the surrounding neighborhood. Most students live in independent rooms—“chambres de bonnes”—or with a French family.

LOYOLA IN ROME

Loyola College in Rome is a study abroad program consortium with DePaul University and the Catholic University of America. The “Eternal City” offers unique opportunities for Loyola students to be fully immersed in Italian culture and language, European art, history, literature, and the history of the Catholic Church.

The program is located in downtown Rome near the Spanish Steps. It is housed by Italiaidea, a successful and dynamic Italian language institute. Students take two Italian language courses and live

with Italian host families in areas around the city to receive a full immersion experience.

The program runs in the fall (for 10 students) and in the spring (for 20 students). It includes one round trip airfare, tuition, housing, orientation weekend, five breakfasts and four dinners per week with the host families, public transportation passes, a full-time director, and program excursions.

LOYOLA IN SAN SALVADOR

This fall or spring semester program is run by Santa Clara University in partnership with the Universidad Centroamericana Simeón Cañas (UCA) and their Casa de la Solidaridad (CASA) program in conjunction with the Association of Jesuit Colleges and Universities. CASA is a unique community-based learning program whose mission is the promotion of justice and solidarity through the creation of a meaningful academic experience where students integrate rigorous academic study with direct immersion in the poor communities of El Salvador.

Students live together in a learning community, in three different houses. Two UCA scholarship students (“becarios”) live at each CASA house, as well. The program includes many excursions, field trips, and cultural activities organized by the two resident program directors; all meals during the week; extended orientation and re-entry programs; health insurance; housing in a shared room at the CASA; and a stipend to assist with the purchase one round-trip airfare to El Salvador.

EXCHANGE PROGRAMS

The College presently has single-semester or one-year exchange programs in nine cities: Amsterdam, Barcelona, Buenos Aires, Koblenz, La Rochelle, Montpellier, Osaka, Santiago, and Wernigerode. Students pay tuition to Loyola College while paying room, board, and fees to the host university. Unlike Loyola programs, exchanges do not offer full “packages.” They are particularly recommended for more independent students.

BARCELONA, SPAIN

This is a spring only exchange program for international business and marketing majors who will

take at least two courses in Spanish at the Instituto Quimico de Sarria (IQS)—a highly regarded Spanish Jesuit business school that is part of the Universitat Ramon Lull in Barcelona. Barcelona is a vibrant city with magnificent modernist architecture. Host of the 1992 Olympic games, it is situated by the Mediterranean Sea and close to the French border. Housing is provided in modern residences near campus or with host families. Students must have a 2.500 cumulative QPA to qualify for this program.

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 (SN201/SN203) since all courses are taught in Spanish. A one month language and culture course is offered before the start of USAL’s term. Housing is off campus with other internationals in privately run student residences or in homestays in the city of Buenos Aires. Students must have a 3.000 average to qualify for this program.

SANTIAGO, CHILE

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

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

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

it remains open to Spanish minors and majors. Courses are in Spanish.

LA ROCHELLE, FRANCE

La Rochelle is a beautiful, historic harbor three hours south west of Paris. 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

Montpellier is a thriving Mediterranean city and university town not far from the Spanish border. This is a spring semester or one-year program at the Université Paul Valéry (Montpellier III). This exchange accommodates most majors at Loyola, but all students must have completed intermediate French at Loyola. Some literature 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 humanities majors at the Universität Koblenz. Intermediate German must be successfully completed before going. The program is divided into two parts: the first two months are spent studying the language and culture (6 credits); the next three months are spent in the university (9 credits). Nearly all courses are taught in German. Students can choose to live in a dormitory with other internationals or 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 certain business majors who have completed at least the intermediate level of German language. Nearly all courses are taught in German.

OSAKA, JAPAN

This is a single-semester or one-year program at the Kansai Gaidai University. Kansai Gaidai's campus is located in the Hirakata Prefecture—a short distance from both Kyoto and Osaka. The program is suited to most Loyola majors, and 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, one Japanese language course must be taken while abroad.

AMSTERDAM, THE NETHERLANDS

Amsterdam is a quaint and picturesque city situated on many canals. There are plenty of museums and history to enjoy, and the public transportation system makes everything accessible. This fall or spring semester program, running from mid-August to mid-December or late January until July, at the HES Amsterdam School of Business is restricted to business majors and minors. Courses are taught in English, and students must take a Dutch language and culture course. Students are housed with other internationals in apartment buildings located in the center of the city.

AFFILIATIONS

For the Accra, Copenhagen, Florence, and Rome affiliations, eligibility for financial aid is limited to Federal Direct Stafford Loans (subsidized and unsubsidized), Federal Direct Parent Loans (PLUS), Federal Pell Grants, and most forms of state grant/scholarship assistance. Institutionally-controlled forms of financial aid including academic and athletic 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.

NEW YORK UNIVERSITY IN ACCRA

Loyola College has established an affiliation with New York University (NYU) in Manhattan. The affiliation offers a well-rounded program in Accra, the capital and coastal city of Ghana in West Africa. Ghana recently celebrated 50 years of indepen-

dence, and it has remained a politically and economically stable country.

All courses are taught in English, the official language of the country. Courses can be taken at the NYU academic center, a private university named Ashesi, and the University of Ghana—one of the premier universities on the continent.

Students are housed in duplex townhouses in a gated community, and dinner is provided nightly at a fine, local restaurant. Both trips and community service are a vital part of this African opportunity. Between 35 and 50 American students participate in this program each semester.

DIS IN COPENHAGEN

This is a fall or spring program at Denmark's International Study Program (DIS). DIS is an internationally renowned study abroad institution affiliated with the University of Copenhagen. All courses are taught in English by Danish professors. DIS is located in the center of medieval Copenhagen and housed in a building dating to 1798. The beautifully restored facility offers computer labs, free e-mail, and Web access. Students may live with Danish families, stay in a student residential hall, or arrange their own housing. A cumulative QPA of 3.000 is preferred, but students with a cumulative QPA of 2.500 may apply.

SYRACUSE UNIVERSITY IN FLORENCE

Through an affiliation with Syracuse University, Loyola students can study in Florence, Italy. This is a fall program in which all courses except Italian are taught in English. Limited spaces are available in the spring. Syracuse offers a \$2,000 discount for the fall and \$1,000 discount for the spring to Loyola students using this affiliation.

All of the Syracuse buildings offer wireless Internet access. The University offers students the opportunity to participate in all school trips and visits to Pisa and Siena are included. Students stay in Italian homestays and receive five evening meals and seven continental breakfasts.

LOYOLA IN ROME

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

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

NON-LOYOLA PROGRAMS

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

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

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

Dublin, Ireland: Arcadia University, Trinity College

Rome, Italy: Loyola University Chicago in Rome

Edinburgh, Scotland: Arcadia University, University of Edinburgh

Madrid, Spain: St. Louis University in Madrid

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. Students must secure approvals on two levels before the appeal can be granted. An appeal form is available in the Office of International Programs and requires the following information:

- name and location of the program;
- academic reasons why this study abroad program meets the student's need better than any of the Loyola study abroad opportunities;
- 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 advisor's signature; and
- verification that the study abroad sponsor enjoys at least regional accreditation in the United States or national accreditation in the host country (contact the sponsoring school or copy its literature).

Students should submit the completed appeal form to the secretary of the Office of International Programs. Students will be notified in writing of the Committee's decision; **this decision is final**. Since Loyola College will not accept courses, credits, or grades from a non-approved program, students should not use a program that has been rejected by the Committee. **In order to receive the final decision in a timely manner from the Office of International Programs, all appeals must be submitted a year in advance of studying abroad.**

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

1. All application material must be submitted to the Office of International Programs by **May 1**

for spring semester opportunities and by **December 1** for fall semester or year-long opportunities.

2. **A student must have a cumulative average of at least 2.500 to participate in one of these programs; it does not matter if the host program has a lower cumulative requirement.** Some programs may require a higher average than the 2.500, and this must be followed.
3. Courses must meet the requirements of the student's degree program and be approved by Loyola College prior to study. Students must receive a letter grade of *C* (2.000) or higher in each approved course. Courses with a grade of *C-* or below will not be accepted (see Grades under Curriculum and Policies). Courses and credits transfer from the approved non-Loyola programs, but grades do not. (See Honors under Graduation in Curriculum and Policies for grade point qualifications for graduation with honors.)
4. Study abroad courses sponsored by non-Loyola programs **do not** count toward the residency requirements. (See Residency Requirement under Policies in Curriculum and Policies for further information.)
5. Students with a history of serious disciplinary problems cannot apply to a non-Loyola program.
6. A nonrefundable study abroad fee is charged to partially defray the cost of processing (see Fees for more information).
7. 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.
8. **Students who use non-Loyola programs run the risk of not receiving on-campus housing when they return from abroad, and in some cases, are not able to return to on-campus housing in the future.**

9. 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.
10. 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 and athletic scholarships, need-based grants, Federal Perkins Loans, supplemental grants, and work-study may not be used to assist with educational expenses incurred for host programs. Loyola's academic scholarships and grants are forfeited for the semester and/or year that the student studies abroad.

SUMMER AND SHORT-TERM OPPORTUNITIES

The College currently offers six Loyola summer programs, one non-Loyola summer program, and two study tours for students who cannot go abroad during the fall or spring semesters. (**Note:** Loyola financial aid does not apply to summer programs or study tours.)

The six Loyola summer programs are offered in Beijing, China; Camerano, Italy; Montpellier, Guadeloupe, and Paris, France; and Prague, Czech Republic. Students pay tuition and fees to Loyola College. All courses, grades, and credits are transferred to Loyola and affect the Loyola QPA.

The College also supports one non-Loyola summer program in Tokyo, Japan (all non-Loyola program rules apply). Tuition and fees are paid directly to the non-Loyola program. Only courses and credits, not grades, transfer where a grade of *C* (2.000) or higher is earned in approved courses.

Study tours in South West India and in South Africa are offered in December and January.

Summer and short-term opportunities are reviewed annually. Therefore, for the most current information, contact the Office of International Programs.

REFUNDS AND DEPOSITS

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

STUDENT LIFE AND SERVICES

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

BUCKLEY AMENDMENT

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

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

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

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

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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

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

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

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

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

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

The College may disclose educational records to the parents of a dependent student, as defined in Title 26 USCSS 152 of the Internal Revenue Code. Proof of dependency must be on record with the College or provided to the office responsible for maintaining records prior to disclosure of the records.

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 Office of Student Life 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 Office of Student Life. The director of student life or designee shall then hear the case or refer the case to a hearing officer or panel. The appeal process for such decisions is published in the **Community Standards**.

Warnings, restrictions on social and other activities, fines, suspensions, and dismissals are used in cases involving violations of College regulations. Students who are placed on disciplinary suspension by the College will not be granted transfer credit for courses taken at other institutions during the suspension period. Particulars concerning violations, due process, and sanctions that may be imposed, can be found in the **Community Standards**.

ACADEMIC INTEGRITY

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

The faculty is responsible for establishing the rules for all work in a course, for the conduct of examinations, and for the security of tests, papers, and laboratories associated with courses and programs of the College. Faculty will remind students at the first meeting of each class of the standards of behavior and conduct for the class. The instructor will also make every effort to discourage dishonesty in any form. Faculty members are encouraged to make use of the Honor Code pledge on all scheduled tests, papers, and other assignments and are strongly encouraged to include a statement indicating support for the Honor Code on the course syllabus.

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 undergraduate 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**.

Faculty members witnessing a breach of the Code must inform the student in a timely manner of the alleged infraction and assign any academic sanctions they deem appropriate for the offense. Following this, and no later than 30 days after informing the student of the alleged violation, faculty must report the infraction in writing to the Dean of First-Year Students and Academic Services. Students who witness a violation of the Honor Code also must report the alleged infraction to the Dean of First-Year Students and Academic Services.

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

The Honor Council is an elected body of Loyola College students entrusted with the tasks of educating the campus community on the importance of honor and hearing cases that involve an alleged violation of the Honor Code. More information on the Honor Code can be found on the College's website at www.loyola.edu/campuslife/honorcode.

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." Although academic disciplines may differ in the manner in which sources are cited, some principles apply across disciplines. In general, any ideas, words, or phrases that appear in another

source must be acknowledged at the point at which they are incorporated into a student's 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, review procedures, and sanctions that may be imposed, may be found in the Honor Code section of the **Community Standards** or on the College's website, www.loyola.edu/campuslife/honorcode.

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 Office of Student Activities, may dispense beer or wine at scheduled events in certain designated areas.

NEW STUDENT ORIENTATION

New student orientation assists first-year and transfer students to make a successful transition into the academic and social life of Loyola College. The orientation staff (known as Evergreens) sponsors a variety of programs and events throughout the summer and fall semester which assist new students in developing the following: a better understanding of the value of a Jesuit, liberal arts education; the knowledge and skills 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 five orientation programs offered during the summer months. Parents of new students are also encouraged to attend these summer sessions to help them better understand the Loyola College experience. First-year students attend fall orientation just prior to the first week of classes, and they receive ongoing support from the Evergreens, a group of peer leaders, throughout the fall semester.

Students who transfer to Loyola, whether in the fall or in January, also attend an orientation prior to the start of classes. The Transfer Student Association leads orientation for transfers and sponsors social and informational events throughout the year. Questions about orientation should be directed to the Office of Leadership and New Student Programs, 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, two vice-presidents, 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 of policy. 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 or administrator moderator has not been appointed. Loyola College does not give official recognition to social fraternities. Students who may wish to join private associations take on the responsibility of insuring that Loyola College not be identified with such groups in any way. Such students are advised that they must take full responsibility, including financial and legal liability, should such liability be involved.

The Office of Student Activities offers several traditional activities for students, including the following: "Late Night," a program offering social, cultural, and athletic programs for students on Thursday, Friday, and Saturday nights; "Best of Baltimore," a program for first-year and sophomore 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, and a resource for students involved in clubs and organizations. For a current listing of clubs and organizations and more information about student activities, visit www.loyola.edu/studentactivities.

EVERGREEN PLAYERS PRODUCTIONS

Evergreen Players Productions are major theatrical productions designed and directed by the Fine Arts Department faculty and theatre professionals. Three main stage productions are presented in McManus Theatre each season. Recent productions include Arthur Miller's *The Crucible*,

How I Learned to Drive, *The Tavern*, *Measure for Measure*, *Man of La Mancha*, *The Rocky Horror Picture Show*, and *Cabaret*. Auditions for all productions are open to the entire College community. For those who seek experience behind the scenes, the theatre program offers opportunities to participate in stage crew, set construction, lighting, sound, publicity, costumes, and makeup.

INTERCOLLEGIATE SPORTS

Loyola College is a member of the National Collegiate Athletic Association (NCAA) and competes on the NCAA Division I level. The College fields teams in sixteen intercollegiate sports: men's and women's basketball, men's and women's cross country, men's and women's lacrosse, men's and women's soccer, men's and women's swimming and diving, men's and women's tennis, men's and women's rowing, men's golf, and women's volleyball. Loyola is also a member of the Metro Atlantic Athletic Conference (MAAC), participating in the following MAAC championship sports: basketball, soccer, volleyball, swimming, golf, tennis, cross country, and crew. The men's and the women's lacrosse teams compete independently.

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

Athletic facilities at Loyola include the 2,000-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 Jesuit ideal of *cura personalis* (care of the whole person). The department is committed to cultivating the whole person by providing an array of recreation opportunities in an educational, social, and supportive environment. To this end, it offers quality programs and service-oriented facility operations which foster healthy lifestyles for the College community.

The Fitness and Aquatic Center (FAC) is a state-of-the-art, 115,000 square-foot recreational facility located just one block north of the Charles Street Bridge. The facility features:

- Mangione Aquatic Center housing an eight-lane, 25-yard long swim course, shallow lane, and diving well, as well as an on-deck sauna and whirlpool;
- 6,000 square-foot weight room housing the latest in strength training and cardiovascular conditioning equipment, a three-lane track measuring a tenth of a mile, and a designated core strength and stretching area;
- three-court gymnasium, including a multi-activity court (MAC);
- equipment room;
- outdoor adventure center;
- indoor rock climbing wall;
- four racquetball and two squash courts;
- elevated walking and jogging track;
- two group exercise studios offering a variety of free classes, ranging from mind-body to the high-intensity traditional;
- core strength and stretching area;
- outdoor grass field;
- full-service locker rooms;
- classrooms, conference rooms, and the department's administrative offices.

All full-time, undergraduate students are members and only need to present their valid Loyola ID card upon entrance to the facility. Hours during the fall and spring semesters are:

Monday – Thursday	6 a.m. – 11:30 p.m.
Friday	6 a.m. – 9 p.m.
Saturday	9 a.m. – 9 p.m.
Sunday	1 p.m. – 11:30 p.m.

The FAC also offers programs in aquatics, club sports, intramural sports, and outdoor adventures as well as non-credit instructional classes and student employment opportunities. Detailed program descriptions are available on-line, and employment applications are available at the Welcome Desk. For more information on Recreational Sports or the FAC, call 410-617-5453 or visit www.loyola.edu/athletic/recreationalsports.

SERVICES

ACADEMIC ADVISING AND SUPPORT CENTER

The Academic Advising and Support Center (Maryland Hall 043) supports the academic progress of undergraduate students in a variety of ways. The center's administrators are responsible for the initial registration of first-year and transfer students. They also support the core and major advisors who work with students throughout their undergraduate career. The Center supplements the information and assistance provided by the core or major advisor.

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

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 curricula developed by these faculty. The Office

of Academic Affairs hires the faculty, facilitates program development, and encourages the delivery of a rigorous, diverse, and intellectual curriculum as prescribed by the Jesuit tradition.

Diversity

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

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

ADMINISTRATIVE OFFICE HOURS

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

ALANA SERVICES

The Department of ALANA Services and others on campus offer services to enhance the educational experience for African-, Asian-, Latin-, and Native-American students as well as helping women and international students to have a successful experience at Loyola. The department works with Admissions, academic departments, and Human Resources to assist in the recruitment of students,

faculty, administrators, and staff who are African-, Asian-, Hispanic-, and Native-American. In addition, the department sponsors research to evaluate the progress made in increasing the diversity of the student body.

ALCOHOL AND DRUG EDUCATION AND SUPPORT SERVICES

Alcohol and Drug Education and Support Services (ADESS) works closely with, but is separate from, the College's Counseling Center. It is located on the west side of campus in Seton Court, STC02B; voice: 410-617-2928; fax: 410-617-5307; director's e-mail: jwilliams@loyola.edu. For on-line information regarding drug and alcohol dependence, adult children of alcoholics, alcohol poisoning, and other useful links, visit www.loyola.edu/campuslife/healthservices/adess.

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

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

An Outpatient Treatment Program is available to any student with a diagnosis of alcohol or other drug abuse or dependence. If clinically appropriate, 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, or e-mail the director.

Prevention Education: Alcohol and other drug abuse prevention and harm reduction education programs are presented throughout the school year. Peer educators, called CADETs (Choice Alcohol and Drug Education Team), are involved

in development and presentation of educational programs. Any student interested in becoming a peer educator may contact ADESS at 410-617-2928 or bjcassell@loyola.edu.

First-Year Student On-Line Education: AlcoholEdu is a three-hour, on-line education course that uses the latest prevention techniques and science-based research to educate students about the impact of alcohol on the mind and body. The College considers completion of this course to be so important that all first-year students are required to complete the course during the summer before they enter the residence halls in the fall. Information about the course and the completion deadlines is distributed to first-year students and their parents at the new student summer orientation sessions and by e-mail throughout the summer. For further information, contact ADESS at 410-617-2928 or bjcassell@loyola.edu.

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. For further information, call the associate director of student life, 410-617-5081.

Telephone Information Lines (recordings)

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

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

CAMPUS MINISTRY

The mission of Campus Ministry is to invite and foster both explicit and implicit awareness of the College's Catholic spiritual heritage and Jesuit mission among all members of the College community, focusing in a special way on the undergraduate population. In carrying out this mission, we draw on our faith, presence, skills, and experience to engage people through word and example in caring, conversation, collaboration, and community building. Our programs offer diverse opportunities for prayer, meditation, worship, reflection, sharing and discussion on experiences of faith, spirituality, belief in God and Jesus Christ, and the

deeper levels of life's meaning. The office, located in Cohn Hall, is open Monday–Friday, 8:30 a.m. – 5 p.m. Staff members are available during these hours as well as evenings and weekends, when needed; informal drop-ins are welcomed and encouraged. For the most current information on Campus Ministry hours, programs, and activities, please visit www.loyola.edu/campusministry.

Worship Schedule:

Daily Mass: Alumni Chapel	
Monday – Friday	12:10 p.m.
Daily Mass: Ignatius House Chapel	
Tuesday – Friday	5:15 p.m.

Sunday Mass: Alumni Chapel	11 a.m., 6 p.m.
Sunday Mass: Fava Chapel	8 p.m.

Ecumenical Evensong: Alumni Chapel	
Thursday	5 p.m.

Reconciliation: Alumni Chapel	
Monday – Friday	11:45 a.m. – 12:05 p.m.
	<i>(or by appointment)</i>

Communal Penance Services with individual confession during Lent and Advent.

THE CAREER CENTER

The Career Center helps students and alumni discover their career passion by integrating the Jesuit core values and introducing a process of personal discovery and discernment. Various services and programs are provided to assist students in all aspects of the career development process: college major choice, career options, full- and part-time job/internship seeking, and graduate school planning. The Center is located in the DeChiaro College Center, Room W002; phone: 410-617-2232; e-mail: thecareercenter@loyola.edu; website: www.loyola.edu/thecareercenter. For further information, see this heading under Academic Programs and Career Opportunities.

CENTER FOR COMMUNITY SERVICE AND JUSTICE

The Center for Community Service and Justice seeks to engage all members of the college community in education 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.

For information on how to get involved in service, call 410-617-2380 or visit www.loyola.edu/ccsj.

Service-Learning

Through its Office of Service-Learning, the Center for Community Service and Justice helps faculty integrate service-learning into their courses. Service-learning refers to experiential learning within academic courses that is gained through structured reflection on community-based service. In most courses, service-learning is combined with more traditional modes of teaching and learning. Essential components of service-learning include learning and service which enhance one another, reciprocal partnership with the community, and meaningful, structured reflection. Service-learning courses intentionally contribute to those undergraduate educational aims which promote justice, diversity, leadership and social responsibility. These values are central to the Jesuit educational mission of Loyola College and of all Jesuit colleges and universities.

Service-learning may be optional or required of all students in a course, depending on the preferences and needs of the instructor, department, and community partners involved. Service-learning combines academic study and community service in ways that enhance students' learning. It offers students the exciting opportunity to learn about almost any subject in the arts, business, the humanities, and the social and natural sciences by

engaging in service as part of their normal coursework. Service-learning challenges students to learn firsthand about community, democracy, diversity, justice, civil society, social responsibility, leadership, and critical thinking. It also offers students opportunities for personal growth, faith development, improved social and communication skills, job training, and exposure to an array of diverse perspectives that exist beyond the confines of campus life. Through service-learning, students learn about themselves and the world around them at the same time.

Service-learning courses are offered each semester in a variety of disciplines. Courses are identified in the registration materials, on WebAdvisor, and on-line at www.loyola.edu/service-learning. For information on service-learning courses, call 410-617-2092.

COLLEGE STORE

The Baltimore Campus store (410-617-2291) is located on the second floor of the Andrew White Student Center. In addition to new and used textbooks, the store has a wide selection of Loyola College clothing and gifts, general reading books, school supplies, CDs, DVDs, greeting cards, film processing, health and beauty aids, and snacks. The store also offers special orders for any book in print, the latest software titles at academic prices, and custom gifts. Students may sell back their books and are paid the most during finals when faculty have placed next semester's order. For updated information, visit www.lcb.bkstr.com.

COMPUTER FACILITIES

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

The College's computer network consists of over 2,500 workstations (PC, Apple, Linux, and thin clients) in labs, classrooms, and offices. Additionally, students connect over 2,500 similar worksta-

tions to the residence hall and wireless networks. Applications are powered through an elaborate architecture of over 120 servers running IBM AIX, Linux, Windows, and Netware. Some academic applications are delivered through the Web using the Citrix Presentation Manager. Network data is protected by a state-of-the-art, automated backup solution that includes a Storage Area Network, an automatic robotic tape library, and an automatic remote backup storage library. Internet access is provided by the College. Each residence hall room is wired to the campus backbone with 100/1000 Mbps service. General purpose computer labs are located on the Baltimore Campus in various academic buildings and residence halls, as well as the Columbia and Timonium Campuses. Most labs are accessible 24-hours a day via Evergreen Card (issued by Public Safety). Labs contain IBM PCs, Macintoshes, UNIX workstations, and laser printers.

Telephone Services: Telephone service is provided for all students in the residence halls. Long distance dialing is available through calling cards. 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 that provides commercial and additional Loyola channels to the residence halls, and an instructional television system that allows scheduled transmissions to classes and assembly rooms for educational presentations.

COUNSELING CENTER

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

Comprehensive services are designed to address a range of issues including adjustment to college, stress management, public speaking anxiety, test anxiety, coping with loss and grief, effective com-

munication 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/campuslife/healthservices/counselingcenter) contains information on a range of topics related to specific counseling issues, relaxation resources, and training opportunities, and is updated with timely information for the community as needed.

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

The center is located in the Humanities Center, Room 150. 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, international selections, wraps, gourmet salads, and 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 grab-and-go 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 the Sky Ranch Grill, Rappz & Stacks, Pete's Arena (pizza), a salad bar, and soup. McGuire Hall houses both Salsa Rico and Surf'n Joe, the latter featuring gourmet coffee as well as a selection of pastries and assorted treats.

The Sellinger School of Business and Management houses Cafe Ala Cart. The cart features gourmet coffee, salads, wraps, fruit, snacks, and fresh baked goods.

For more information about dining services, call 410-617-2985 or visit www.loyola.edu/dining_services.

DISABILITY SUPPORT SERVICES

Loyola College is committed to providing access for individuals with disabilities to ensure them the opportunity to participate in academic and non-academic programs.

The Disability Support Services (DSS) office coordinates services for students with disabilities who need accommodations as they work to complete their curricular requirements. Accommodations are recommended by DSS after a student has registered with the office. To register, students must complete an application; provide documentation of the disability; and attend an intake meeting. Accommodations may include alternative arrangements for tests; note takers; alternative format for textbooks; referral to appropriate services, both on and off campus; sign language interpreters; adaptive equipment; taped lectures; and coordinating support in other areas, such as housing and parking.

DSS is located in 107 West Newman Towers; voice: 410-617-2750/2062/5137; fax: 410-617-2080; e-mail: mwiedefeld@loyola.edu; website: www.loyola.edu/dss. Students should call or e-mail to schedule an appointment.

LOYOLA/NOTRE DAME LIBRARY

Students are encouraged to make extensive use of the library and its resources, which include approximately 463,000 books and bound periodical volumes; over 18,500 videos, DVDs, and CDs; and 820 print periodical subscriptions. The library has recently been renovated to provide added computer facilities, several high-tech classrooms, a digital media center, a 96-seat auditorium, and a variety of seating areas for individual or group study.

The library's website (www.loyola.edu/library) serves as a gateway to a variety of Internet resources. Students have Web access to numerous databases, including LION (Literature Online), Lexis-Nexis Academic Universe, PsycINFO, Business Source Premier, Philosopher's Index, ATLA (religion), ERIC (education), Academic OneFile, ScienceDirect, and the Maryland Digital Library. There is electronic access to full-text articles from over 39,000 periodicals. The library's catalog is shared by five other colleges; books from these colleges can be requested online and shipped within two days. The Multidatabase Search technology allows for simultaneous searching of multiple databases. Students can connect with these resources from any computer on Loyola's campus network, including library workstations. Databases can be accessed from off-campus computers by current students who are registered library users. The library is now wireless-enabled and provides in-house loans of Tablet PCs.

Librarians in the Research/Instruction 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. Customer Services Department staff are available to assist with reserve materials and copying/printing facilities. Many reserve articles are now available on the library's website.

Hours during fall and spring semesters are:

Monday – Thursday	8 a.m. – 2 a.m.
Friday	8 a.m. – 7 p.m.
Saturday	8 a.m. – 8 p.m.
Sunday	10 a.m. – 2 a.m.

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

PARKING

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

Resident Students

The College offers convenience and satellite parking to upper-class resident students. First-year resident students are not permitted to bring a vehicle to campus. Convenience and satellite parking is available at the residence halls on the east and west sides of campus, the North Campus lot, and the York Road lot at a cost of \$350 per year. Parking is determined by seniority with a lottery.

Commuter Students

The College offers convenience and satellite parking to commuter students. Convenience parking is available on the North Campus lot at a cost of \$175 per year. Commuter convenience parking hangtags do not permit overnight parking. Any student who wishes to park overnight must purchase a student satellite parking permit at a cost of \$350 per year. Parking is determined by seniority with a lottery.

POST OFFICE

The Post Office provides services which include the sale of stamps and money orders; reception and posting of parcels; and special services for handling registered, certified, insured or express mail and return receipts. The Post Office also provides UPS service. Hours during the fall and spring semesters are Monday through Friday, 8:30 a.m. to 4:30 p.m. For more information, call 410-617-2258.

RECORDS OFFICE

The Records Office (Maryland Hall 141) provides services during the following hours:

Monday – Thursday	7 a.m. – 7:30 p.m.
Friday	7 a.m. – 4:30 p.m.

For on-line information regarding registration, graduation, student services, course schedules, forms, calendars, and other helpful links, visit www.catalogue.loyola.edu/records.

STUDENT ADMINISTRATIVE SERVICES

Student Administrative Services (Maryland Hall 140) provides services during the following hours:

Monday – Thursday	7 a.m. – 6 p.m.
Friday	7 a.m. – 4:30 p.m.
On-Line	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 Seton Court; hours are 8:30 a.m. to 5 p.m., weekdays. After-hours medical care is provided by Sinai Hospital, 410-583-9396.

The Center also promotes many wellness programs. For information call Student Health Services, 410-617-5055 or visit www.loyola.edu/campuslife/healthservices/healtheducationprograms.

HONORS AND AWARDS

HONOR SOCIETIES

PHI BETA KAPPA

Phi Beta Kappa is the oldest academic honor society in the United States. For over 200 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 90 academic credits in the traditional liberal arts and sciences.

BETA GAMMA SIGMA

The National Honor Society for Collegiate Schools of Business

Founded in 1913, Beta Gamma Sigma is the national honor society in the field of business administration recognized by AACSB International – The Association to Advance Collegiate Schools of Business. The objectives of Beta Gamma Sigma are to encourage and honor academic achievement and personal excellence in the study and practice of business; to promote the advancement of education in the art and science of business; and to foster integrity in the conduct of business operations.

Each fall and spring semester, the Loyola College chapter of Beta Gamma Sigma elects undergraduate and graduate students majoring in accounting or business administration to membership and recognizes them in public ceremonies. Membership in Beta Gamma Sigma is a singular honor and carries with it lifetime affiliation.

ALPHA SIGMA NU

The National Jesuit Honor Society

Alpha Sigma Nu is the national Jesuit honor society for men and women. Students nominated by the members of the society, approved by the dean of their school and the president of the college, who have demonstrated outstanding qualities of

scholarship, service, and loyalty to the college are elected to the society in junior and senior years.

DISCIPLINE-ASSOCIATED HONOR SOCIETIES

Alpha Delta Sigma – The National Honor Society in Advertising Studies
Alpha Iota Delta – The National Honor Society in Decision Sciences and Information Systems
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
Kappa Delta Pi – International Honor Society in Education
Lambda Pi Eta – Official Honor Society of the National Communication Association
Mu Kappa Tau – National Marketing Honorary Society
National Honor Society – The Financial Management Association
NSSLHA – National Students Speech-Language-Hearing Association Honor Society
Omicron Delta Epsilon – The International Honor Society in Economics
Phi Alpha Theta – The International Honor Society in History
Phi Lambda Upsilon – National Honorary Chemical Society
Phi Sigma Iota – International Foreign Language Honor Society
Phi Sigma Tau – International Honor Society in Philosophy
Pi Delta Phi – National French Honor Society
Pi Epsilon Pi – The Writing Honor Society
Pi Mu Epsilon – National Honorary Mathematical Society
Pi Sigma Alpha – The National Political Science Honor Society
Psi Chi – The National Honor Society in Psychology
Sigma Delta Pi – The National Spanish Honor Society
Sigma Pi Sigma – The National Physics Honor Society
Sigma Tau Delta – The International English Honor Society
Theta Alpha Kappa – The National Honor Society for Religious Studies/Theology
Upsilon Pi Epsilon – Honor Society for the Computing Sciences

MEDALS AND AWARDS

STUDENT RECOGNITION

The **Reverend Daniel J. McGuire, S.J., Alumni Association Service Award** is presented for academic excellence and outstanding service to the College and the community by a graduating senior.

The **Mary O'Meara Loyola College Athletic Club Scholar-Athlete Award** is presented to the graduating senior who has attained the highest academic average and who has earned at least three varsity letters, not necessarily in the same sport.

The **Madeleine Freimuth Memorial Award for Chemistry** (\$500) is presented to the graduating senior with the highest average in chemistry.

The **Whelan Medal** is presented to the graduating senior with the highest academic average in all courses.

A department medal is presented to the graduating senior in each major whom the tenured and tenure-track faculty in each department consider outstanding. Departments take into account primarily the cumulative grade point average in courses required by the major. Departments may also take into account the overall grade point average, degree of difficulty of courses taken, and performance in those courses. Each department's standards are available from the chair. The endowments for some of the medals listed below may stipulate other criteria for awarding the medal. In these cases, the endowment's criteria must be followed.

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

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

COMMUNITY RECOGNITION

The **Milch Award** was founded in 1979 by the Milch family. It is conferred annually on an individual or group who has contributed most significantly to the betterment of the intellectual, cultural, social or commercial life of greater Baltimore.

The **Carroll Medal** was established in 1939 and named in honor of Archbishop John Carroll, founder of the See of Baltimore and the Catholic Hierarchy in America. The award is made each year to recognize distinguished alumni for noteworthy and meritorious service on the College's behalf.

The **John Henry Newman Medal** was established in 2002 in recognition of the College's Sesquicentennial Anniversary. The medal recalls the life and work of Cardinal Newman, who delivered a series of lectures in 1852—the year of Loyola's founding—that became the foundation for his seminal work on Catholic higher education, *The Idea of the University*. The award is made at the discretion of the College's Trustees to recognize individuals whose intellectual attainments, contributions to education, and steadfast commitment to the ideals of scholarship and service distinguish them as exemplars of Loyola's Jesuit tradition.

The **President's Medal** was established in 1950 to show appreciation and gratitude to the cherished friends and benefactors who have performed some signal service for the College's advancement and prestige, or who have demonstrated loyalty in a notable manner.

GIFTS TO LOYOLA COLLEGE

Loyola College is deeply grateful for the gifts from alumni, parents, and friends, whose support is essential for future excellence. The College's comprehensive development program includes an annual campaign to provide operating support; capital campaigns to fund construction projects, endowment needs, and other capital programs; and planned giving programs to enhance estate management and the tax benefits of giving. Through its various development efforts, Loyola strives to provide constituent groups such as alumni, parents, friends, corporations, and foundations with opportunities to take leadership roles that have a direct and meaningful impact on the College's future.

THE EVERGREEN FUND

The Evergreen Fund, the College's annual fund, provides critical support for Loyola's annual operating budget, ensuring that its programs continue to be of the highest quality and helping to keep tuition as affordable as possible. The Fund provides resources to meet needs that tuition does not fully fund—needs that total more than 20 percent of the College's annual budget. These include an increase in financial aid, new and upgraded technology and equipment, new faculty openings, and creative curricula like the Alpha Program and the Catholic Studies Program. Excellence in these areas enables Loyola to attract top candidates for admission into its undergraduate and graduate programs, thus preparing tomorrow's leaders today.

The phonathon campaign, alumni reunion-year campaigns, the parents' council for current and former parents, and the senior class gift program are just some of the ways by which Loyola seeks to involve donors in the Evergreen Fund. 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's *Preparing Tomorrow* capital campaign surpassed its \$80 million goal in mid-2007 and exceeded \$90 million by early 2008. The largest fund-raising effort in the history of the College, the campaign supported a comprehensive list of priorities based on the College's recent strategic plan, including a new intercollegiate athletic complex (to be named The Reverend Harold Ridley, S.J., Intercollegiate Athletic Center at the request of an anonymous, \$5 million donor), the expansion and renovation of the Loyola/Notre Dame Library, and endowment and special academic initiatives. A highlight of *Preparing Tomorrow's* public phase was the *We Are Loyola* campus campaign, which raised significant support for key campaign priorities. Other divisions of the campaign active during 2007–08 included the alumni campaign, the parent campaign, and an ongoing corporate and foundation campaign.

The *Preparing Tomorrow* campaign built 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.

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); Members (\$2,500–\$4,999) Associates (\$1,000–\$2,499); Institutional Associates (corporate gifts of \$5,000 or more); and Colleagues (for alumni within 10 years of graduation; begins at \$400). 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 also can be used to establish charitable trusts to provide life income to a surviving spouse or other heirs. Bequests can be made with cash or securities, life insurance, real estate, or other property. Loyola College can be designated as the recipient of a specific dollar amount or percentage of an estate, or as the recipient of the remainder of an estate after other bequests are satisfied. The legal title of the College for the purpose of a bequest is "Loyola College in Maryland, Inc."

When making a bequest or other planned gift to the College, it is advisable to consult both legal and tax advisors 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 Office of Advancement at 410-617-2290.

COLLEGE OF ARTS AND SCIENCES

Dean: James J. Buckley, Professor of Theology

Office: Humanities Building, Room 218

Telephone: 410-617-2563

Website: www.loyola.edu/academics/collegeofartsandsciences

Associate Dean: Amanda M. Thomas, Professor of Psychology

Office: Beatty Hall, Room 204

Telephone: 410-617-5590

Associate Dean for the Natural Sciences:

Robert B. Pond, Jr., Assistant Professor of Engineering Science

Office: Donnelly Science, Room 166

Telephone: 410-617-5563

Assistant Dean: Suzanne E. Keilson, Assistant Professor of Engineering Science

Office: Humanities Building, Room 220

Telephone: 410-617-2608

HISTORY

Loyola has always been a liberal arts college, and the history of the College of Arts and Sciences is the history of Loyola. Arts and Sciences became a separate administrative unit of the College when the Joseph A. Sellinger, S.J., School of Business and Management was formed in the beginning of the 1980–81 academic year. Since that time, departments and programs have been administered by these separate academic divisions.

MISSION

As a liberal arts college, Loyola's mission is to provide undergraduates with a broad value-centered education that stresses not only critical thinking and the art of communication, but also a personal and professional integrity based on our Jewish and Christian tradition, open to other cultural experiences through the study of the humanities as well as the social and natural sciences.

The College of Arts and Sciences offers all undergraduates the foundation upon which their specialized education is built. This foundation is Loyola's core curriculum, the major focus of a student's education during their first two years. Students have

the option to formally declare a major as early as the end of their second semester but may remain undeclared until the end of the third semester.

In addition to its undergraduate program, the College of Arts and Sciences offers specialized graduate programs. A graduate catalogue can be obtained from the Office of Graduate Admission, 4501 N. Charles Street, Baltimore, MD 21210-2699, 410-617-5020; www.loyola.edu/graduate/admission.

LEARNING AIMS

Intellectual Excellence

- Appreciation of and passion for intellectual endeavor and the life of the mind
- Appreciation of and grounding in the liberal arts and sciences
- Excellence in a discipline, including understanding of the relationship between one's discipline and other disciplines; understanding the interconnectedness of all knowledge
- Habits of intellectual curiosity, honesty, humility, and persistence
- Critical understanding: thinking, reading, and analyzing
- The ability to evaluate a claim based on documentation, plausibility, and logical coherence
- The ability to analyze and solve problems using appropriate tools
- The ability to make sound judgments in complex and changing environments
- Freedom from narrow, solipsistic, or parochial thinking
- The ability to use mathematical concepts and procedures competently, and to evaluate claims made in numeric terms

- The ability to find and assess data about a given topic using general repositories of information, both printed and electronic
- The ability to use information technology in research and problem solving, with an appreciation of its advantages and limitations

Eloquentia Perfecta

- The ability to use speech and writing effectively, logically, gracefully, persuasively, and responsibly
- Critical understanding of and competence in a broad range of communications media
- Competence in a language other than one's own

Aesthetics

- An appreciation of beauty, both natural and man-made
- A cultivated response to the arts, and the ability to express oneself about aesthetic experience

Leadership

- An understanding of one's strengths and capabilities as a leader and the responsibility one has to use leadership strengths for the common good
- A willingness to act as an agent for positive change, informed by a sense of responsibility to the larger community

Faith and Mission

- An understanding of the mission of the Catholic university as an institution dedicated to exploring the intersection of faith and reason, and experience and competence in exploring that intersection
- An understanding of the mission of the Society of Jesus and of the religious sisters of Mercy, especially of what it means to teach, learn, lead, and serve "for the greater glory of God"
- A habit of thoughtful, prayerful, and responsible discernment of the voice of God in daily life; a mature faith

- Habits of reflection in solitude and in community
- A commitment to put faith into action

Promotion of Justice

- An appreciation of the great moral issues of our time: the sanctity of human life, poverty, racism, genocide, war and peace, religious tolerance and intolerance, the defense of human rights, and the environmental impact of human activity
- Commitment to promote justice for all, based on a respect for the dignity and sanctity of human life
- Commitment to and solidarity with persons who are materially poor or otherwise disadvantaged

Diversity

- Recognition of the inherent value and dignity of each person, and therefore an awareness of, sensitivity toward, and respect for the differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities
- Awareness of the structural sources, consequences, and responsibilities of privilege
- Awareness of the global context of citizenship and an informed sensitivity to the experiences of peoples outside of the United States
- Awareness of the multiplicity of perspectives that bear on the human experience, and the importance of historical, global and cultural context in determining the way we see the world

Wellness

- Attentiveness to development of the whole person—mind, body, and spirit
- Ability to balance and integrate care for self and care for others
- Understanding the importance of productive and responsible use of leisure time
- Freedom from addictive behaviors

Office: Donnelly Science Center, Room 262

Telephone: 410-617-2642

Fax: 410-617-5682

Website: www.loyola.edu/academics/alldepartments/biology

Chair: David B. Rivers, Professor

Professors: Henry C. Butcher IV (emeritus); Charles R. Graham, Jr. (emeritus); Donald A. Keefer; David B. Rivers

Associate Professors: Elissa Miller Derrickson; Kim C. Derrickson; Bernadette M. Roche; Andrew J. Schoeffield

Assistant Professors: Rebecca S. Brogan; Christopher Thompson; Christopher E. Tilmann; Maren E. Veatch-Blohm

Affiliate Faculty: Bradley H. Levin; Jennifer MacBeth Scrafford

The Biology Department is an active, student-centered department that focuses on excellence in teaching and undergraduate research. The Major in Biology is designed to provide the depth, scope, and skills necessary for admission to graduate and professional schools or for the job market. The biology degree requirements include a minimum of ten courses in the biology department as well as courses from chemistry, physics, and mathematical sciences.

The three introductory biology courses required for the major provide a foundation to each of the three major areas of biology: cell and molecular biology, structure and function of organisms, and ecology and evolutionary biology. The upper-level curriculum allows students flexibility to explore the subdisciplines of biology in greater depth. In the upper-level curriculum, courses generally consist of a classroom component with associated laboratory and/or seminar experiences.

The discipline of biology is experiential in nature, which means that students are active participants in their own education. Students are required to take one advanced course in each of the three major areas of biology. These advanced courses include laboratory components in which students learn how to think and write like scientists while designing and executing an experiment. They also

learn how to work cooperatively as contributing members of a team and develop a greater sense of academic community.

The general biology curriculum is flexible in the major's requirements for upper-division courses. 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 their professional career after Loyola and as lifelong learners.

EDUCATIONAL AIMS

The preparation of students to be independent scientific thinkers, nurturing their abilities in three areas:

- Students are presented with the current factual content of the discipline and are taught 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, how to design experiments, and how to analyze and interpret data.
- Students become proficient in communication through verbal, written, and symbolic (mathematical) channels: they learn to read and understand scientific articles, write papers in scientific format, discuss scientific experiments in a group, present results verbally and in poster format, and use computer statistical and graphics packages.

The fostering of student-faculty relationships:

The department fosters a caring and open student-faculty relationship that encourages students to view faculty as both models and mentors. The teaching atmosphere allows 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:

The curriculum is flexible to serve a diverse student population and allows students to make appropriate connections between their coursework and the world around them.

The fostering of an informed and engaged citizen:

- Students learn to articulate the ethical issues surrounding the practice and direction of biological research.
- Upon graduation, alumni take active roles in leadership and service in the larger community, particularly when issues related to their biological training arise.

MAJOR IN BIOLOGY

Requirements for a major and an example of a typical program of courses are as follows:

Biology: BL118/BL119, BL121/BL126, BL201/BL202, seven upper-level biology electives (see Elective Restrictions below)

Chemistry: CH101/CH105, CH102/CH106, CH301/CH307, CH302/CH308

Physics: PH101/PH191, PH102/PH192

Mathematics: MA251 or MA252 or ST265

BACHELOR OF SCIENCE

Freshman Year

Fall Term

- BL118 Introduction to Cellular and Molecular Biology*
- BL119 Introduction to Cellular and Molecular Biology Lab* (1 credit)
- CH101 General Chemistry I*
- CH105 General Chemistry Lab I* (1 credit)
- WR100 Effective Writing**
- Language Core
- Social Science Core

Spring Term

- BL121 Organismal Biology*
- BL126 Organismal Biology Lab* (1 credit)
- CH102 General Chemistry II*
- CH106 General Chemistry Lab II* (1 credit)
- HS101 History of Modern Western Civilization**

Language Core *or*
Elective
Social Science Core

Sophomore Year

Fall Term

- BL201 Ecology, Evolution, and Biodiversity*/**
- BL202 Ecology, Evolution, and Biodiversity Lab* (1 credit)
- CH301 Organic Chemistry I*
- CH307 Organic Chemistry Lab I* (1 credit)
- EN101 Understanding Literature
- PL201 Foundations of Philosophy *or*
- TH201 Introduction to Theology
- Fine Arts Core

Spring Term

- CH302 Organic Chemistry II*
- CH308 Organic Chemistry Lab II* (1 credit)
- PL200-Level Philosophical Perspectives Course *or*
- Theology Core
- English Core
- Biology Elective*/**
- Non-Departmental Elective

Junior Year

Fall Term

- MA251 Calculus I *or*
- MA252 Calculus II *or*
- ST265 Biostatistics*†
- PH101 Introductory Physics I*
- PH191 Introductory Physics Lab I* (1 credit)
- PL201 Introduction to Philosophy *or*
- TH201 Introduction to Theology
- Biology Elective*
- Non-Departmental Elective

Spring Term

- PH102 Introductory Physics II*
- PH192 Introductory Physics Lab II* (1 credit)
- PL200-Level Philosophical Perspectives Course *or*
- Theology Core
- History Core
- Biology Elective*
- Non-Departmental Elective

Senior Year*Fall Term*

Ethics Core
 Biology Elective*
 Biology Elective*
 Elective
 Elective

Spring Term

Biology Elective*
 Biology Elective*
 Elective
 Elective
 Elective

* Required for major.

** Terms may be interchanged.

† One math course is required for the biology major. A second math course may be required for medical, graduate, and other professional schools. The non-departmental elective may be used for this purpose.

1. Biology majors must successfully complete BL118/BL119, BL121/BL126, and BL201/BL202 before starting their junior year.
2. The math requirement (MA251 or MA252 or ST265) 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 BL100–118, BL121, and BL201 may be elected in partial fulfillment of the **natural science core requirement** for the non-natural science major.
4. If a student decides to withdraw from either the lecture or laboratory component of corequisite courses, then the student must withdraw from the corresponding lecture or laboratory course as well. Likewise, if a student fails either the lecture or laboratory component of corequisite courses, both courses must be retaken with passing grades to receive credit within the biology major. A student will not receive credit for completing the lecture or laboratory-only either at Loyola College or at another institu-

tion, unless the department chair gives prior written permission.

5. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).
6. Students interested in studying abroad will find many programs available to both biology and interdisciplinary biology majors. Students are encouraged to visit the Office of International Programs early in their careers to plan a course of study for the host institution and Loyola College.
7. For those students interested in a career in nursing, Loyola College has an articulation agreement with the Johns Hopkins University School of Nursing. A summary of the biology major requirements can be found under Nursing.

Elective Restrictions

Students take seven upper level biology electives. Of the seven biology electives, students must take at least one course from each of three categories described below. Only one semester of research or internship may count toward the seven biology electives. Additional research or internship biology courses may be taken as free electives. Students should consult their faculty advisors before selecting their electives.

Category A: Cellular/Molecular Biology

BL302 Cell Ultrastructure
 BL321 Recombinant DNA Technology
 BL341 Molecular Genetics with Lab
 BL401 Endocrinology
 BL403 Neurobiology with Lab
 BL410 Developmental Biology with Lab
 BL420 Histology
 BL431 Biochemistry I
 BL432 Biochemistry II
 BL461 Immunology with Lab

Category B: Organismal Biology

BL206 Human Anatomy and Physiology I
 BL208 Human Anatomy and Physiology II
 BL210 Introduction to Human Nutrition
 BL260 Vertebrate Morphology with Lab
 BL280 General Genetics with Lab
 BL308 Parasitology

- BL310 Botany with Lab
- BL316 Comparative Physiology with Lab
- BL332 Microbiology
- BL361 Plant Physiology with Lab
- BL401 Endocrinology
- BL452 General and Human Physiology

Category C: Population Biology

- BL222 Aquatic Biology
- BL230 Avian Biology
- BL241 Invertebrate Zoology with Lab
- BL250 General Entomology with Lab
- BL270 Ecology with Lab
- BL299 Exploring Ecosystems: Special Topics
- BL305 Plant Ecology with Lab
- BL346 Plant-Animal Interactions
- BL350 Biology of Mammals with Lab
- BL370 Animal Behavior
- BL390 Conservation Biology
- BL435 Evolution with Seminar

INTERDISCIPLINARY MAJOR IN BIOLOGY/CHEMISTRY

The boundary separating biology and chemistry has blurred in recent years as chemical principles are increasingly used to characterize biological processes. Jointly offered by the Biology and Chemistry Departments, this interdisciplinary major provides students with a thorough understanding of the life sciences from a molecular point of view. The curriculum offers students excellent preparation for careers in medicine and other health-related professions, as well as for careers in science related areas such as the biotechnology industry. It is also an excellent foundation for graduate studies in biochemistry, molecular, or cell biology.

Students should declare this major by the end of their freshman year. A summary of the major requirements can be found under Chemistry.

INTERDISCIPLINARY MAJOR IN BIOLOGY/PSYCHOLOGY

Jointly offered by the Biology and Psychology Departments, this interdisciplinary major provides students an opportunity to explore the underpinnings of the life sciences and human behavior. Students may elect to pursue one of two tracks: health sciences or behavior. The curricula for both provide excellent preparation for careers in medicine and other health-related fields, as well as careers in science and psychology related areas. It is also an excellent foundation for graduate studies in the life sciences (e.g., neurobiology, physiology, microbiology) and clinical psychology. Students should declare this major by the end of their freshman year. Further information about this major can be found under Psychology.

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 communication, computer science, mathematical sciences, philosophy, physics, political science, and writing. 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:

- BL118/BL119, BL121/BL126, BL201/BL202
- Four biology electives (200-level or higher), at least three with an associated lab or seminar
- Two courses from chemistry, physics, mathematical sciences, or computer science

MINOR IN BIOLOGY

- BL118/BL119, BL121/BL126, BL201/BL202
- Three biology electives (200-level or higher), at least two with an associated lab or seminar

MINOR IN NATURAL SCIENCES

- BL118/BL119, BL121/BL126
- BL201/BL202 or BL Elective/Lab (200-level or higher)
- CH101/CH105, CH102/CH106
- CH301/CH307, CH302/CH308
- MA251 or MA252 or ST265
- PH101/PH191, PH102/PH192
- One biology elective (200-level or higher)

Students interested in pre-health programs can take this minor along with a non-science major and thereby satisfy the necessary course requirements for most health professional schools. Students are encouraged to meet with the pre-health advisor before electing a non-science major as preparation for a health-related career. Students should also consult with the pre-health advisor about the math requirement, as it varies for health professional schools.

COURSE DESCRIPTIONS**BL100 Insects in Our World (3.00 cr.)**

Touches on the practical aspects of the effects of insects on man, animals, agriculture, and the environment. Topics include a brief overview of general entomology, medical entomology, forensics, methods of insect control, beneficial insects, pesticide use, IPM, and transgenic technologies. *Fulfills the natural science core requirement. Closed to students who have taken BL251.*

BL101 Introduction to Forensic Science with Lab (3.00 cr.)

An introduction to the field of forensic science and its application in the world today. Topics include crime scene investigation, DNA analysis, questioned documents, forensic psychology, and toxicology. Lab topics include fingerprint and shoe print analysis, crime scene investigation, blood typing, and use of DNA in criminal investigation. *Fulfills the natural science core requirement.*

BL102 Medicinal Plants (3.00 cr.)

The use of herbal remedies is common in our society and is increasing. This course explores the basic biology of common medicinal plants, the historical uses of medicinal plants with an emphasis on ethnobotany, and the current regulatory status of herbal remedies. *Fulfills the natural science core requirement.*

BL103 Microbes and Man: The Good, the Bad, and the Ugly (3.00 cr.)

Microorganisms shape the world that we live in in countless ways. This course provides a framework for understanding microorganisms like viruses, bacteria, and protozoans while focusing on their influence on day-to-day life. Topics range from the beneficial uses of microorganisms to diseases caused by them, as well as our efforts to control them. *Fulfills the natural science core requirement. Closed to students who have taken BL332.*

BL104 Twisted Planet: Global Issues in Biology (3.00 cr.)

An examination of biological issues of significance in our global society, which is increasingly marked by an understanding of environmental consequences; worldwide markets and technology; competition for resources; civil/ethnic wars; changing traditional boundaries to disease; and the increasing disparity between developed and developing countries and regions. Major topics include biological considerations of "race," population dynamics, the consequences of war, forest and biodiversity loss, global climate change, global water distribution, and the threats of emerging diseases. A field trip to the National Aquarium in Baltimore is required. *Fulfills a natural science core requirement.*

BL105 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. *Fulfills the natural science core requirement. Closed to students who have taken BL206 or BL208.*

BL106 Science of Life (4.00 cr.)

Prerequisite: PH110. 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. *Fulfills the natural science core requirement.*

BL107 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. *Fulfills the natural science core requirement.*

BL109 Modern Marvels of Biotechnology (3.00 cr.)

Biotechnology is an exploding, ever-changing field. This course explores current techniques in biotechnology, the impact of this technology on human life, and the ethics of this new science. Topics may include recombinant DNA; medical forensic science; genetic engineering; and medical research for the advancement of understanding of human disease and conditions. *Some lab work may be required. Fulfills the natural science core requirement.*

BL111 Environmental Biology (3.00 cr.)

An integrated study of environmental problems, connections and solutions. Environmental issues are explored by combining information from the natural sciences with ideas from the social sciences. Topics include ecosystem functioning, sustaining biodiversity, climate change, conservation efforts, environmental risk, waste issues, food production, and energy resources. A variety of learning techniques are used including debates, student presentations, field trips, service activities, timely readings, group discussions, and weekly laboratory work. *Fulfills the natural science core requirement.*

BL112 Trash Talk: A History of Waste (3.00 cr.)

Examines the topic of waste from the perspective of earth processes, ecological systems, and human wastes. Topics include geology, decomposer systems, anthropogenic waste, environmental policy, and environmental economics and justice. *May include field trips. Fulfills the natural science core requirement.*

BL113 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. Fulfills the natural science core requirement. Closed to students who have taken BL105 or BL121.*

BL114 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. Fulfills the natural science core requirement.*

BL115 Biology, Evolution, and Human Nature (3.00 cr.)

Designed for the non-biology major to explore how the process of evolution created such complexity of life. Topics include Darwinian theory, the genetic basis of selection and adaptation, evolutionary social theory, the biology of behavior, and human evolution. *Fulfills the natural science core requirement. (Lecture only)*

BL116 The Chesapeake Bay Environment (3.00 cr.)

A comprehensive study of the Chesapeake Bay that introduces students to the wealth of resources and the fragility of the United States' largest estuarine system, which happens to be here in our own backyard. The course examines physical, chemical, and biological processes affecting coastal and estuarine ecosystems, focusing primarily on the Chesapeake Bay. Historical and present day human influences and impacts, as well as important management techniques in the Chesapeake Bay Region are examined. Topics include estuary types; diversity of animal, plant, and microbial communities in the Bay; energy and material flows (including such things as erosion); policy and economic decisions; and ecosystem management in the Chesapeake Bay region. A variety of learning techniques are used including readings, group discussion, laboratory activities, case studies, student presentations, and field trips. *Fulfills the natural science core requirement.*

BL117 Beans and Bugs: Food Production Implications (3.00 cr.)

Students investigate the science and issues involved in food production. Topics include agricultural practices and policy; environmental effects of producing food; nutritional illnesses and the obesity epidemic; use of technology to increase food supplies; pest management practices; and sustainable agricultural systems. The issues are explored using case studies, debates, and lab experiments. *Fulfills the natural science core requirement. Some lab work is required.*

BL118 Introduction to Cellular and Molecular Biology (3.00 cr.)

Corequisite: BL119. 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. *Fulfills the science core requirement for non-science majors. Closed to students who have taken BL123.*

BL119 Introduction to Cellular and Molecular Biology Lab (1.00 cr.)

Corequisite: BL118. Students are introduced to some of the basic techniques that are used in the field of cell and molecular biology, including microscopy, DNA and protein isolation from gels, gel electrophoresis, and sterile technique.

BL121 Organismal Biology (3.00 cr.)

Prerequisite: BL118, BL119. *Corequisite:* BL126. 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. Fulfills the science core requirement for non-science majors.*

BL126 Organismal Biology Lab (1.00 cr.)

Corequisite: BL121. A laboratory-based course that examines the structure and function of organisms with particular emphasis on animals and plants.

BL201 Ecology, Evolution, and Biodiversity (3.00 cr.)

Corequisite: BL202. 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. *Restricted to majors, interdisciplinary majors, and minors, or students with written permission of the department chair. Required for biology majors. Fulfills the science core requirement for non-science majors.*

BL202 Ecology, Evolution, and Biodiversity Lab (1.00 cr.)

Corequisite: BL201. Students explore the biodiversity of life on earth through field trips, lab experiences, and computer simulations.

BL206 Human Anatomy and Physiology I (3.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126 or equivalent. *Corequisite:* BL207. The first in a sequence of courses in human anatomy and physiology designed to meet the requirements for students pursuing careers in nursing or allied health. The course covers basic body organization; functional biochemistry; cytology; histology; study

of integumentary, skeletal, muscular, circulatory, and respiratory systems; and emphasis on the study of normal anatomy and physiology with clinical applications. *Closed to students who have taken BL260 or BL452.*

BL207 Human Anatomy and Physiology Lab I (1.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. *Corequisite:* BL206. A laboratory course designed to provide exercises and other activities that supplement and reinforce topics covered in BL206.

BL208 Human Anatomy and Physiology II (3.00 cr.)

Prerequisite: BL206, BL207. *Corequisite:* BL209. A continuation of BL206. A comprehensive study of the digestive, excretory, endocrine, reproductive, and nervous systems. *Closed to students who have taken BL260 or BL452.*

BL209 Human Anatomy and Physiology Lab II (1.00 cr.)

Corequisite: BL208. A laboratory course designed to provide exercises and other activities that supplement and reinforce topics covered in BL208.

BL210 Introduction to Human Nutrition (3.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126 or equivalent. An introduction to nutrition principles including the digestive system; the six nutrients and their roles in the body; food sources with an emphasis on the anatomy, physiology, and biochemical processes; nutrient recommendations; nutritional needs during the life cycle; nutritional factors in food selection and preparation of foods with an emphasis on the nutritional and chemical properties of foods; nutrition in health and disease: weight control, diabetes, cardiovascular disease, dental health, cancer and nutrition; conducting a diet history; development of healthful recipes and menus; and evaluation of nutrition information for the public. Exercises include evaluation of the diet and recipes using computerized analysis; evaluation of body composition; and sampling of foods with healthful properties such as vegetarian items, low fat foods, and foods with particular phytochemicals.

BL222 Aquatic Biology (3.00 cr.)

Prerequisite: BL121, BL126, BL201, BL202. *Corequisite:* BL223. A study of physical, chemical, and biological interrelationships in aquatic environments including freshwater, estuarine, and marine systems.

BL223 Aquatic Biology Lab (1.00 cr.)

Corequisite: BL222. Field trips reinforcing the concepts of BL222. Trips may include visits to local streams, reservoirs, and Chesapeake Bay sites. Trips may be supplemented by laboratory analysis of collections. Weekend field trips may also be required.

BL230 Avian Biology (3.00 cr.)

Prerequisite: BL121, BL126, BL201, BL202. *Corequisite:* BL231. An introduction to the study of birds, their evolutionary origins, diversity, special adaptations, life histories, social behavior, and ecology.

BL231 Avian Biology Lab (1.00 cr.)

Corequisite: BL230. Emphasis is placed on learning to identify local bird species. Dissections and other laboratory exercises familiarize students with birds' unique adaptations and ecology. Occasional field trips and a weekend camping trip further accomplish these goals.

BL241 Invertebrate Zoology with Lab (4.00 cr.)

Prerequisite: BL 118, BL119, BL121, BL126. *Recommended Prerequisite:* BL201, BL202. An introduction to the exciting and amazing world of animals without backbones. The course focuses on the life histories, behavior, structure, physiology, and ecology of common invertebrate groups. Consideration is given to adaptations for interacting with plants and animals. Emphasis is also placed on those creatures that have a significant impact on the human condition, including those invertebrates of medical and agricultural importance.

BL250 General Entomology with Lab (4.00 cr.)

Prerequisite: BL121, BL126. *Recommended Prerequisite:* BL201. 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.

BL260 Vertebrate Morphology with Lab (4.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. An integrated approach to the developmental, microscopic and macroscopic anatomy of the vertebrates. *Closed to students who have taken BL206 or BL208.*

BL270 Ecology with Lab (4.00 cr.)

Prerequisite: BL201, BL202. 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. Labo-

ratory experiments, computer simulations, and field experiences designed to demonstrate basic ecological principles. *One weekend field trip may be required.*

BL280 General Genetics with Lab (4.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126, BL201, BL202. An introductory course in genetics with lab exercises using plants, *Drosophila*, and humans to reinforce the principles of classical, molecular, and population genetics.

BL281 General Genetics (3.00 cr.)

Prerequisite: BL118, BL121. An introduction to genetics focused on principles of classical, molecular, and population genetics.

BL298 Ecosystems Ecology (3.00 cr.)

Recommended Prerequisite: BL201, BL202. 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 generally rotate among tropical forests, coral reef systems, and desert/sky islands of Arizona. *An option for students who wish to take BL299 without the field component.*

BL299 Exploring Ecosystems: Special Topics (5.00 cr.)

Prerequisite: Sophomore standing or above and written permission of the instructor. *Recommended Prerequisite:* BL201, BL202. 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 to design experiments. Students travel to the ecosystem to experience what they have learned and conduct experiments. Ecosystems studied will vary from year to year but generally rotate among tropical rain forests, coral reef systems, and desert/sky islands of Arizona. Students maintain a journal during the trip, conduct a seminar, write a research proposal, conduct their experiment, and write up their results. *Seniors taking this course will not graduate until September. An additional fee is required. May be repeated for credit with different topics.*

BL302 Cell Ultrastructure (3.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. 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.

BL305 Plant Ecology with Lab (4.00 cr.)

Prerequisite: BL121, BL126, BL201, BL202. 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. Plant reproductive strategies, pollination biology, herbivory, and chemical defenses are also investigated. Field and laboratory experiments emphasize ecological research techniques and allow students to gain experience in designing studies, making field observations, and learning standard methods of data collection and analyses. A weekend field trip may be required.

BL308 Parasitology (3.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. 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.

BL310 Botany with Lab (4.00 cr.)

Prerequisite: BL 118, BL119, BL121, BL126. The cell biology, anatomy, physiology, diversity, and economic importance of plants with emphasis on practical applications in pharmacology, horticulture, and the environment. Laboratory activities acquaint students with recent advances in botany while maintaining a strong emphasis on the basic facts and principles necessary for a sound foundation in the plant sciences.

BL316 Comparative Physiology with Lab (4.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. 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.

BL321 Recombinant DNA Technology (3.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. 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. Within a lab-based context, students use powerful methods that have been developed to isolate, amplify, manipulate, and analyze DNA.

BL332 Microbiology (3.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. *Corequisite:* BL334. 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.

BL334 Microbiology Lab (1.00 cr.)

Corequisite: BL332. 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.

BL341 Molecular Genetics with Lab (4.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. Students are introduced to the basic principles of molecular genetics and 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. The laboratory emphasizes basic and advanced techniques of DNA, RNA, and protein manipulation. Students also learn to use computer software to access gene databases and analyze gene sequences.

BL346 Plant-Animal Interactions (3.00 cr.)

Prerequisite: BL121, BL126, BL201, BL202. *Corequisite:* BL347. 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.

BL347 Plant-Animal Interactions Seminar (1.00 cr.)

Corequisite: BL346. Students explore the expansive plant-animal interactions literature. The class is conducted in the style of a "journal club," with individual students taking the responsibility for leading discussions on current articles from the literature. Students learn to critically analyze experimental designs, ecological and evolutionary theory, and key conclusions of the articles.

BL350 Biology of Mammals with Lab (4.00 cr.)

Prerequisite: BL121, BL126, BL201, BL202. 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.

BL356 Eukaryotic Genetics and Human Disease with Lab (4.00 cr.)

Prerequisite: BL118, BL119, BL 121, BL126. 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.

BL361 Plant Physiology with Lab (4.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. A study of the basic processes of plant life including photophysiology, nutrition, water relations, transport phenomena, growth and development, and stress physiology. The laboratory portion examines techniques and instruments physiologists use to study plant function. Activities include tissue culture, gas chromatography-mass spectrometry, radioisotope tracers, tissue printing, and bioassays.

BL370 Animal Behavior (3.00 cr.)

Prerequisite: BL121, BL126, BL201, BL202. *Corequisite:* BL372. A comprehensive introduction to the field of animal behavior. Topics include the hormonal and neural mechanisms that control behavior; development and evolution of behavior; and diverse topics in behavioral ecology, animal communication, and sociobiology.

BL372 Animal Behavior Lab (1.00 cr.)

Corequisite: BL370. Students develop observational skills and the ability to quantify behavior and design behavioral experiments through laboratory exercises, field trips, and an individual research project.

BL390 Conservation Biology (3.00 cr.)

Prerequisite: BL121, BL126, BL201, BL202. *Corequisite:* BL392. 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.

BL392 Conservation Biology Seminar (1.00 cr.)

Corequisite: BL390. Faculty and small groups of students present seminars on selected topics in conservation biology. Also, groups of students present opposing viewpoints on selected topics in a courtroom-like setting (environmental law). Employs computer simulations to further the understanding of theoretical models presented in lecture. Possible field trips to zoological parks and research centers to see application of principles.

BL401 Endocrinology (3.00 cr.)

Prerequisite: BL118, BL119, BL 121, BL126. An 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?

BL402 Endocrinology Lab (1.00 cr.)

Corequisite: BL401. An examination of the gross anatomy, neuroanatomy, and histology of the endocrine glands using contemporary endocrinological research methods including animal surgery, radioimmunoassay, bioassays, and individual research projects.

BL403 Neurobiology with Lab (4.00 cr.)

Prerequisite: BL118, BL119, BL 121, BL126. An integrated examination of the mammalian nervous system with emphasis on the human brain. A review of basic neuroanatomy and neurophysiology. Students conduct in-depth explorations of specific topics such as neuropathologies, neuropharmacology, neuroanatomical sex differences, aging, and the molecular and cellular bases of memory and learning. The laboratory includes an examination of histological preparations and human brain slices; discussions of primary literature and review articles; instructor presentation of special topics in neurobiology including visual, auditory, and vestibular systems; and student presentations of selected topics in neurobiology.

BL410 Developmental Biology with Lab (4.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. Patterns of development from fertilization through organ formation. Topics include descriptive embryology, mechanisms of cellular differentiation, cellular interactions, metamorphosis, and sex determination.

BL411 Developmental Biology (3.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. Patterns of development, from fertilization through organ formation, are addressed. Topics include embryology, mechanisms of cellular differentiation, cellular interactions, metamorphosis, and sex determination.

BL420 Histology (3.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. The microscopic anatomy and physiology of mammalian tissues and organs.

BL431 Biochemistry I (3.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126, CH302, CH308. *Corequisite:* BL433. 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 CH431.*

BL432 Biochemistry II (3.00 cr.)

Prerequisite: BL431, BL433. *Corequisite:* BL434. 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 CH432.*

BL433 Biochemistry Lab I (1.00 cr.)

Corequisite: BL431. Designed to supplement and reinforce concepts covered in the lecture course. Students are introduced to the techniques of the modern biochemistry laboratory. Experiments include computer visualization of biomolecules, enzyme kinetics, chromatography, and electrophoresis. *Same course as CH433.*

BL434 Biochemistry Lab II (1.00 cr.)

Prerequisite: BL431, BL433. *Corequisite:* BL432. An introduction to modern experimental biochemistry focusing on techniques for the purification, characterization, and analysis of proteins. *Same course as CH434.*

BL435 Evolution with Seminar (4.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126, BL201, BL202. 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*)

BL440 Special Topics in Biology (3.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126, BL201, BL202. Special topics in biology of interest to the instructor. Topics vary from semester to semester. *May be repeated for credit with different topics.*

BL452 General and Human Physiology (3.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. *Corequisite:* BL453. General physiological principles and studies on selected human and vertebrate organ systems are discussed. Direct measurements and computer simulations of functioning organ systems are demonstrated when appropriate. *Closed to students who have taken BL206 or BL208.*

BL453 General and Human Physiology Lab (1.00 cr.)

Corequisite: BL452. Laboratory exercises designed to demonstrate basic physiological phenomena and the physiology of selected vertebrate organ systems, followed by a three-week period of independent research.

BL461 Immunology with Lab (4.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. The biology of the immune system; structural, functional, and applied aspects of cellular and humoral immune mechanisms in the vertebrates.

BL470 Seminar: Special Topics in Organismal Biology (3.00 cr.)

Prerequisite: Two upper-level biology courses (BL222 or higher) including at least one Category B biology elective and junior/senior standing, or written permission of the instructor. An examination of current topics and areas in organismal biology with an emphasis on primary literature. Students lead group discussions and/or make oral presentations. *May be repeated for credit with different topics.*

BL471 Seminar: Special Topics in Ecology, Evolution, and Diversity (3.00 cr.)

Prerequisite: Two upper-level biology courses (BL222 or higher) including at least one Category C biology elective and junior/senior standing, or written permission of the instructor. An examination of current topics in ecology, evolution, and diversity with an emphasis on primary literature. Students lead group discussions and/or make oral presentations. *May be repeated for credit with different topics.*

BL472 Seminar: Special Topics in Cellular and Molecular Biology (3.00 cr.)

Prerequisite: Two upper-level biology courses (BL222 or higher) including at least one Category A biology elective and junior/senior standing, or written permission of the instructor. An examination of current topics in cell and molecular biology with an emphasis on primary literature. Students lead group discussions and/or make oral presentations. *May be repeated for credit with different topics.*

BL481 Biology Research I (1–3.00 cr.)

Prerequisite: Written permission of a sponsoring faculty member. Requires a preliminary paper outlining the nature and scope of the problem, the experimental procedures, and associated literature. Also requires progress reports and a final research paper. *May be repeated for credit.*

BL482 Biology Research II (1–3.00 cr.)

Prerequisite: Written permission of a sponsoring faculty member. A continuation of BL481. *May be repeated for credit.*

BL491 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.

BL492 Honors Biology Research II (3.00 cr.)

Prerequisite: BL491. Students must apply for this course and receive written permission of a sponsoring faculty member. A continuation of BL491.

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Website: www.loyola.edu/chemistry

Chair: Brian K. Barr, Associate Professor

Professors: Timothy J. McNeese; Melvin P. Miller (emeritus); David F. Roswell (emeritus); Norbert M. Zaczek (emeritus)

Associate Professors: Brian K. Barr; Francis J. McGuire (emeritus); Daniel M. Perrine (emeritus)

Assistant Professors: Birgit Albrecht; Katharine L. Bowdy; Elizabeth E. Dahl; Jesse D. More

Affiliate Faculty: James F. Salmon, S.J.

Students who complete all required courses in the program receive a Bachelor of Science (B.S.) certified by the American Chemical Society (ACS). Students planning to attend dental or medical school should take at least a minimum of BL118/BL119 and BL121/BL126 as elective courses. For students interested in graduate studies, MA304 and MA351 are recommended as elective courses. A biochemistry/molecular biology 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. CH110, CH112, CH113, CH114, and GL110 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

- CH101 General Chemistry I*
- CH105 General Chemistry Lab I* (1 credit)
- MA251 Calculus I*
- WR100 Effective Writing**
- Language Core
- Elective**/**

Spring Term

- CH102 General Chemistry II*
- CH106 General Chemistry Lab II* (1 credit)
- HS101 History of Modern Western Civilization**
- MA252 Calculus II*
- Language Core *or*
- Elective
- Elective**/**

Sophomore Year

Fall Term

- CH201 Quantitative Analysis*
- CH301 Organic Chemistry I*
- CH307 Organic Chemistry Lab I* (1 credit)
- PH201 General Physics I*
- PH291 General Physics Lab I* (1 credit)
- PL201 Foundations of Philosophy *or*
- TH201 Introduction to Theology
- Elective**/**

Spring Term

- CH302 Organic Chemistry II*
- CH308 Organic Chemistry Lab II* (1 credit)
- EN101 Understanding Literature
- PH202 General Physics II*
- PH292 General Physics Lab II* (1 credit)
- PL200-Level Philosophical Perspectives Course *or*
- Theology Core
- Fine Arts Core**

Junior Year

Fall Term

- CH311 Physical Chemistry I*
- CH315 Physical Chemistry Lab I* (1 credit)
- CH431 Biochemistry I*
- CH433 Biochemistry Lab I* (1 credit)
- PL201 Foundations of Philosophy *or*
- TH201 Introduction to Theology
- History Core**
- Non-Departmental Elective**

Spring Term

- CH312 Physical Chemistry II*
- CH316 Physical Chemistry Lab II* (1 credit)
- PL200-Level Philosophical Perspectives Course *or*
- Theology Core
- English Core

Social Science Core**
Elective**

Senior Year

Fall Term

CH406 Organic Synthesis and Spectroscopy*
CH412 Inorganic Chemistry* (4 credits)
Ethics Core**
Non-Departmental Elective**
Elective**

Spring Term

CH410 Instrumental Methods*
CH411 Instrumental Methods Lab* (1 credit)
CH/MA/PH Elective (300-level or higher)*
Social Science Core**
Non-Departmental Elective**
Elective**

* Required for major.

** Terms may be interchanged.

*** Students planning to attend medical or dental school may substitute BL121, BL123, or another elective.

1. Non-departmental electives must be taken outside of the Chemistry Department. Chemistry electives include CH310, CH420, and CH432/CH434.
2. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

INTERDISCIPLINARY MAJOR IN CHEMISTRY/BIOLOGY

BACHELOR OF SCIENCE

Requirements for the biochemistry/molecular biology concentration within the interdisciplinary major and an example of a **typical** program of courses are as follows:

Freshman Year

Fall Term

BL118 Introduction to Cellular and Molecular Biology*
BL119 Introduction to Cellular and Molecular Biology Lab* (1 credit)
CH101 General Chemistry I*
CH105 General Chemistry Lab I* (1 credit)
WR100 Effective Writing**
Language Core
Social Science Core

Spring Term

BL121 Organismal Biology*
BL126 Organismal Biology Lab* (1 credit)
CH102 General Chemistry II*
CH106 General Chemistry Lab II* (1 credit)
HS101 History of Modern Western Civilization**
Fine Arts Core
Language Core *or*
Elective

Sophomore Year

Fall Term

BL332 Microbiology*/**
BL334 Microbiology Lab*/** (1 credit)
CH301 Organic Chemistry I*
CH307 Organic Chemistry Lab I* (1 credit)
EN101 Understanding Literature
MA251 Calculus I*
PL201 Foundations of Philosophy *or*
TH201 Introduction to Theology

Spring Term

BL341 Molecular Genetics*/**
BL342 Molecular Genetics Lab*/** (1 credit)
CH302 Organic Chemistry II*
CH308 Organic Chemistry Lab II* (1 credit)
MA252 Calculus II*

PL200-Level Philosophical Perspectives Course *or*
Theology Core
English Core

Junior Year

Fall Term

BL431/CH431 Biochemistry*
BL433/CH433 Biochemistry Lab I* (1 credit)
PH201 General Physics I*
PH291 General Physics Lab I* (1 credit)
PL201 Foundations of Philosophy *or*
TH201 Introduction to Theology
Biology/Chemistry Elective*†/‡
Non-Departmental Elective

Spring Term

BL321 Recombinant DNA Technology*/** *or*
BL356 Eukaryotic Genetics and Human
Disease with Lab*/**
BL432/CH432 Biochemistry II*
BL434/CH434 Biochemistry Lab II*
PH202 General Physics II*
PH292 General Physics Lab II* (1 credit)
PL200-Level Philosophical Perspectives Course *or*
Theology Core
Non-Departmental Elective

Senior Year

Fall Term

CH311 Physical Chemistry I*
CH315 Physical Chemistry Lab I* (1 credit)
Ethics Core
History Core
Biology/Chemistry Elective*†/‡
Elective†

Spring Term

Social Science Core
Non-Departmental Elective
Elective†
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 (BL481/BL482 or BL491/BL492 or CH420). 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 advisor when selecting these electives.

‡ Choose from CH201, CH310, CH312/CH316, and CH410/CH411 for chemistry electives and BL200-level or higher for biology electives (see restrictions on research courses).

1. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

MINOR IN CHEMISTRY

The following courses are required for the minor:

CH101 General Chemistry I
CH105 General Chemistry Lab I
CH102 General Chemistry II
CH106 General Chemistry Lab II
CH301 Organic Chemistry I
CH307 Organic Chemistry Lab I
CH302 Organic Chemistry II
CH308 Organic Chemistry Lab II
CH311 Physical Chemistry I
CH315 Physical Chemistry Lab I

Two additional courses from the following:

CH201 Quantitative Analysis
CH310 Medicinal Chemistry
CH312 Physical Chemistry II *and*
CH316 Physical Chemistry Lab II
CH406 Advanced Synthesis and Spectroscopy
CH410 Instrumental Methods *and*
CH411 Instrumental Methods Lab
CH412 Inorganic Chemistry
CH420 Chemistry Research (3 credits)
CH431 Biochemistry I *and*
CH433 Biochemistry Lab I
CH432 Biochemistry II *and*
CH434 Biochemistry Lab II

COURSE DESCRIPTIONS
Chemistry**CH101 General Chemistry I (3.00 cr.)**

Corequisite: CH105. Basic atomic structure, periodic table, chemical equations, gases, liquids, solids, electrolysis, properties of elements and compounds, rates and mechanisms of reactions.

CH102 General Chemistry II (3.00 cr.)

Prerequisite: CH101. *Corequisite:* CH106. A continuation of CH101.

CH105 General Chemistry Lab I (1.00 cr.)

Corequisite: CH101. 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.

CH106 General Chemistry Lab II (1.00 cr.)

Prerequisite: CH101, CH105. *Corequisite:* CH102. A continuation of CH105.

CH110 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.*

CH112 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, anti-psychotics, steroids, and psychedelics. *No background in chemistry or biology is required, although a familiarity with the main concepts of high school science is helpful. Restricted to non-science majors. Fulfills one math/science core requirement for non-natural science majors.*

CH113 Living Dangerously? (3.00 cr.)

A study of the origin of life in the universe and of the chemical elements that make life and technology possible. Some contemporary issues that challenge sustaining life on the earth are considered. *Restricted to non-science majors. Fulfills one math/science core requirement for non-natural science majors. Counts toward Catholic Studies minor.*

CH114 Global Environment (3.00 cr.)

A study of how the various systems of the Earth (water, air, biosphere) interconnect to form the Earth system. Various global environmental issues such as climate change, fresh water availability, and desertification, as well as how humans fit into the Earth system are discussed. *Restricted to non-science majors. Fulfills one math/science core requirement for non-natural science majors.*

CH201 Quantitative Analysis (4.00 cr.)

Prerequisite: CH102. An investigation of the collection, preparation, detection, and analysis of chemical, biological, and environmental samples. An introduction to instrumental analysis and chemometrics. (*Lecture/Laboratory*)

CH301 Organic Chemistry I (3.00 cr.)

Prerequisite: CH102. *Corequisite:* CH307. An introduction to the language, theory, and practice of organic chemistry. Topics include acid-base chemistry, conformational analysis, stereochemistry, reactions of aliphatic compounds, synthesis, and mechanisms. Emphasis is placed on the importance of organic chemistry in biology and medicine.

CH302 Organic Chemistry II (3.00 cr.)

Prerequisite: CH301. *Corequisite:* CH308. A continuation of CH301, with an expanded discussion of reaction mechanisms and synthesis. Topics include the use of spectroscopy in structure determination, the reactions of aromatic compounds and carbonyl compounds, heterocyclic chemistry, and medicinal chemistry.

CH307 Organic Chemistry Lab I (1.00 cr.)

Prerequisite: CH102, CH106. *Corequisite:* CH301. Techniques used in the isolation, purification and synthesis of organic compounds.

CH308 Organic Chemistry Lab II (1.00 cr.)

Prerequisite: CH301, CH307. *Corequisite:* CH302. A continuation of CH307.

CH310 Medicinal Chemistry (3.00 cr.)

Prerequisite: CH302. 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.

CH311 Physical Chemistry I (3.00 cr.)

Prerequisite: CH102. *Corequisite:* CH315. The laws of thermodynamics, thermochemistry, and equilibrium; the gaseous state; transport phenomena; solutions; chemical kinetics; electrochemistry. Basic quantum/statistical mechanics.

CH312 Physical Chemistry II (3.00 cr.)

Prerequisite: CH311. *Corequisite:* CH316. A continuation of CH311 emphasizing basic quantum statistical mechanics and spectroscopy.

CH315 Physical Chemistry Lab I (1.00 cr.)

Prerequisite: CH302, CH308. *Corequisite:* CH311. A combination of classical and modern experiments. Emphasis on carefulness in performing experiments, interpreting results, and writing formal reports.

CH316 Physical Chemistry Lab II (1.00 cr.)

Prerequisite: CH311, CH315. *Corequisite:* CH312. A continuation of CH315.

CH406 Organic Synthesis and Spectroscopy (3.00 cr.)

Prerequisite: CH302, CH308. An introduction to modern methods of organic synthesis and structure determination. An emphasis is placed on reaction mechanisms and methods for controlling regio-, chemo-, and stereoselectivity. Topics include retrosynthetic analysis, carbon-carbon bond forming reactions, functional group transformations, and the use of NMR and IR spectroscopy to determine structures and stereochemistry.

CH410 Instrumental Methods (3.00 cr.)

Prerequisite: CH311, CH315. *Corequisite:* CH411. Principles and applications of analytical instrumentation. An introduction to spectroscopic, chromatographic, and electrochemical techniques.

CH411 Instrumental Methods Lab (1.00 cr.)

Prerequisite: CH311, CH315. *Corequisite:* CH410. Covers principles and applications of some spectroscopic and chromatographic techniques. Applications of chemometrics.

CH412 Inorganic Chemistry (4.00 cr.)

Prerequisite: CH312, CH316. The application of thermodynamic, kinetic, and structural principles to the synthesis and characterization of the chemical elements and main group, transition metal, and organometallic compounds. (*Lecture/Laboratory*)

CH420 Chemistry Research (1–2.00 cr.)

Supervised research projects *with the permission of the department chair. May be repeated for credit.*

CH431 Biochemistry I (3.00 cr.)

Prerequisite: CH302, CH308. *Corequisite:* CH433. 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 BL431.*

CH432 Biochemistry II (3.00 cr.)

Prerequisite: CH431. *Corequisite:* CH434. 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 BL432.*

CH433 Biochemistry Lab I (1.00 cr.)

Corequisite: CH431. Designed to supplement and reinforce concepts covered in the lecture course and introduce students to the techniques of the modern biochemistry laboratory. Experiments include computer visualization of biomolecules, enzyme kinetics, chromatography, and electrophoresis. *Same course as BL433.*

CH434 Biochemistry Lab II (1.00 cr.)

Prerequisite: CH431, CH433. *Corequisite:* CH432. Modern experimental biochemistry focusing on techniques for the purification, characterization, and analysis of proteins. *Same course as BL434.*

Geology**GL110 Principles of Geology (3.00 cr.)**

Includes a brief look at the earth's composition; a study of the surface processes that modify our landscapes; a survey of our mineral resources and needs; and a knowledge of how geological processes may be used to decipher the record of past events. *Field trips are included. Fulfills one math/science core requirement for non-science majors.*

Office: Humanities Building, Room 305

Telephone: 410-617-2326

Website: www.loyola.edu/classics

Chair: Joseph J. Walsh, Professor

Professors: Robert S. Miola, Joseph J. Walsh

Associate Professor: Martha C. Taylor

Assistant Professor: Thomas D. McCreight

The department offers a Major in Classics (Latin and Greek) or Classical Civilization, as well as a Minor in Classical Civilization. In order to understand themselves and the modern world, undergraduates enrolled in departmental offerings study closely the minds of ancient Rome and Greece through their languages, literature, and culture.

MAJOR IN CLASSICS

Requirements for a major and an example of a typical program of courses are as follows:

- Eight courses in Latin beyond two years of secondary school Latin or their college equivalent (LT121, LT122). Advanced Greek reading courses may be substituted for Latin electives. The Senior Honors Thesis (CL450) is an Honors option available to qualified senior majors. The course involves an independent study and a thesis, and it may be substituted for up to two Latin electives.
- Latin Prose Composition (LT300).
- Four courses in Greek (GK121, GK122, GK123, GK124).

BACHELOR OF ARTS

Freshman Year

Fall Term

HS101 History of Modern Western Civilization**

LT123 Intermediate Latin*

Math/Science Core**

Social Science Core**

Elective

Spring Term

LT124 Latin Golden Age Prose and Poetry*

WR100 Effective Writing**

Math/Science Core**

Social Science Core**

Elective

Sophomore Year

Fall Term

EN101 Understanding Literature**

PL201 Foundations of Philosophy**

TH201 Introduction to Theology** or

Elective

Math/Science Core**

Latin Elective*

Spring Term

PL200-Level Philosophical Perspectives Course**

English Core**

History Core**

Theology Core or

Elective

Latin Elective*

Junior Year

Fall Term

GK121 Introductory Greek I*

TH201 Introduction to Theology** or

Elective

Latin Elective*

Non-Departmental Elective

Elective

Spring Term

GK122 Introductory Greek II*
 Theology Core** *or*
 Elective
 Latin Elective*
 Non-Departmental Elective
 Elective

Senior Year*Fall Term*

GK123 Introduction to Attic Prose*
 LT300 Latin Prose Composition*
 Fine Arts Core**
 Latin Elective*
 Elective

Spring Term

GK124 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. CL211, CL212, CL213, and CL218 are cross-listed with English. CL300, CL301, CL312, CL313, CL314, CL320, CL324, CL326, CL327, CL329, CL334, and CL420 are cross-listed with history. These courses fulfill English and history core requirements.
2. CL241, CL308 and CL309 are cross-listed with fine arts. CL308 and CL309 fulfill major requirements for art history and visual arts majors.
3. CL380 and CL381 are cross-listed with political science. These courses fulfill major requirements for political science majors.
4. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

MAJOR IN CLASSICAL CIVILIZATION**BACHELOR OF ARTS**

Requirements for a major are listed below, and an example of a typical program of courses can be found under the Major in Classics:

- Six courses in Latin or Greek. Of the six language courses at least two must be in Greek and at least four must be at the intermediate or advanced level. Introductory Latin courses (LT121, LT122) do not count for the major.
- Six classical civilization courses (in translation; most are cross-listed with other departments), but only two of these courses may be cross-listed in fine arts. Additional Greek and/or Latin courses may be substituted for up to two of these courses. HN220 may count as one of these courses. Up to two departmentally-approved courses focusing on the ancient world that are not officially cross-listed in the Classics Department may count as classical civilization courses for the major.
- The Senior Honors Thesis (CL450) is an honors option available to qualified senior majors. The course involves an independent study and a thesis, and it may be substituted for up to two major courses.
- For students double-majoring in classical civilization and an allied major (such as history, art history, philosophy, political science, or theology), the department allows departmentally-approved courses to “cross-count” for both majors so long as the other department chair also agrees. Students interested in double-majoring should consult both departments early in their career.

MINOR IN CLASSICAL CIVILIZATION

The Minor in Classical Civilization is a true interdisciplinary area studies program on a small scale. It offers the astute undergraduate a unique opportunity to fulfill a number of core requirements (language, English, history) while pursuing a major in a chosen field.

Requirements for a minor are as follows:

- Four courses in either Greek or Latin (at least three of these courses should generally be taken at Loyola). All Greek and Latin courses taken at Loyola (or for which Loyola offers credit) can count toward the minor.
- Three courses in classical civilization at the 200- or 300-level, but only two of these courses may be cross-listed in fine arts. One classical civilization course is ordinarily in ancient history (either Roman or Greek). A fifth language course may be substituted for a classical civilization requirement. HN220 may be counted as one classical civilization course. One departmentally-approved course focusing on the ancient world and not officially cross-listed in the Classics Department may count as a classical civilization course for the minor.

COURSE DESCRIPTIONS
Classical Civilization
CL101 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.

CL110 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.

CL211 Classical Mythology (3.00 cr.)

Prerequisite: EN101. A study of the traditional stories of the Greeks and Romans as expressed in their literature and art with an emphasis on the relationship of

mythology to rituals and religious beliefs, legends, and folktales. *Usually offered fall semester. Art elective for elementary education majors. Counts toward Gender Studies minor. Same course as EN211.*

CL212 The Classical Epics (3.00 cr.)

Prerequisite: EN101. 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 EN212.*

CL213 Greek Drama (3.00 cr.)

Prerequisite: EN101. 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 EN213.*

CL218 The Golden Age of Rome (3.00 cr.)

Prerequisite: EN101. A study of selected works in translation by some of Rome's greatest writers, with special emphasis on Vergil, Ovid, and Livy. The course may be organized chronologically or thematically. Specific readings vary with the instructor. *Same course as EN218.*

CL220 The Ancient World (3.00 cr.)

A study of the development of Western thought in the ancient world.

CL241 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 AH110.*

CL250 Clash of the Titans: Ancient versus Modern Worlds (3.00 cr.)

The classical tradition and the modern perception of the ancients; exploration of the legacy of the Greeks and Romans in selected areas; discussion of the reception and interpretation of antiquity by the modern world. Topics include the myth and character of Odysseus, ancient and modern comedy, the Roman and American constitutions and politics, the ancient and modern Olympics, democracy and relativism, architecture, the ancient world in contemporary film, and concepts of justice.

CL270 Greece and Rome on Film (3.00 cr.)

Sex, violence, insanity, and monsters are the main ingredients in Hollywood's recipe for movies about ancient Greece and Rome. By watching films like *Gladiator*, *300*, *Troy*, *Ben-Hur*, and others, students discover the truth

behind the extravagant images and see some very good (and very bad) films along the way. *Counts toward Film Studies minor.*

CL280 Mythology (3.00 cr.)

Students encounter some of the most fascinating, shocking, thought provoking, and influential stories from the ancient Greeks and Romans. They discuss how these tales came about, what they tell us of human nature and the human condition, and why they are still so potent. The exploration includes ancient literature and art, films (e.g., *Troy*, *Cold Mountain*, *The Lord of the Rings* Trilogy), and a trip to the National Gallery of Art in Washington, D.C., to view some stunning post-classical re-imaginings of ancient myth. *Alpha course restricted to first-year students.*

CL300 Death of the Roman Republic (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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 HS300.*

CL301 The Church and the Roman Empire (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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 HS301.*

CL302 City of Rome (3.00 cr.)

An examination of the city of Rome, with particular emphasis on ancient Rome and its legacy for the city throughout history. Students examine the state of the city today and read texts describing its physical, architectural, artistic, and cultural evolution through time. *Offered in Rome only.*

CL308 Art of Ancient Greece (3.00 cr.)

A survey of Greek art and architecture from the Bronze Age to the Hellenistic Era. Among the topics considered are Mycenaean tombs and palaces, the development of temple architecture, and the ways in which polytheistic religion shaped life in ancient Greece. *Same course as AH308.*

CL309 Art of Ancient Rome (3.00 cr.)

A survey of Roman art and architecture from the emergence of the Etruscan Civilization to the fall of the empire. Topics include the forging of a new Roman culture from Italic and Greek origins, the invention of new construction techniques, and the appropriation of art for propagandistic purposes. *One section of the course is offered in Rome. Same course as AH309.*

CL312 History of Ancient Greece (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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 HS312.*

CL313 History of Christmas (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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 HS313.*

CL314 History of the Roman Empire (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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 HS314.*

CL320 Hellenistic History (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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 HS320.*

CL324 Seminar: The Persecution of the Christians in the Roman World (3.00 cr.)

Prerequisite: Written permission of the instructor. An exploration of the causes, nature, and extent of early Christian persecutions until Christianity became the official religion of the Roman Empire in the fourth century. Topics include the Jewish-Greek-Roman environment of early Christianity; Rome's policies toward foreign cults; Christians' reputation for extreme promiscuity and cultic atrocities; comparison with competing cults; the danger of open profession of the new faith; and Christian acceptance of the ancient world. Given the muddled understanding of the early Christian persecutions, the course examines and dispels the myths and brings some order to the chaos. *Counts toward Catholic Studies minor. Same course as HS475.*

CL326 The Golden Age of Athens (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. An examination of what has been called Athens' golden age focusing on the political and cultural factors which made the fifth century unique. Subjects include creation and workings of Athenian democracy, victories of the Persian wars, the Greek "enlightenment," Pericles' rule of the best citizen, demagoguery and empire, the Peloponnesian War, and the "end" of Athens symbolized by the execution of Socrates. *Same course as HS326.*

CL327 Greek and Roman Religions (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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 HS327.*

CL329 Women in Greece and Rome (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. An examination of the lives of and attitudes toward women in ancient Greece and Rome. Classic texts of ancient literature are read, masterpieces of art are viewed, and the sociology

of ancient women is probed. Topics include the family; prostitution; women of the imperial family; Cleopatra; health, child bearing, and birth control; the source and psychology of Greek misogyny; jet-setters and women's liberation under the early Roman Empire; women and work; women in myth; women in early Christianity; the legacy of classical civilization for modern women. *Counts toward Gender Studies minor. Same course as HS329.*

CL334 Roman Private Life (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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 HS334.*

CL337 The Multicultural Roman Empire (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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 HS337.*

CL341 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. *Counts towards Film Studies minor.*

CL349 Latin Jesuit Drama and the Philosophy of Peace and War (3.00 cr.)

The topics of peace and war in Jesuit drama, Renaissance humanist culture, Jesuit education and ethics, and war theory are explored using texts by sixteenth and seventeenth century Jesuits and their contemporaries. This interdisciplinary seminar uses original research by Loyola undergraduates (namely, the first English translation of a Jesuit Latin play), and students contribute

to a volume in Loyola's Aperio series on the play and its themes. Students also prepare a public performance of this play, reviving an educational tool long used in the Jesuit tradition. The course will interest students in classics, philosophy, Catholic Studies, and theatre, along with those curious about the history of Jesuit education and ideas concerning war and peace. *Counts toward Catholic Studies minor. Same course as PL349.*

CL350 Introduction to European Culture (3.00 cr.)

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

**CL360 Independent Study:
Classical Civilization (3.00 cr.)**

Prerequisite: HS101, WR100 or WR101. An independent study in classical civilization. Topics vary. *May be repeated once for credit with different topic.*

CL362 Special Topics in Classics (3.00 cr.)

Students focus on a specific author, genre, or topic in Classics. *May be repeated twice for credit with a different topic.*

CL380 Platonic Political Philosophy (3.00 cr.)

Socrates and the founding of political philosophy; Thucydides and the crisis of the *polis*; the critique of Aristophanes; Plato's *Apology*, *Crito*, *Gorgias*, *Republics*, *Theaetetus*; subsequent contributions to the tradition by Cicero, Saint Augustine, Alfarabi, and Saint Thomas More; Plato's modern enemies: Machiavelli and Mill. *Same course as PS380.*

CL381 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 PS381.*

CL420 Homer and History (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. Was there a Trojan War? What is the relation of Homer's epic *Iliad* to historical events of the Bronze Age Aegean? What was its impact on the Greek world of the Geometric era (the most likely period for the composition of the Homeric poems), a lively period of expansion, colonization, trade, and the rise of the nation-state of the *polis*. Investigates Homer's effect both on contemporary Greek national identity and later Greeks' understanding of and deliberate construction of their own past. Interdisciplinary

approach combining literary texts, archaeology, and secondary historical analysis. *Same course as HS420.*

CL421 Caesar and Augustus (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. They transformed a great republic into a monarchy; killed (literally) millions of people; conquered a huge chunk of the Mediterranean World and Europe; carried out one of the greatest urban renewal projects in history; revived and transformed religion; revised the calendar; inspired Shakespeare, Shaw, and dozens of movies. And yet, the one wound up assassinated by his peers, and the other had so little control over his own family that he felt compelled to exile his jet-set daughter to the Roman equivalent of Siberia. Who were they? And how did the epochal events of their lifetime give birth to such genius monsters? *Same course as HS421.*

CL450 Senior Honors Thesis (3–6.00 cr.)

Prerequisite: Senior standing. An optional program available to select classics or classical civilization majors in their senior year. A directed, intensive study of an author, topic, or theme from classical literature, history, or art and archaeology culminating in a written thesis and oral defense. Students are expected to confront scholarship and to do research at an advanced level. Students using this course as a substitute for two advanced language courses are expected to produce a very involved, two-semester honors thesis. *By invitation only. May be repeated once for credit.*

Greek

GK121 Introductory Greek I (3.00 cr.)

An enriched beginning course, intended for students with no previous knowledge of the language, which emphasizes grammar, syntax, and vocabulary through extensive reading of easy passages from Greek authors. An introduction to the literature and culture of Athens. *(Fall only)*

GK122 Introductory Greek II (3.00 cr.)

Prerequisite: GK121 or equivalent. A continuation of GK121. *(Spring only)*

GK123 Introduction to Attic Prose (3.00 cr.)

Prerequisite: GK122 or equivalent. Selections from different writers-historians, philosophers, and orators. Analysis of styles and genres; consolidation of the fundamentals of grammar and syntax. *(Fall only)*

GK124 Homer (3.00 cr.)

Prerequisite: GK123 or equivalent. A reading of select books of the *Iliad* and *Odyssey*, with close attention to their language, style and literary value. An examination of the essentials of formular composition, meter, history of the text and of the Homeric question. (*Spring only*)

GK301 Advanced Greek I (3.00 cr.)

Prerequisite: GK124 or equivalent. Readings in Greek at the advanced level. When possible choice of authors is based on student preference. *May be repeated once for credit.*

GK302 Advanced Greek II (3.00 cr.)

Prerequisite: GK124 or equivalent. Readings in Greek at the advanced level. When possible, choice of author or genre is based on student preference. *May be repeated once for credit.*

GK303 Selected Readings in Greek I (3.00 cr.)

Prerequisite: GK124 or equivalent. Readings in Greek at the advanced level. Topics vary according to student interest. *May be repeated once for credit.*

GK304 Selected Readings in Greek II (3.00 cr.)

Prerequisite: GK124 or equivalent. Readings in Greek at the advanced level. Topics vary according to student interest. *May be repeated once for credit.*

GK305 Selected Readings in Greek III (3.00 cr.)

Prerequisite: GK124 or equivalent. Readings in Greek at the advanced level. *Topics vary according to student interest. May be repeated once for credit.*

GK310 Plato (3.00 cr.)

Prerequisite: GK123, GK124 or equivalent. A reading, partly in the original and partly in translation, of a work of Plato. Emphasis on Plato's language, style, and philosophy.

GK311 Greek Tragedy: Euripides (3.00 cr.)

Prerequisite: GK123, GK124 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.

GK312 Greek Tragedy: Sophocles (3.00 cr.)

Prerequisite: GK124 or the equivalent. A survey of Sophocles' tragedies, read partly in the original and partly in translation. Emphasis on style, characters, language, and themes.

GK323 Greek Historians (3.00 cr.)

Prerequisite: GK124 or equivalent. A reading, partly in the original and partly in translation, of Herodotus,

Thucydides, and Xenophon—their characteristics as historiographers are examined.

GK325 Herodotus (3.00 cr.)

Prerequisite: GK124 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.

GK360 Independent Study: Greek (3.00 cr.)

Prerequisite: GK124 or equivalent. An independent study in Greek language and/or literature. Topics vary. *May be repeated once for credit with different topic.*

Latin**LT121 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*)

LT122 Introductory Latin II (3.00 cr.)

Prerequisite: LT121 or equivalent. A continuation of LT121.

LT123 Intermediate Latin (3.00 cr.)

Prerequisite: LT122 or equivalent. Forms and uses of the subjunctive; readings from Cicero and Sallust.

LT124 Latin Golden Age Prose and Poetry (3.00 cr.)

Prerequisite: LT123 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.*

LT300 Latin Prose Composition (3.00 cr.)

Prerequisite: LT124 or equivalent. Exercises in the translation of sentences and connected passages into felicitous Latin prose. Development of knowledge of correct, idiomatic expression in written Latin.

LT301 Advanced Latin (3.00 cr.)

Prerequisite: LT124 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. *May be repeated once for credit.*

LT308 Vergil: *Aeneid* (3.00 cr.)
Prerequisite: LT124 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.*

LT311 Cicero (3.00 cr.)
Prerequisite: LT124 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.

LT315 Tacitus and Suetonius (3.00 cr.)
Prerequisite: LT124 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.

LT320 Livy (3.00 cr.)
Prerequisite: LT124 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.

LT325 Cicero's Speeches (3.00 cr.)
Prerequisite: LT124 or equivalent. A reading of select orations of Cicero, with particular attention to rhetorical analysis as well as to historical, political, and social background.

LT330 Roman Historians (3.00 cr.)
Prerequisite: LT124 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.

LT333 Sallust (3.00 cr.)
Prerequisite: LT124 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.

LT334 Roman Lyric (3.00 cr.)
Prerequisite: LT124 or equivalent. A study of the development of lyric poetry in Rome with special attention to the lyrics of Catullus and Horace.

LT335 Resistance to Rome: Pertuetua's Passion (3.00 cr.)
Prerequisite: LT124 or equivalent. An examination of the troubled and troubling relationship between the early Christians and their pagan neighbors. The course focuses principally on accounts of martyrdom, but students also read texts that represent the pagan point of view. Particular attention is given to Perpetua's Passion, one of the ancient world's most shocking, inspiring, strange, and revealing narratives of resistance. Most of the texts are read in the original Latin. *Counts toward Catholic Studies minor.*

LT340 Roman Comedy (3.00 cr.)
Prerequisite: LT124 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.

LT344 Horace (3.00 cr.)
Prerequisite: LT124 or equivalent. Selected odes, satires, and epistles.

LT350 Readings in Medieval Latin I (3.00 cr.)
Prerequisite: LT124 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.*

LT351 Readings in Medieval Latin II (3.00 cr.)
Prerequisite: LT124 or equivalent. Selections from medieval Latin prose and poetry. Comparison between classical and medieval styles. Readings vary with the instructor and with student interest. *Counts toward Catholic Studies and Medieval Studies minors.*

LT352 Pontanus: Jesuit Latin Drama on War and Peace (3.00 cr.)
Prerequisite: LT124 or equivalent. Readings in Jesuit drama intended to enhance students' education and

provoke discussion on the nature, morality, and hazards of waging war.

LT355 Petronius and Apuleius (3.00 cr.)

Prerequisite: LT124 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.

LT356 Apuleius (3.00 cr.)

Prerequisite: LT124 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.

LT360 Independent Study: Latin (3.00 cr.)

Prerequisite: LT124 or equivalent. An independent study in Latin language and/or literature. Topics vary. *May be repeated once for credit with different topic.*

LT374 Roman Satire (3.00 cr.)

Prerequisite: LT124 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.

LT380 Ovid (3.00 cr.)

Prerequisite: LT124 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.*

LT386 Ovid's *Metamorphoses* (3.00 cr.)

Prerequisite: LT124 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: Andrew White Student Center, Room M014c

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Website: www.loyola.edu/communication

Chair: Russell J. Cook, Professor

Assistant Chair: Elliot King, Professor

Professors: Neil Alperstein; Andrew Ciofalo;

Russell J. Cook; Elliot King

Assistant Professor: Jonathan J. Lillie

Instructors: Veronica Gunnerson;

Karsonya Wise Whitehead

Affiliate Faculty: Kevin Atticks; Mark Bowden;

Patricia Bozic; John McIntyre; Elizabeth Oakes;

John Alan Spoler; John Stack; Timothy Tooten, Sr.;

Gregg A. Wilhelm

Radio Station Manager: John Devecka

TV Studio Manager: Herbert J. Dunmore

Contemporary society is characterized by the exponential growth of media. The Communication Department provides students with a critical understanding of communication processes and industries, and their impact on society. It prepares students for entry level positions in the media field of their choice or for graduate study.

The department combines a strong, professionally-oriented program and commitment to experience-based learning with an emphasis on critical thinking, observation, analysis, and writing. Students may shape their course selection to concentrate in journalism, television, radio, advertising, public relations, and interactive media, while also taking courses in areas such as publishing, popular culture, media and society, and free speech. Students may concentrate in more than one area. Through small classes, majors benefit from close interactions with both the full-time faculty, who represent a broad range of disciplines associated with this complex field of study, and affiliate faculty with strong professional credentials.

The study of communication is enhanced by participation in internships and co-curricular activities that include: the student newspaper; radio and television stations; a student-run book publishing company; and clubs, honor societies, and competitions associated with affiliated academic and professional organizations.

MAJOR IN COMMUNICATION

Introductory Courses: All majors take a minimum of four 200-level courses, including the required introductory course for their area of specialization:

- CM203 Introduction to Communication
- CM204 Sight Sound Motion (Digital Media)
- CM222 Graphics I (Digital Media)
- CM223 Journalism I (Journalism)
- CM224 Video Production (Digital Media)
- CM226 Introduction to Advertising (Advertising)
- CM227 Introduction to Public Relations (Public Relations)
- CM290 Public Speaking

Intermediate Courses: Students must take a combination of eight 300- and 400-level courses, which include at least three courses in their area of specialization:

Advertising/Public Relations

- CM314 Communication Research
- CM350 Advertising Copy Writing
- CM352 Graphics II
- CM354 Writing for Public Relations
- CM355 Advertising Management
- CM356 Case Studies in Public Relations
- CM384 Book Marketing and Promotion

Digital Media

- CM311 Story Development and Scripting
- CM312 Internet I
- CM351 Introduction to Radio
- CM352 Graphics II
- CM353 Narrative Video Production
- CM365 Advanced Radio Production
- CM371 Internet II
- CM372 Studio Television Production
- CM375 Video Animation
- CM388 Book Design and Production

Journalism

- CM340 Advanced Reporting
- CM360 Literary Journalism
- CM361 Copy Editing
- CM362 Editorial and Opinion Writing
- CM363 The Magazine Article
- CM364 Newspaper Feature Writing

- CM366 Reporting on Urban Affairs
 CM367 Sports Writing
 CM382 Book Publishing
 CM383 Broadcast Journalism
 CM386 Special Topics in Journalism

General

- CM302 Free Speech, Free Expression
 CM305 Media and the Political Process
 CM306 Popular Culture in America
 CM316 Travel Reporting
 CM342 Media, Culture and Society
 CM347 The Documentary Tradition
 CM380 Advanced Study in Communication
 CM385 Special Topics in Communication
 CM421 Communication Internship
 CM424 Professional Summer Semester in Media

Senior Capstone Course

Students must take one senior capstone course in their area of specialization:

- CM400 Senior Capstone in Magazine Publishing (Journalism)
 CM401 Senior Capstone in Digital Media
 CM403 Senior Capstone in Advertising
 CM404 Senior Capstone in Public Relations

BACHELOR OF ARTS

Requirements for the major and an example of a typical program are listed below:

Freshman Year

Fall Term

- EN101 Understanding Literature
 PL201 Foundations of Philosophy
 WR100 Effective Writing
 Language Core
 Math/Science Core

Spring Term

- CM203 Introduction to Communication
 CM200-Level Specialization Course
 HS101 History of Modern Western Civilization
 PL200-Level Philosophical Perspectives Course
 Language Core *or*
 Elective

Sophomore Year

Fall Term

- CM200-Level Introductory Course
 CM200-Level Introductory Course
 History Core
 Math/Science Core
 Social Science Core

Spring Term

- CM300-Level Intermediate Course
 CM300-Level Specialization Course
 English Core
 Fine Arts Core
 Natural Science Core

Junior Year

Fall Term

- CM300-Level Intermediate Course
 CM300-Level Specialization Course
 TH201 Introduction to Theology
 Non-Departmental Elective
 Elective

Spring Term

- CM300-Level Intermediate Course
 CM300-Level Specialization Course
 Social Science Core
 Theology Core
 Elective

Senior Year

Fall Term

- CM300-Level Intermediate Course
 CM400-Level Internship Course
 Ethics Core
 Non-Departmental Elective
 Elective

Spring Term

- CM400-Level Capstone Course
 Non-Departmental Elective
 Elective
 Elective

1. Communication majors must choose an area of specialization: advertising/public relations, digital media, or journalism. Students interested in publishing should choose journalism.

2. Majors who choose the advertising/public relations specialization are urged to consider minoring in marketing or business. Students who choose the digital media specialization are urged to consider minoring in fine arts. All majors are urged to consider minoring in writing.
3. Students who choose the journalism specialization are urged to consider American Society (SC103) as their social science core. All communication students may want to consider Media Ethics (PL316) when fulfilling their ethics core requirement.
4. Photojournalism students should be either a communication major and a visual arts minor with a photography concentration or a visual arts major with a photography concentration and a communication minor.
5. The **Minor in Communication** consists of seven courses: at least two, 200-level courses; four 300- and 400-level courses; and one 400-level capstone seminar.
6. An **Interdisciplinary Major in Communication** consists of nine courses: at least four 200-level courses; four 300- and 400-level courses; and one 400-level senior capstone course.
7. When planning to register, communication majors and minors should consult departmental planning forms that list the prerequisites and requirements for each specialization. These sheets should be completed before the advising meeting. Students are responsible for fulfilling the degree requirements and for tracking their progress through Degree Audit, which is the document used by the Academic Advising and Support Center to determine eligibility for graduation.
8. CM421, a three-credit communication internship, may be repeated for credit; however, only one three-credit internship will be counted toward the graduation requirement.
9. CM423, a one-credit communication internship, may be repeated for credit; however, it does not count toward the graduation requirement.

10. Professional Summer Semester in Media (CM424) may be taken for a maximum of six credits (two courses) count toward departmental requirements for the major.

11. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

COURSE DESCRIPTIONS

CM203 Introduction to Communication (3.00 cr.)

An introduction to the history, practices, and controversies of the media professions (including book publishing, newspaper and magazine journalism, movies, recorded music, television, radio, broadcast news, information technologies, advertising, and public relations), the principles and processes underlying the media, and their synergistic relationships. *(Fall/Spring)*

CM204 Sight Sound Motion (3.00 cr.)

Drawn from the Western tradition in the arts and philosophy, applied media aesthetics is used to examine how contemporary electronic media (including radio, sound recordings, television, motion pictures, video games, and computer applications) communicate sense and meaning. Learning activities include spoken and written analysis and interpretation of sample works. *Counts toward Film Studies minor. (Fall only)*

CM222 Graphics I (3.00 cr.)

Students learn basic concepts of file formats, bitmap picture editing, vector drawing, and page layout while developing skills in industry-standard computer graphics software tools. *For visual journalists, designers, and media producers.*

CM223 Journalism I (3.00 cr.)

Students learn the basics of news writing and reporting. Topics include media organization, objectivity and fairness, news sources and verification, and various news gathering techniques (interviewing, researching, etc.). Emphasis is on writing news leads and the basic story types that most beginning reporters are expected to cover.

CM224 Video Production (3.00 cr.)

Students learn digital moviemaking, camera handling, lighting, editing, motion tilting, basic animation, and studio techniques for broadcast television, DVD, Internet streaming, and podcasts. *Counts toward Film Studies minor.*

CM226 Introduction to Advertising (3.00 cr.)

An introduction to the advertising industry and the process of developing advertising campaigns. Students explore advertising strategy development, advertising campaign planning, media planning and buying, and the creative development process. In addition, students are exposed to the various types of employment opportunities in advertising and related fields. The class includes development of campaign strategy for a corporation or product, and how to implement the strategy through appropriate advertising vehicles and media channels.

CM227 Introduction to Public Relations (3.00 cr.)

The role of public relations in society has never been greater. Private and public organizations depend on good relationships with groups and individuals whose opinions, decisions, and actions shape the world in which we live. The course provides a comprehensive overview of the practice of public relations including the history and development of the field; a survey of the use of public relations in business, government, crisis management, and other areas; and an introduction to many of the pragmatic skills needed by public relations practitioners.

CM290 Public Speaking (3.00 cr.)

Informed by classical rhetoric, students become skilled in the Jesuit tradition of *eloquentia perfecta*: clear thought delivered eloquently. Students 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. (Fall/Spring)

CM302 Free Speech, Free Expression (3.00 cr.)

Through close examination of major U.S. Supreme Court decisions, students explore the contours of free speech and free expression in America. The relationship of free speech to democracy; the need for, and possible restrictions on, robust debate; and the First Amendment protections for commercial speech are discussed. *Counts toward American Studies minor. (Fall/Spring)*

CM305 Media and the Political Process (3.00 cr.)

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. *Counts toward American Studies minor. (Fall only)*

CM306 Popular Culture in America (3.00 cr.)

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 essays about their own experiences with these forms of popular culture as they attempt to make sense of their world. The approach is interdisciplinary as cultural studies, post-modern theory, and social theory are brought to bear on our ever-evolving pop culture. *Counts toward American Studies minor. (Spring/Summer)*

CM311 Story Development and Scripting (3.00 cr.)

Students explore “brainstorming” and other strategies for story development, basic story structure, character development, and the natural arc of storytelling as it applies to dramatic, comedic, and non-fiction audio and video productions. Students analyze these structures in professional prototypes and put them into practice in developing their own script projects for audio, video, and the Web. (Fall only)

CM312 Internet I (3.00 cr.)

Prerequisite: CM222. Design and practical execution of computer-based interactive media, including on-line and modular media applications such as the Web, blogs, video games, and podcasts. Principles of mediated communication, interface, ergonomics, and media ethics are considered. (Fall/Spring)

CM314 Communication Research (3.00 cr.)

Prerequisite: CM226 or CM227. 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. (Fall/Spring)

CM316 Travel Reporting (3.00 cr.)

Prerequisite: Restricted to students studying abroad or with written permission of the instructor. Students write feature journalism pieces based on their own travel journals for news media publication and submit them electronically for individualized critique and revision.

CM340 Advanced Reporting (3.00 cr.)

Prerequisite: CM223. Students practice reporting and writing more complex story types and learn how to report on society’s primary institutions and major social issues. Public affairs emphasis includes government, elections,

budgets, criminal justice system, environment, labor and major issues facing urban and suburban communities. (*Spring only*)

CM342 Media, Culture, and Society (3.00 cr.)

Students explore the impact of media on culture and social structure through the close examination of cultural products including books, television shows, music, and advertising. Using a wide range of theoretical constructions, students learn to analyze the social meanings of cultural objects. *Counts toward American Studies minor: (Fall/Summer)*

CM347 The Documentary Tradition (3.00 cr.)

A close study of the documentary tradition—including ethnography, propaganda, *cinema vérité*, and postmodernism—that testifies to the tremendous vitality of the form, assesses its current state, and projects the future. Screenings celebrate human dignity and diversity in its many variations of race, gender, ethnicity, national origin, culture, religion, and sexual orientation. Students view, discuss, and write about majors works and apply insights to their own documentary projects. *Counts toward Film Studies minor: (Fall only)*

CM350 Advertising Copy Writing (3.00 cr.)

Prerequisite: CM226. Students participate in a copywriting workshop aimed at providing practice in writing print advertisements (magazine, newspaper, billboards), radio and television commercials, storyboards, direct mail, and other types of material. Consideration given to how the copywriter interacts with the creative team and the development of a complete campaign. (*Fall/Spring*)

CM351 Introduction to Radio (3.00 cr.)

An introduction to the contemporary radio industry and to basic audio production techniques that are used in both radio broadcasting and multimedia production. (*Fall/Spring*)

CM352 Graphics II (3.00 cr.)

Prerequisite: CM222. Students learn the basics of publication design, layout, and production while using industry-standard computer software tools to create, choose, and manipulate formats, grids, layouts, logo/nameplates, and typography. The overall goal is to relate effective design to clear and meaningful communication. (*Fall/Spring*)

CM353 Narrative Video Production (3.00 cr.)

Prerequisite: CM224. Recommended Prerequisite: CM311. An advanced class that focuses on video story telling. Students develop their own movie concepts, write full

scripts, recruit and rehearse actors, and shoot and edit the videos for public presentation. (*Fall only*)

CM354 Writing for Public Relations (3.00 cr.)

Prerequisite: CM227. An introduction to the wide range of communications materials developed by public relations professionals. Students learn how to write press releases, corporate background material, speeches, position papers, and internal publications such as newsletters. (*Fall/Spring*)

CM355 Advertising Management (3.00 cr.)

Prerequisite: CM226. Students explore the challenges of account management, account planning, and media planning/buying—functions that are crucial in the advertising industry. The course focuses on developing advertising plans and budgets, conceiving media plans and advertising strategies, and executing media buys. (*Fall/Spring*)

CM356 Case Studies in Public Relations (3.00 cr.)

Prerequisite: CM227. An in-depth approach to the practical aspects of public relations management. Using real-life examples from the corporate, government, education, and nonprofit sectors, students discover how and why public relations practitioners make decisions and apply their techniques. The psychological, ethical, and legal aspects of public relations communications are covered. (*Fall/Spring*)

CM360 Literary Journalism (3.00 cr.)

Prerequisite: Junior standing or above and one CM300-level journalism course. 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*. *Open to all majors. Counts toward American Studies minor.*

CM361 Copy Editing (3.00 cr.)

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. (*Fall/Spring*)

CM362 Editorial and Opinion Writing (3.00 cr.)

Prerequisite: CM223. 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. (*Spring only*)

CM363 The Magazine Article (3.00 cr.)

Prerequisite: CM223. Students are given an overview of magazine publishing and a survey of the various markets for magazine articles; covers general interest, specialized, trade, and company magazines. Offers practice in developing ideas for articles, in querying editors for their interests, and then in outlining, researching, and writing the articles. Students write a variety of articles tailored to discrete audiences or markets. *(Spring only)*

CM364 Newspaper Feature Writing (3.00 cr.)

Prerequisite: CM223. 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. *(Fall only)*

CM365 Advanced Radio Production (3.00 cr.)

Prerequisite: CM351. *Recommended Prerequisite:* CM311. Students learn to produce promotional spots, news, and entertainment radio broadcasts, including National Public Radio-style, long-form public affairs pieces. The radio production process includes story planning, talent development, field recording, multitrack mixing, editing, and sweetening. Class projects are considered for broadcast and streaming on WLOY radio. *(Spring only)*

CM366 Reporting on Urban Affairs (3.00 cr.)

Prerequisite: CM223. Students study examples of outstanding writing on urban affairs in newspapers, magazines, and books. Students then report and write about such key urban issues as development, education, poverty, growth, transportation, housing, employment, quality of life, etc. Special emphasis on cultural diversity. Formats include news, feature, and opinion writing.

CM367 Sports Writing (3.00 cr.)

Prerequisite: CM223. 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. *(Fall only)*

CM371 Internet II (3.00 cr.)

Prerequisite: CM312. Students learn to use cutting edge content creation tools for authoring animations for the Web and other interactive media, with attention to audience factors and good ergonomic design. The cultural, intellectual, economic, and ethical impacts of technology on society are considered. *(Fall only)*

CM372 Studio Television Production (3.00 cr.)

Prerequisite: CM224. Students crew live-to-tape studio productions in partnership with journalists for telecast and streaming on WLOY-TV. Leadership, teamwork, technological innovations, ethics, and social responsibility are explored. *(Spring only)*

CM375 Video Animation (3.00 cr.)

Prerequisite: CM222. *Recommended Prerequisite:* CM224. An advanced production class offering hands-on experiences in design and execution of state-of-the-art video animations for broadcast and interactive media applications. *For mass communicators and media artists. (Spring only)*

CM380 Advanced Study in Communication (3.00 cr.)

Prerequisite: Written permission of the sponsoring faculty member. An upper-level, hands-on project class in professional media, guided by the sponsoring faculty member. *May be repeated for credit with different topics.*

CM382 Book Publishing (3.00 cr.)

Contemporary print media from the publisher's perspective. This course focuses on editorial management, promotion, and manufacturing in all sectors of the publishing industry. For the major course project, students develop a complete business plan and prototype for a new book proposed for publication by Apprentice House. *(Fall only)*

CM383 Broadcast Journalism (3.00 cr.)

Prerequisite: CM223. *Recommended Prerequisite:* CM224. Students learn how to cover, write, photograph, and edit breaking news stories for regularly scheduled news programs on television and radio. Students also learn how to perform on camera both as reporter and anchor. Other electronic genres also may include features, investigative reports, analysis, opinion and reviews, the series, and the audio/visual essay. *(Spring only)*

CM384 Book Marketing and Promotion (3.00 cr.)

Students learn to position books in the marketplace by direct sales and by wholesale distribution to chain and independent bookstores; write news releases; pitch review media; conduct print and electronic publicity campaigns; and plan author events. Projects support books published by Apprentice House in Book Publishing (CM382). *(Fall only)*

CM385 Special Topics in Communication (3.00 cr.)

Prerequisite: Varies according to topic. An upper-level course in communication study. *Topic announced when course is offered. May be repeated for credit with different topics.*

CM386 Special Topics in Journalism (3.00 cr.)

Prerequisite: Varies according to topic. An upper-level course in journalism study. *Topic announced when course is offered. May be repeated for credit with different topics.*

CM388 Book Design and Production (3.00 cr.)

Prerequisite: CM222. Principles of long-form visual communication are applied to computer-aided book design and layout. Students work with authors and editors to develop and implement cover and internal designs for books published by Apprentice House in Book Publishing (CM382). *(Fall only)*

CM391 Web Content Management (3.00 cr.)

Prerequisite: CM312. A survey of professional systems for managing web content, which empower organizations to create and maintain a consistent and user-friendly presence on the Web. Impacts on group communication and dynamics are considered. Laboratory work and interaction with corporate web managers is included. *(Spring only)*

CM400 Senior Capstone in Magazine Publishing (3.00 cr.)

Prerequisite: CM222 or CM223, and one 300-level journalism or digital media course. Students work in teams to develop a new magazine. Each team prepares a project prospectus outlining content, business plan, and operations and uses desktop publishing technology to create a full-color magazine prototype. The finished projects are submitted to a national competition. *Required of communication majors with a journalism specialization. (Spring only)*

CM401 Senior Capstone in Digital Media (3.00 cr.)

Prerequisite: CM222 or CM224, and one 300-level digital media course. Students work in teams to create multimedia projects that demonstrate their proficiency and creativity in a variety of digital media. *Required for communication majors specializing in digital media. (Spring only)*

CM403 Senior Capstone in Advertising (3.00 cr.)

Prerequisite: CM226 and one 300-level advertising course. A capstone course for the advertising specialization. Students work in a simulated advertising agency environment in order to develop a comprehensive advertising plan and ad campaign on behalf of a client. Students demonstrate their ability to conduct appropriate research, develop advertising strategy, design a media plan, and develop a sales promotion program in service of a comprehensive plan. *CM403 or CM404 required for communication majors specializing in advertising/public relations. (Fall/Spring)*

CM404 Senior Capstone in Public Relations (3.00 cr.)

Prerequisite: CM227 and one 300-level public relations course. A capstone course for the public relations specialization integrating all facets of the public relations mix. Students demonstrate their ability to conduct research, develop a public relations program, and execute the plan. Generally, students work in teams to develop a campaign on behalf of a client. *CM403 or CM404 required for communication majors specializing in advertising/public relations. (Fall/Spring)*

CM421 Communication Internship (150 Hours) (3.00 cr.)

Prerequisite: Junior status or above and written permission of the department's internship coordinator. With faculty guidance, students gain hands-on professional experience doing off-campus internships in advertising, broadcasting, journalism, writing, public relations, and print or Web publishing at a site in- or out-of-state. Students must keep detailed records and complete on-line assignments while performing at least 150 hours of work at their chosen site. Course requirements include scheduled performance evaluations signed by the on-site supervisor. *May be taken once for degree credit; may be repeated for non-degree credit. Internships for degree credit must be unpaid.*

CM423 Communication Internship (50 Hours) (1.00 cr.)

Prerequisite: Junior status or above and written permission of the department's internship coordinator. With faculty guidance, students gain hands-on professional experience doing off-campus internships in advertising, broadcasting, journalism, writing, public relations, and print or Web publishing. Students must keep detailed records and complete on-line assignments while performing at least 50 hours of work at their chosen site. Requirements include scheduled performance evaluations signed by the on-site supervisor. *Does not count toward the 120-credit graduation requirement. May be repeated for non-degree credit only. (Pass/Fail)*

CM424 Professional Summer Semester in Media (3–6.00 cr.)

Prerequisite: Junior standing or above or written permission of the department chair. This course accommodates specific study abroad programs in converged media. *(Summer only)*

Office: Donnelly Science Center, Room 125A

Telephone: 410-617-2464

Website: www.cs.loyola.edu

Chair: Roger D. Eastman, Associate Professor

Professors: David W. Binkley; Arthur L. Delcher (emeritus); Roberta Evans Sabin;

Bernard J. Weigman (emeritus)

Associate Professors: Roger D. Eastman;

James R. Glenn

Assistant Professor: Dawn J. Lawrie

Instructor: Richard A. Brown

Affiliate Faculty: Michael D. French, S.J.;

David T. Opitz

The Computer Science Department offers two major programs: one leading to a Bachelor of Science (B.S.) in Computer Science, and the other leading to Bachelor of Arts (B.A.) in Computer Science. The suggested first-year programs for these majors are identical, allowing students to postpone choosing between them until their sophomore year.

The B.S. program is intended for students interested in a complete computer science curriculum, enhanced by additional science and math courses. Such a program may lead to graduate school in computer science and/or employment in a highly technical field. The B.S. program is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET/CAC), a specialized accrediting body recognized by the Council on Postsecondary Accreditation (COPA) and the U.S. Department of Education.

The B.A. program is intended for students interested in a computer science degree with the flexibility to explore a double major, a minor, or an individually designed program. Students in this program may wish to combine their computer science studies with a physical science, an artistic discipline, a humanities or communications field, or a business degree. Because of the flexibility given to students, the B.A. program is not accredited by ABET. However, like all Loyola undergraduate degree programs, it is accredited by the Middle States Accreditation Association.

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

CS201 Computer Science I*

MA251 Calculus I*

WR100 Effective Writing

Language Core

Elective

Spring Term

CS202 Computer Science II*

EN101 Understanding Literature

HS101 History of Modern Western Civilization

MA252 Calculus II*

Language Core *or*

Elective

Sophomore Year

Fall Term

CS295/MA295 Discrete Structures*

CS301 Data Structures and Algorithms I*

CS371 Computer Engineering I*

PH201 General Physics I*/†

PH291 General Physics Lab I*/†

PL201 Foundations of Philosophy *or*

TH201 Introduction to Theology

Spring Term

CS302 Data Structures and Algorithms II*

MA301 Introduction to Linear Algebra*

PH202 General Physics II*/†

PH292 General Physics Lab II*/†

PL200-Level Philosophical Perspectives Course *or*

Theology Core

History Core

Junior Year*Fall Term*

CS451 Programming Languages*
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 ST210 Introduction to Statistics*
 CS Elective*
 Elective

Spring Term

CS466 Operating Systems*
 CS482 Software Engineering*
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 English Core
 Science Elective**

Senior Year*Fall Term*

CS496 Computer Science Project I*
 Ethics Core
 Social Science Core
 CS Elective*
 Elective

Spring Term

CS462 Algorithm Analysis *or*
 CS478 Theory of Computation***
 Fine Arts Core
 Social Science Core
 CS Elective*
 Elective

* Required for major.

** Science elective for computer science majors must be a majors-level course emphasizing quantitative and/or experimental methods in a physical or biological science and not a primarily computational or mathematical course.

*** One theory-oriented course required.

† Recommended for major but an equivalent majors-level, two-semester sequence of science courses may be substituted.

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. A specialty track is offered in software engineering. To complete a concentration in the track, students must complete all requirements for the computer science major and choose three of their electives as follows: software testing, object-oriented analysis and design, and one elective approved by the track coordinator.

4. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

BACHELOR OF ARTS

Requirements for a major and an example of a typical program of courses are as follows:

Freshman Year*Fall Term*

CS201 Computer Science I*
 MA251 Calculus I*
 WR100 Effective Writing
 Language Core
 Elective

Spring Term

CS202 Computer Science II*
 EN101 Understanding Literature
 HS101 History of Modern Western Civilization
 MA252 Calculus II*
 Language Core *or*
 Elective

Sophomore Year*Fall Term*

CS295/MA295 Discrete Structures*
 CS301 Data Structures and Algorithms I*
 CS371 Computer Engineering I*
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 Science Elective (w/Lab)**

Spring Term

CS302 Data Structures and Algorithms II*
 MA301 Introduction to Linear Algebra*
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 History Core
 Science Elective**

Junior Year

Fall Term

PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 CS Elective*
 CS Elective*
 Elective
 Elective

Spring Term

CS482 Software Engineering*
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 English Core
 CS Elective*
 Elective

Senior Year

Fall Term

CS496 Computer Science Project I*
 Ethics Core
 Social Science Core
 CS Elective* *or*
 CS-Related Elective
 Elective
 Elective

Spring Term

Fine Arts Core
 Social Science Core
 CS Elective* *or*
 CS-Related Elective
 Elective
 Elective

* Required for major.

** Science elective for computer science majors must be a majors-level course emphasizing quantitative and/or experimental methods in a physical or biological science and not a primarily computational or mathematical course.

A total of five CS and CS-related electives are required. At least three are CS courses. See track requirements below:

1. Computer science electives for majors must be 300-level or above.

2. All electives must be at least three credits. At least three electives must be taken in departments other than computer science.

3. Three specialty tracks are offered: software engineering, 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.

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.

4. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

MINOR IN COMPUTER SCIENCE

The following courses are required for a Minor in Computer Science:

CS201 Computer Science I
 CS202 Computer Science II
 CS295 Discrete Structures (same as MA295) *or*
 CS371 Computer Engineering I*
 CS301 Data Structures and Algorithms I
 CSxxx Approved Computer Science Elective**
 CS4xx Advanced Computer Science Elective

* Mathematical sciences majors minoring in computer science must take CS371.

** An approved computer science elective for the minor is a CS300- or CS400-level course.

CERTIFICATE IN PROGRAMMING

A Certificate in Computer Programming is awarded to students who successfully complete CS201, CS202, and CS301.

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

Students may choose computer science electives from Loyola's master's program in computer science. Two such courses may be counted toward both the bachelor's and master's degrees making it possible to complete the requirements for both degrees within a five-year span. For more information, consult the graduate catalogue.

INTERDISCIPLINARY PROGRAMS

Interdisciplinary majors which include computer science are offered. Interested students should contact the department chair to discuss the requirements (or visit, www.cs.loyola.edu). ABET/CAC accreditation only extends to those interdisciplinary degrees that satisfy all degree requirements for the Bachelor of Science (B.S.) in Computer Science.

COURSE DESCRIPTIONS**CS111 Introduction to Computers with Software Applications (3.00 cr.)**

An introduction to computer science and software applications that includes the design and operation of personal computers, representation of data by computers, structure of operating systems, design and operation of computer networks, and concepts of software design and programming. In addition to the how and what of technology, the course covers the fundamental limitations of computing as well as social and ethical issues. Students get hands-on experience with spreadsheets, database management systems, presentation software, Internet applications, and high-level programming. *Satisfies one math/science core requirement.*

CS112 Introduction to Computer Science (3.00 cr.)

An introductory survey of the field of computer science including topics such as the history of computing; design and applications of software; user interface design; theory and translation of programming languages; introduction to hardware, including Boolean logic and circuit design; theory of computation; artificial intelligence; and ethical and social impacts of computers. The course tries to answer the questions of what

computers are, how do they work, and what they can (and cannot) do. Students participate in hands-on laboratory work with various levels of programming, including spreadsheet formulas, database queries, and traditional programming languages. *Satisfies one math/science core requirement.*

CS116 The Internet and the World Wide Web (3.00 cr.)

An introductory computer science course that includes the applications of the Internet and how to design and maintain webpages. Each student creates and maintains a website that incorporates hyperlinks, multimedia, tables, frames, forms, and JavaScript. Other topics include news groups, chat, discussion groups, electronic mail management, file transfer protocol, data encryption, and electronic commerce. *Satisfies one math/science core requirement. Closed to students who have taken the course as a CS120 topic.*

CS120 Topics in Introductory Computer Science (3.00 cr.)

An introductory exploration of a topic of current interest in computer science. *May be repeated for credit with different topics.*

CS201 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. Must be passed with a C- or better to move to the next course.*

CS202 Computer Science II (4.00 cr.)

Prerequisite: CS201. A continuation of CS201. 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. *Must be passed with a C- or better to move to the next course.*

CS220 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 repeated. Does not count toward fulfillment of degree requirements.*

CS295 Discrete Structures (3.00 cr.)

Prerequisite: CS201; MA109 or a score of 90 or better on the *Accuplacer Placement Test* or one year of high school calculus. Boolean algebra, combinatorics, inductive and deductive proofs, sets, graphs, functions, and recurrence relations. *Same course as MA295. (Fall only)*

CS301 Data Structures and Algorithms I (3.00 cr.)

Prerequisite: CS202; CS295 or MA295 or MA395 (may be taken concurrently). Elementary data structures are designed and built according to principles of data encapsulation and abstraction. Associated algorithms are analyzed for efficiency. Introduces a UNIX-based platform and tools for programming. *Must be passed with a C- or better to move to the next course.*

CS302 Data Structures and Algorithms II (3.00 cr.)

Prerequisite: CS301. A continuation of CS301. More advanced data structures are designed, analyzed, and created using an object-oriented language. File structure, access, and processing are studied. More UNIX-based tools are introduced. *Must be passed with a C- or better to move to the next course.*

CS371 Computer Engineering I (4.00 cr.)

Prerequisite: CS202. *Corequisite:* CS295 or MA295 or MA395 or equivalent. An introduction to the design and assembler programming of computers. Topics include Boolean algebra, combinatorial and sequential circuit design, and assembly language programming. *(Fall only)*

CS420 Computer Science Research (1–4.00 cr.)

Prerequisite: *Written permission of the sponsoring computer science faculty member.* Supervised research projects may be taken for credit by qualified students. Requires a preliminary paper outlining the scope of the problem and the associated literature. Requires progress reports and a final research paper.

CS451 Programming Languages (3.00 cr.)

Prerequisite: CS302. A study of important programming language concepts. Topics include imperative, functional, logic, and object-oriented programming as well as new programming paradigms. An introduction to the formal study of programming language specification and analysis. *(Fall only)*

CS455 Graphical User Interface Design and Implementation (3.00 cr.)

Prerequisite: CS301. 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.

CS456 Web Programming (3.00 cr.)

Prerequisite: CS202. A review of HTML and an introduction to JavaScript. The design of Common Gateway Interface (CGI) scripts and the use of the Perl programming language for processing Web user input. Includes graphical user interface (GUI) interactions.

CS457 Introduction to Computer Networks (3.00 cr.)

Prerequisite: CS202, MA252. Local area networks of computers. An introduction to telecommunications. Network architectures: physical, data link, network, transport and application layers, with detailed attention to Network layers protocols including routing; internetworking (IP); transport layers (TCP); application layer internals including DNS, electronic mail, and the Web.

CS462 Algorithm Analysis (3.00 cr.)

Prerequisite: CS302; MA295 or equivalent. Design of computer algorithms and analysis of their performance. Includes dynamic programming, graph algorithms, and NP-completeness. *(Spring only)*

CS464 Object-Oriented Analysis and Design (3.00 cr.)

Prerequisite: CS302. 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.

CS466 Operating Systems (3.00 cr.)

Prerequisite: CS302, CS371. Considers processes, process synchronization and mutual exclusion, and techniques for memory allocation, scheduling, and disk management. Surveys current computer operating systems and discusses research in distributed operating systems. *(Spring only)*

CS478 Theory of Computation (3.00 cr.)

Prerequisite: CS295 or MA395 or *written permission of the instructor.* Basic results on the capabilities, limitations, and applications of formal models of computation. Includes finite state machines, push down automata, grammars, computable and non-computable functions, and NP-completeness. *(Spring only)*

CS479 Topics in Computer Engineering (3.00 cr.)

Prerequisite: CS371 and senior standing in computer science. An advanced course in computer engineering. *May be repeated for credit.*

CS482 Software Engineering (3.00 cr.)

Prerequisite: Junior or senior standing in computer science. Techniques of software design, development, maintenance: requirements analysis, design methods, implementation techniques, testing strategies, and project management. Life cycles and process models. A team project serves as a case study. *(Spring only)*

CS483 Software Testing (3.00 cr.)

Prerequisite: CS482. 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.

CS484 Artificial Intelligence (3.00 cr.)

Prerequisite: CS301. 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.

CS485 Database Management Systems (3.00 cr.)

Prerequisite: CS301. Concepts and structures necessary to design, implement, and use a database management system: logical and physical organization; various DB models with emphasis on the relational model; data description languages; query facilities including SQL; the use of embedded SQL.

CS486 Computer Graphics (3.00 cr.)

Prerequisite: CS301; MA301 or written permission of the instructor. An introduction to the mathematics and algorithms required to create two- and three-dimensional computer images. Covers the modeling and display of objects, scenes, and lighting in high-level computer languages.

CS489 Topics in Computer Science (3.00 cr.)

Prerequisite: Junior or senior standing in computer science or written permission of the instructor. An advanced course in computer science. *May be repeated for credit.*

CS496 Computer Science Project I (3.00 cr.)

Prerequisite: CS482. 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 and reading, writing, critiquing, and presenting technical literature.

CS497 Computer Science Project II (3.00 cr.)

Prerequisite: CS496. A continuation of CS496.

Office: Sellinger Hall, Room 318

Telephone: 410-617-2357

Website: www.loyola.edu/sellinger/economics

Chair: Francis G. Hilton, S.J., 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 D. Burger; Francis G. Hilton, S.J.; John M. Jordan (emeritus); Norman H. Sedgley; Marianne Ward; Nancy A. Williams

Instructor: Elizabeth J. Walters

Affiliate Faculty: Marcelin W. Diagne; G. Edward Dickey; Soheila K. Fardanesh; Sean P. Keehan; Ephraim Leibtag

The Bachelor of Arts (B.A.) in Economics provides students with a versatile, powerful set of analytic tools. This program is appropriate for those who intend to enter professional programs (e.g., Law) or graduate schools, will pursue careers as managers or economic analysts in government or business, or seek rigorous training in a social science. Students with questions about economics are invited to consult the department chair.

To fulfill the major requirements, students may follow the program outlined below or create special interdisciplinary programs combining studies in economics with other social sciences, computer science, or mathematical sciences. Students 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.

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.

MAJOR IN ECONOMICS

To earn the B.A. in Economics, students must take twelve economics courses. The five required courses are EC102 and EC103, EC220, EC301 and EC302. 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 seven courses must be at the 400-level. Students are cautioned to choose courses wisely, with the help of their major advisor, to insure that their career objectives are best served.

At the discretion of the advisor 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 MA151 or MA251. Students with good mathematical skills are encouraged to take MA251 and MA252. MA251 is recommended for students considering additional courses in mathematics or graduate study. Students interested in pursuing graduate study in economics are encouraged to take MA301.

BACHELOR OF ARTS

Requirements for a major and an example of a typical program of courses are as follows:

Freshman Year

Fall Term

EC102	Microeconomic Principles*
MA151	Applied Calculus for Business and Social Sciences* <i>or</i>
MA251	Calculus I*
WR100	Effective Writing**
	Language Core
	Elective

Spring Term

EC103	Macroeconomic Principles*
HS101	History of Modern Western Civilization**

Language Core *or*
 Elective
 Math/Science Core
 Elective

Sophomore Year

Fall Term

EC220 Business Statistics*
 EN101 Understanding Literature
 PL201 Foundations of Philosophy
 TH201 Introduction to Theology** *or*
 Elective
 History Core**

Spring Term

PL200-Level Philosophical Perspectives Course
 English Core
 Math/Science Core
 Theology Core** *or*
 Elective
 EC200-Level Elective*

Junior Year

Fall Term

EC302 Microeconomics*
 TH201 Introduction to Theology** *or*
 Elective
 Fine Arts Core
 Economics Elective*
 Elective

Spring Term

EC301 Macroeconomics*
 Theology Core** *or*
 Elective
 Economics Elective*
 Non-Departmental Elective
 Elective

Senior Year

Fall Term

Ethics Core
 Economics Elective*
 Economics Elective*
 Non-Departmental Elective
 Elective

Spring Term

Economics Elective*
 Economics Elective*
 Non-Departmental Elective
 Elective
 Elective

* Required for major.

** Terms may be interchanged.

1. Students who plan to spend all or part of junior year abroad should consider taking EC301 and/or EC302 in the sophomore year. These students should also consult the appropriate Economics Department faculty concerning course selection at other universities and number of economics courses to be taken abroad.
2. Candidates for the B.A. in Economics may substitute Introduction to Statistics (ST210) for Business Statistics (EC220) *if and only if* the student also successfully completes Calculus II (MA252) or Econometrics (EC420).
3. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

MINOR IN ECONOMICS

The following courses are required for a Minor in Economics:

EC102 Microeconomic Principles
 EC103 Macroeconomic Principles
 EC301 Intermediate Macroeconomics *or*
 EC302 Intermediate Microeconomics
 EC Elective (200-level or above)*
 EC Elective (300-level or above)
 EC Elective (300-level or above)

* EC220 approved only if EC420 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 advisor. This minor is not available to B.B.A. students in business economics.

COURSE DESCRIPTIONS
EC102 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.

EC103 Macroeconomic Principles (3.00 cr.)

Prerequisite: EC102. 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.

EC220 Business Statistics (3.00 cr.)

Prerequisite: MA109 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; multiple regression; correlation; and trend and seasonal time series analysis.

EC301 Intermediate Macroeconomics (3.00 cr.)

Prerequisite: EC102, EC103, MA151 or MA251. Analyzes the economy-wide forces, policies, and institutions that directly determine and otherwise influence long-term economic trends and short-term fluctuations. Students learn the central lessons of contemporary macroeconomics; gain confidence in their ability to discuss economic policies in professional settings; and acquire the skills needed to begin macroeconomic studies. Topics include the key ideas of Nobel Prize winners; national income and product accounting; balance of payments;

unemployment; employment; labor force participation; international trade and finance; monetary fiscal policies; facts and theories of long-term economic growth; facts and theories of business cycles; the powerful role of expectations and policy credibility; and modern electronic connections among all types of international markets. (*Spring only*)

EC302 Intermediate Microeconomics (3.00 cr.)

Prerequisite: EC102, EC103, MA151 or MA251. 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.

EC310 American Economic History (3.00 cr.)

Prerequisite: EC102 or written permission of the instructor. Examines the economic forces underlying historical development in America from the pre-Colombian period to modern times. Students develop skills in the use of economic tools of analysis and an enhanced understanding of the application of the laws of economic behavior to events of historical significance. Topics include problems of exploration and migration; the economics of revolution; the institution of slavery; entrepreneurship and development; causes and consequences of the Great Depression; and the economics of political and cultural change. *Counts toward American Studies minor.*

EC320 The Political Economy of War (3.00 cr.)

Prerequisite: EC103. The economic causes and consequences of war. Topics include how war transforms economic and political institutions; economic interventionism as a cause of war; laissez-faire as the antitheses of war; the “ratchet effect” of war on the growth of government; the political economy of the military-industrial-congressional complex; the myths of “wartime prosperity” and “nation building”; hidden and not-so-hidden costs of war; how wars are financed; and who benefits from war.

EC330 Law and Economics (3.00 cr.)

Prerequisite: EC102. 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.

EC340 Economic Problems of Cities (3.00 cr.)

Prerequisite: EC102. 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.

EC350 Capitalism and Its Critics (3.00 cr.)

Prerequisite: EC102. 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.

EC360 Environmental Economics (3.00 cr.)

Prerequisite: EC102. 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.

EC370 Cost-Benefit Analysis (3.00 cr.)

Prerequisite: EC102. 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.

EC380 Sports Economics (3.00 cr.)

Prerequisite: EC102, EC220 (may be taken concurrently). Applies the tools of price theory and statistical analysis to professional and amateur sports. Students develop

analytic tools useful in both the management of sports enterprises and the evaluation of strategy in the contests themselves. Topics include demand analysis; pay and performance; economic impact analysis and government subsidies for franchises; discrimination; and the implications of elementary game theory for strategic decision-making in sports.

EC390 Growth, Globalization and History (3.00 cr.)

Prerequisite: EC102 or written permission of the instructor. Combines an examination of historical events with basic economic tools and principles to provide a different perspective on European development. Attention is focused on important economic processes that help to shape the European historical record. Students gain an introduction to economic reasoning and methods from the perspective of their relevance to an understanding of history. Students have the opportunity to use economic concepts to obtain a deeper understanding of historical questions. Topics include the effects of European nationalism; the nature and consequences of the Industrial Revolution; the effects of the Transportation Revolution; the economics of European migration patterns; and the creation of an international economy.

EC420 Econometrics (3.00 cr.)

Prerequisite: EC102, EC103, and EC220 or ST210. 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.

EC430 Monetary Economics (3.00 cr.)

Prerequisite: EC103. Examines micro- and macroeconomic monetary issues, problems, and theory. Students learn to predict the effect of monetary events on financial markets and the real economy. Topics include functions and measures of money; interest rates, present value, and yield; capital asset pricing model; diversification; risk and term structure of interest rates; financial intermediaries; creation and determination of the money supply; the Federal Reserve System; tools, goals, and targets of monetary policy; demand for money; money and real GDP; transmissions mechanisms.

EC435 Public Sector Economics (3.00 cr.)

Prerequisite: EC102. 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.

EC440 International Financial Economics (3.00 cr.)

Prerequisite: EC103. *Recommended Prerequisite:* EC301. 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.

EC446 International Trade (3.00 cr.)

Prerequisite: EC102 or EC103. 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.

EC448 Development Economics (3.00 cr.)

Prerequisite: EC102 or EC103. 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.

EC450 Managerial Economics (3.00 cr.)

Prerequisite: EC102, EC103, EC220. Develops expertise in applying microeconomic analysis to practical business management decisions using a combination of economic theory, quantitative tools, and practical exercises. Students identify and analyze aspects of business strategy decisions. Topics include demand and cost, including the theory and how to apply it in a practical way; pricing; competitive strategies; and the impact of the environment of business and governmental actions on business decision-making.

EC460 Business and Government (3.00 cr.)

Prerequisite: EC102. 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.

EC470 Pricing Strategy (3.00 cr.)

Prerequisite: EC102, EC103, EC220. Develops expertise in pricing for profitability. Economics and marketing tools are used to consider how firms can successfully price in a variety of situations. Topics include competition, the role of cost in pricing, successful price changes, life cycle pricing, when to negotiate, and price sensitivity. The course is a mix of theory and practical application to frequently occurring business situations. *Same course as MK470. (Fall/Spring)*

EC480 Labor Economics (3.00 cr.)

Prerequisite: EC102. 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.

EC490 Health Economics (3.00 cr.)

Prerequisite: EC102. 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 provided by the market, government, and insurance; the private and public demand; production; and the political economy of health care.

**EC497 Independent Study in SAS
for Economists (1.00 cr.)**

Prerequisite: EC420 (may be taken concurrently). An independent laboratory course in the use of Statistical Analysis System (SAS). SAS is a statistical software package that is widely used throughout the government, business, industrial, scientific, and academic sectors. Proficiency in using SAS for data management, analysis, and reporting is developed. The focus is on developing SAS computer experience and extensive project work while reviewing business statistics and econometrics. *Closed to students who have taken or plan to take ST365.*

EC498 Economics Independent Study (1–3.00 cr.)

Prerequisite: EC102, EC103, EC220, junior standing in economics (B.A. or B.B.A.), and written permission of the instructor. An individual research project with an economics faculty member in a specific area of mutual interest. The student must begin with a written plan for the project and conclude with a written research report and presentation. Arrangements for supervision with a faculty member must be made prior to registration. *Ordinarily, no more than one independent study may be counted toward the major requirements.*

EC499 Economics Internship (3.00 cr.)

Prerequisite: EC102, EC103, EC220, junior standing in economics (B.A. or B.B.A.), and written permission of the instructor. Provides students with preparation for careers in business, law and public policy through practical work experience, rigorous study of the economic theories related to the internship, and individual reflection for career planning. Ordinarily, interns spend approximately 10 hours per week at the internship site and spend additional time each week meeting with the faculty sponsor and producing the required academic components. Arrangements for supervision with a faculty member must be made prior to registration. *Only one internship course may count toward graduation requirements.*

Office: Donnelly Science Center, Room 125A

Telephone: 410-617-2464

Website: www.loyola.edu/academics/alldepartments/engineeringscience

Chair: Robert B. Pond, Jr., Assistant Professor

Professors: Paul J. Coyne, Jr.; Wayne L. Elban; Bernard J. Weigman (emeritus)

Associate Professors: Robert T. Bailey; Glenn S. Kohne

Assistant Professor: Suzanne E. Keilson

Affiliate Faculty: Robert B. Pond, Jr.

The department offers the Bachelor of Science in Engineering Science (B.S.E.S.). The program provides a strong background in various engineering subjects, with the opportunity to concentrate in computer, electrical, mechanical, or materials engineering. Course choices for concentrations begin in the second half of the sophomore year. The engineering program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).

Educational Objectives: The Department of Engineering Science strives to produce graduates who: function as successful professionals in a variety of engineering disciplines and enterprises; work effectively on multidisciplinary teams and demonstrate leadership skills; demonstrate creativity in problem-solving; utilize well-developed oral and written communication skills including the use of modern media; adapt to changes in engineering practice, emerging technologies, and society; pursue lifelong learning through continuing education and career development; and maintain a high level of professionalism and ethical standards, drawing upon their Jesuit educational experience to serve the needs of humankind.

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 first-year students in introductory engineering courses (EG101 or EG103) to stimulate critical think-

ing 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 (EG331/EG031). Additionally, design-related engineering issues and experiences are encountered in Engineering Systems Analysis (EG441).

All seniors participate in a major two-semester design experience (EG497/EG498). 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

- EG101 Introduction to Engineering*
- MA251 Calculus I*
- PH201 General Physics I*
- PH291 General Physics Lab I*
- WR100 Effective Writing**
- Language Core

Spring Term

- HS101 History of Modern Western Civilization**
- MA252 Calculus II*
- PH202 General Physics II*
- PH292 General Physics Lab II*
- Language Core (*if needed*)
- Social Science Core****

Sophomore Year

Fall Term

- CH101 General Chemistry I*
- CH105 General Chemistry Lab I*
- EG031 Linear Circuit Analysis Lab*
- EG120 MATLAB Tools for Engineering and Science*
- EG301 Statics*
- EG331 Linear Circuit Analysis*
- MA351 Calculus III*
- PL201 Foundations of Philosophy

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

- EN101 Understanding Literature
- EG032 Electronics Lab*
- EG071 Digital Logic and Computer Systems Lab*
- EG130 Spreadsheet Tools for Engineering and Science*
- EG333 Signals and Systems*
- EG432 Electronics*
- EG471 Digital Logic and Computer Systems*
- MA301 Introduction to Linear Algebra*

Junior Year

Fall Term

- EG201 Object-Oriented Application Design*
- EG381 Probability and Statistics*
- EG390 Experimental Methods*
- MA395 Discrete Methods*
- Engineering Concentration Elective*
- Engineering Elective*

Spring Term

- EG051 Materials Science Lab*
- EG351 Introduction to Engineering Materials*
- EG441 Engineering Systems Analysis*
- PL200-Level Philosophical Perspectives Course*
- English Core**
- History Core**
- Engineering Concentration Elective*

Senior Year

Fall Term

- EG497 Engineering Design Project I*
- TH201 Introduction to Theology
- Fine Arts Core**
- Social Science Core****
- Engineering Concentration Elective*
- Non-Departmental Elective***

Spring Term

- EG498 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 (except EG495/EG496) 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 EG497/EG498 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 concentrations, is selected. Concentration courses in computer engineering and electrical engineering are listed below:

Computer Engineering: (choose four)

- EG474 Introduction to Microprocessor-Based Systems
- EG476 Electronic Digital Circuits
- EG477 Data Networks
- EG478 Computer Architecture
- EG479 Special Topics in Computer Engineering

Electrical Engineering: (choose four)

- EG434 Digital Signal Processing I
- EG436 Digital Signal Processing II
- EG484 Analog Communication Systems
- EG486 Digital Communication Systems
- EG489 Special Topics in Electrical Engineering

With the approval of the department chair, other engineering courses may be pursued through the Baltimore Students Exchange Program (BSEP). Electives must be at the junior-senior level, and care must be taken to ensure that institutional course prerequisites are satisfied. A formal plan of study should be formulated during the second semester of freshman year. Study abroad programs may be available, depending on the courses that are available. Study abroad programs require review and approval of the department chair.

Mechanical Engineering and Materials Engineering Concentrations

The course requirements are identical for all engineering concentrations through the first semester of the sophomore year. The course requirements for the second semester of the sophomore year are the same for mechanical engineering and materials engineering concentrations. Required courses for individual concentrations in mechanical engineering or materials engineering begin in the first semester of the junior year.

Sophomore Year

Spring Term

- EG051 Materials Science Lab*
- EG130 Spreadsheet Tools for Engineering and Science*
- EG302 Dynamics*
- EG351 Introduction to Engineering Materials*
- EG380 Thermodynamics*
- MA301 Introduction to Linear Algebra*
- MA304 Ordinary Differential Equations*

Junior Year

Fall Term

- EG320 Solid Mechanics Laboratory*
- EG381 Probability and Statistics*
- EG390 Experimental Methods*
- EG420 Solid Mechanics*
- EN101 Understanding Literature Engineering Concentration Elective*
- Engineering Elective*

Spring Term

- EG426 Computer-Aided Simulation and Design*
- EG441 Engineering Systems Analysis*
- PL200-Level Philosophical Perspectives Course*
- English Core**
- History Core**
- Engineering Concentration Elective*

Senior Year

Fall Term

- EG497 Engineering Design Project I*
- TH201 Introduction to Theology
- Fine Arts Core**
- Social Science Core****

Engineering Concentration Elective*
Non-Departmental Elective***

Spring Term

EG498 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 (except EG495/EG496) 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 EG497/EG498 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 concentrations, is selected. Concentration courses in mechanical engineering and materials engineering are listed below:

Mechanical Engineering: (choose four)

EG421 Fluid Mechanics
EG422 Heat and Mass Transfer
EG423 Engineering Materials and
Manufacturing Processes
EG424 Mechanical Design
EG429 Special Topics in Mechanical
Engineering

Materials Engineering: (choose four)

EG452 Electrical and Magnetic Properties of
Materials
EG453 Structure of Solids
EG454 Mechanical Properties of Materials
EG455 Transformations in Solids
EG459 Special Topics in Materials Engineering

With the approval of the department chair, other engineering courses may be pursued through the

Baltimore Student Exchange Program (BSEP). Electives must be at the junior-senior level, and care must be taken to ensure that institutional course prerequisites are satisfied. A formal plan of study should be formulated during the second semester freshman year. Study abroad programs may be available, depending on the courses that are available. Study abroad programs require review and approval of the department chair.

* Required for major.

** Terms may be interchanged.

*** Math-science area not excluded.

**** EC102/EC103 strongly recommended.

1. Engineering science cannot be taken as an interdisciplinary major.
2. In the event that a student withdraws from a corequisite course, the student must also withdraw from the engineering course requiring that corequisite.
3. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

MINOR IN ENGINEERING SCIENCE

Computer Engineering Focus

EG031 Linear Circuit Analysis Lab
EG071 Digital Logic and Computer Systems Lab
EG101 Introduction to Engineering
EG201 Object-Oriented Application Design
EG331 Linear Circuit Analysis
EG441 Engineering Systems Analysis
EG471 Digital Logic and Computer Systems
EG476 Electronic Digital Circuits

Electrical Engineering Focus

EG031 Linear Circuit Analysis Lab
EG032 Electronics Lab
EG071 Digital Logic and Computer Systems Lab
EG120 MATLAB Tools for Engineering
and Science
EG130 Spreadsheet Tools for Engineering
and Science
EG331 Linear Circuit Analysis
EG333 Signals and Systems
EG432 Electronics

- EG441 Engineering Systems Analysis
EG471 Digital Logic and Computer Systems

Materials Engineering Focus

- EG051 Materials Science Laboratory
EG101 Introduction to Engineering
EG120 MATLAB Tools for Engineering and Science
EG130 Spreadsheet Tools for Engineering and Science
EG301 Statics
EG351 Introduction to Engineering Materials
EG380 Thermodynamics *or*
PH317 Thermal Physics
EG390 Experimental Methods
EG45x Materials Engineering Concentration Course

Mechanical Engineering Focus

- EG101 Introduction to Engineering
EG120 MATLAB Tools for Engineering and Science
EG130 Spreadsheet Tools for Engineering and Science
EG301 Statics
EG302 Dynamics
EG380 Thermodynamics *or*
PH317 Thermal Physics
EG42x Mechanical Engineering Course
EG441 Engineering Systems Analysis

Note: Prerequisites for each focus include General Physics I (PH201), General Physics Lab I (PH291), Calculus I (MA251), and Calculus II (MA252).

COURSE DESCRIPTIONS

EG031 Linear Circuit Analysis Lab (1.00 cr.)

Corequisite: EG120, EG331. A laboratory course that accompanies EG331. 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.

EG032 Electronics Lab (1.00 cr.)

Corequisite: EG432. A laboratory course that accompanies EG432. Experiments involve measuring I-V characteristics of semiconductor diodes, using diodes as wave

shapers, evaluation of piecewise linear transfer characteristic, measuring BJT characteristic curves, measuring BJT performance as a voltage amplifier, determining frequency response of BJT amplifier, and other selected topics.

EG051 Materials Science Lab (1.00 cr.)

Corequisite: EG130, EG351. A laboratory course that accompanies EG351. Students perform hands-on experiments and/or analyses of experimental data that help visualize and reinforce basic materials science concepts. Topics include crystallography; mechanical properties determination and computer-based material property correlations; phase diagrams/solidification structures; metallographic sample preparation/examination; and the effect of temperature on deformation/fracture behavior of materials. Emphasizes analysis of results and developing conclusions in response to questions in written laboratory exercises.

EG071 Digital Logic and Computer Systems Lab (1.00 cr.)

Corequisite: EG471. A laboratory course that accompanies EG471. Experiments include basic logic gates; combinatorial logic design; N-bit adder/subtractor circuits; parity generation and detection; flip flops; sequential design and implementation of state machines; special counters and registers; and applications of programmable chips. Electronic circuit design software is used to aid the design and testing of the circuits.

EG101 Introduction to Engineering (3.00 cr.)

An introduction to engineering as a discipline and profession. Using case studies, readings, discussions, teamwork, design contests, and student portfolios, the processes of design, creative problem solving, and innovation are studied. Emphasis is given to the historical and societal contexts of engineering design and its impact on our society for computer, electrical, materials, and mechanical engineering. Skills necessary for success such as creativity, teamwork, and communication are developed. Introductions to the tools and requirements of the four engineering degree concentrations are provided. *Fulfills the second natural science core requirement. Open to majors and non-majors. (Fall/Spring)*

EG103 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. *Fulfills the second natural science core requirement. Open to majors and non-majors. (Fall only)*

EG120 MATLAB Tools for Engineering and Science (1.00 cr.)

The fundamentals of engineering computation are covered using the rich MATLAB environment. MATLAB built-in functions are exercised in the solution of systems of linear equations. Application areas can include curve fitting, interpolation, numerical integration, and differentiation. Engineering and scientific problems are addressed through lectures, demonstrations, and the use of MATLAB in a computer laboratory. *(Fall only)*

EG130 Spreadsheet Tools for Engineering and Science (1.00 cr.)

An introduction to the use of spreadsheets for logging, organizing, graphing, and presenting data. Statistical analysis, curve fitting, and solutions to equations are addressed. Engineering and scientific problems are addressed through lectures, demonstrations, and the use of spreadsheets in a computer laboratory. *(Spring only)*

EG201 Object-Oriented Application Design (3.00 cr.)

The fundamentals of objects and object-oriented programming are covered, including standard syntactical structures, database interfaces, inter-process communication, TCP/IP communications, and GUI design considerations.

EG301 Statics (3.00 cr.)

Prerequisite: MA251, PH201. Engineering mechanics treatment of rigid bodies at rest or moving at constant velocity. 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.

EG302 Dynamics (3.00 cr.)

Prerequisite: EG301, MA252. Engineering mechanics treatment of accelerated rigid bodies. Covers kinematics and kinetics of a particle and planar kinematics and kinetics of a rigid body. Includes work and energy methods and impulse and momentum considerations.

EG320 Solid Mechanics Laboratory (2.00 cr.)

Prerequisite: EG051, EG351. Corequisite: EG390, EG420. A lecture-laboratory providing an empirical foundation for solid mechanics. Includes testing techniques, experiments in elastic and plastic deformation, stress and strain measurements, and basic experimental design.

EG331 Linear Circuit Analysis (3.00 cr.)

Prerequisite: MA252, PH202 or written permission of the instructor. MA252 may be taken concurrently with written permission of the department chair. Corequisite: EG031, EG120. Basic techniques of lumped-parameter circuit analysis are presented. Signal waveforms, electrical element models, Kirchoff's laws are exercised. Mesh equations, node equations, and techniques based on the properties of circuit linearity are used extensively. The utility of Norton and Thevenin equivalent circuits, proportionality, and superposition are presented. The transient and steady-state responses of second-order energy storage circuits are explored. The course concludes with sinusoidal steady-state analysis and the role of phasors in circuit analysis.

EG333 Signals and Systems (3.00 cr.)

Prerequisite: EG031, EG331. Basic models for both continuous-time and discrete-time signals and systems are presented. Complex exponential, singularity, and piecewise functions are discussed. The classification of signals, signal measurements, and signal representations are discussed. System representation, system classification, and input/output calculations are presented. Convolution, Fourier series, and Fourier transform are used extensively in both continuous-time and discrete-time. The ideal sampling of continuous-time signals is examined. The roles of both the Laplace transform and the z-transform in linear systems analysis are introduced.

EG351 Introduction to Engineering Materials (3.00 cr.)

Corequisite: EG051, EG130, PH202, PH292. 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.

EG380 Thermodynamics (3.00 cr.)

Prerequisite: CH101, MA251, PH201. Examines the relationships among heat, work, and various other forms of energy in engineering applications. Covers thermodynamic systems, property evaluation, phase changes, equations of state, the first and second laws of thermo-

dynamics, the Carnot cycle, entropy, and power and refrigeration cycles.

EG381 Probability and Statistics (3.00 cr.)

Prerequisite: CS201 or EG120, MA252. Random experiments and probability measure. Random variables, probability density functions, and expectation. Sample statistics, confidence intervals, and hypothesis testing.

EG390 Experimental Methods (2.00 cr.)

Prerequisite: EG031, EG130, MA351, PH202. A lecture-laboratory covering the fundamentals of engineering experimentation and experimental design including data acquisition and analysis. Emphasizes standardization, uncertainty analysis, and widely used measurement sensors, as well as the techniques of delivering and writing an engineering report.

EG420 Solid Mechanics (3.00 cr.)

Prerequisite: EG301, EG351. *Corequisite:* EG320. Engineering mechanics treatment of deformable solid bodies. Covers stress, strain, mechanical properties of materials, axial load, torsion, bending, column buckling, transverse shear, stress and strain transformations, and combined loadings.

EG421 Fluid Mechanics (3.00 cr.)

Prerequisite: EG301, MA252. Examines fluids at rest and in motion in engineering applications. Covers fluid statics; kinematics and dynamics of inviscid and viscous fluid flows; integral continuity, momentum, and energy analyses; boundary layers; turbulence; scale modeling and similitude; conduit flows; simple turbomachinery; and lift and drag.

EG422 Heat and Mass Transfer (3.00 cr.)

Prerequisite: EG380, MA304. Examines heat and mass transfer in engineering applications. Covers steady-state and transient conduction, internal and external convection, radiation transfer, heat exchanger design, and heat and mass transfer analogies. Also includes an introduction to computational methods in heat transfer.

EG423 Engineering Materials and Manufacturing Processes (3.00 cr.)

Prerequisite: EG051, EG351. Covers the major methods of shaping and treating engineering materials to optimize their use. Examines metal casting, glassworking, processing of plastics, rubber, polymer-matrix composites and ceramics, powder metallurgy, bulk deformation processing, and sheet metal working. Considers the origin of manufacturing defects and their avoidance.

EG424 Mechanical Design (3.00 cr.)

Prerequisite: EG420. The application of the mechanics of materials and other engineering principles to the design of mechanical elements. Covers deflection and impact, energy methods, failure criteria and reliability, fatigue, and design of various mechanical elements such as shafts, bearings, gears, belts, chains, springs, and fasteners. Also includes an introduction to finite element analysis.

EG426 Computer-Aided Simulation and Design (3.00 cr.)

Prerequisite: EG420. The design of mechanical elements using computer-based drafting and simulation tools with emphasis on the development of design drawings and the application of these tools during the engineering design process.

EG429 Special Topics in Mechanical Engineering (3.00 cr.)

Prerequisite: Written permission of the department chair. Selected special topics in mechanical engineering such as applied computational fluid dynamics, mechanics of structures, or thermal systems design. *May be repeated for credit with different topics.*

EG432 Electronics (3.00 cr.)

Prerequisite: EG031, EG331. *Corequisite:* EG032. An introduction to the theory of operation of various active components such as diodes, BJT, and MOSFET. Discusses transistor amplifier design based on small signal models. Studies special topics such as power supply, pulse, and digital circuit designs. Uses the operational amplifier as the fundamental building block in the system level design.

EG434 Digital Signal Processing I (3.00 cr.)

Prerequisite: EG333. This course begins with a review of discrete-time signals and systems. The z-transform is treated in detail. Sampling and quantization of continuous-time signals, including sample-rate conversions, is explored. Transform analysis of linear time-invariant system is treated in detail. Some MATLAB exercises are included.

EG436 Digital Signal Processing II (3.00 cr.)

Prerequisite: EG381, EG434. This course begins with a thorough discussion of structures for the implementation of nonrecursive and recursive systems. Filter design techniques for nonrecursive and recursive systems are covered. The Discrete Fourier Transform (DFT) is defined and methods for its efficient computation are

derived. The course concludes with Fourier analysis of signals using the DFT. MATLAB is used extensively in realistic design assignments.

EG441 Engineering Systems Analysis (3.00 cr.)

Prerequisite: EG381. Considers complete system life-cycle engineering issues. 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.

EG452 Electrical and Magnetic Properties of Materials (3.00 cr.)

Prerequisite: EG051, EG351. 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.

EG453 Structure of Solids (3.00 cr.)

Prerequisite: EG051, EG351. Covers properties of x-rays, crystallography, and x-ray diffraction. Various experimental x-ray diffraction techniques and analyses are considered along with their applications to crystal characterization problems.

EG454 Mechanical Properties of Materials (3.00 cr.)

Prerequisite: EG051, EG301, EG351. Covers stress-strain relationships for materials, crystallographic aspects of plastic deformation, dislocation theory, fracture and materials testing techniques.

EG455 Transformations in Solids (3.00 cr.)

Prerequisite: EG051, EG351, EG380. Covers equilibrium multicomponent systems and their phase diagrams, transport phenomena, and nucleation and growth processes.

EG459 Special Topics in Materials Engineering (3.00 cr.)

Prerequisite: Written permission of the department chair. Selected special topics in materials engineering such as alloy selection for engineering design, failure analysis, or microstructural characterization. *May be repeated for credit with different topics.*

EG471 Digital Logic and Computer Systems (3.00 cr.)

Corequisite: EG071. 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.

EG474 Introduction to Microprocessor-Based Systems (3.00 cr.)

Prerequisite: CS201, EG071, EG471. 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.

EG476 Electronic Digital Circuits (3.00 cr.)

Prerequisite: EG071, EG331, EG471. *Corequisite:* EG432. 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.

EG477 Data Networks (3.00 cr.)

Prerequisite: EG071, EG333, EG471. 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.

EG478 Computer Architecture (3.00 cr.)

Prerequisite: EG071, EG471, CS201. Design and understanding of the computer system as a whole unit. Performance evaluation and its role in computer system design; Instruction Set Architecture design, datapath design, and optimizations (e.g., ALU); control design; single cycle, multiple cycle, and pipeline implementations of processor; hazard detection and forwarding;

memory hierarchy design; cache memories, virtual memory, peripheral devices, and I/O.

EG479 Special Topics in Computer Engineering (3.00 cr.)

Prerequisite: Written permission of the department chair. Selected special topics in computer engineering such as computer interfacing, programmable logic devices, or computer system design. *May be repeated for credit with different topics.*

EG484 Analog Communication Systems (3.00 cr.)

Prerequisite: EG333. *Corequisite:* EG381. The course begins with a review of signals and system. Linear continuous wave modulation theory and system implementation are examined. Exponential continuous wave modulation theory and system implementation also are examined. The sampling theorem and pulse modulation systems are surveyed. The course concludes with a survey of current implementations of communication systems.

EG486 Digital Communication Systems (3.00 cr.)

Prerequisite: EG484. The course begins with a review of probability and random variables. This material is then applied to random signals and noise. Noise in analog modulation and baseband digital transmission are examined. Digitization techniques for analog messages and networks as well as channel coding and encryption are examined. The course concludes with a survey of bandpass digital transmission.

EG489 Special Topics in Electrical Engineering (3.00 cr.)

Prerequisite: Written permission of the department chair. Selected special topics in electrical engineering such as image processing, wireless communications, or control theory. *May be repeated for credit with different topics.*

EG495 Engineering Research I (1–3.00 cr.)

Prerequisite: Written permission of a sponsoring faculty member. Prior to the course, a proposal is required that defines the nature and the scope of the research as well as a plan for the execution of a literature survey and research. A laboratory notebook, progress reports, and a final research paper are required. *May not be used as the 300- or 400-level engineering elective.*

EG496 Engineering Research II (1–3.00 cr.)

Prerequisite: EG495 and written permission of a sponsoring faculty member. A continuation of EG495. Prior to the course, a proposal is required that defines the nature and the scope of the research as well as a plan for the

execution of a literature survey and research. A laboratory notebook, progress reports, and a final research paper are required. *May not be used as the 300- or 400-level engineering elective.*

EG497 Engineering Design Project I (3.00 cr.)

Prerequisite: EG381, EG390, and at least one EG400-level engineering concentration course in a student's declared concentration. The first of a two-semester engineering design. Includes the selection of a project relevant to societal needs and the generation of a detailed design and performance specification including a project workbook, Gantt chart for the second semester, a budget, giving an oral presentation to the Industrial Advisory Board and faculty, and creating a paper proposal and a webpage for the project. Requires a demonstration of project management skills and capability in design. Learning aims include project management, environmental issues, industrial and personal safety, teamwork, brainstorming, presentation skills, interviewing, and engineering ethics. Project teams are strongly encouraged.

EG498 Engineering Design Project II (3.00 cr.)

Prerequisite: EG497. The second half and culmination of the senior design project requiring the application of project engineering tools and the realization, testing, and characterization of the project. Includes the manufacturing and testing of the project; the use of a workbook and a Gantt chart; the control of funds against a budget; giving an oral presentation to the Industrial Advisory Board and faculty, and a creating a summary paper and a webpage that describe the results of the project.

EG499 Engineering Science Internship (1–3.00 cr.)

Prerequisite: Written permission of the coordinator of experiential learning. Students gain a better understanding of engineering through work experience. Student interns are required to work in an engineering environment under the guidance of an on-site supervisor for a minimum of 50 hours. The location may be in- or out-of-state, on a paid or unpaid basis. Course requirements include a weekly work log and scheduled performance evaluations signed by the on-site supervisor. A final summary report of internship activities and accomplishments is required. *Does not count toward graduation requirement. May be repeated for credit.*

Office: Humanities Building, Room 234

Telephone: 410-617-2418

Website: www.loyola.edu/english

Chair: Gayla McGlamery, Associate Professor

Professors: Carol N. Abromaitis; David C. Dougherty; Charles B. Hands (emeritus); Phillip McCaffrey; Robert S. Miola; Mark W. Osteen; Thomas E. Scheye

Associate Professors: Jean Lee Cole; Bryan L. Crockett; Juniper Lee Ellis; Kathleen Forni; Paul Lukacs; Gayla McGlamery; Nicholas A. Miller

Assistant Professors: Erin M. Goss; Brian J. Norman

Affiliate Faculty: Laura Betz; Elizabeth Fixsen; Louis Hinkel, Jr.

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 (EN300), 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 (EN300–359), and five from courses covering primarily English, American, and post-Colonial literature written after 1800 (EN340–399). Two of the required minimum of ten upper-division classes must be seminars. The Senior Honors Seminar (EN409) and Senior Honors Thesis (EN410) may count as upper-level courses in the major. Each year the chair will determine, on the basis of course material, whether EN409 and EN410 count as pre- or post-1800 courses.

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.

BACHELOR OF ARTS

Requirements for a major and an example of a typical program of courses are as follows:

Freshman Year

Fall Term

EN101 Understanding Literature
WR100 Effective Writing
Language Core
Social Science Core
Elective

Spring Term

EN200-Level Core Course
HS101 History of Modern Western Civilization
Language Core *or*
Elective
Math/Science Core
Elective

Sophomore Year

Fall Term

EN300 English Literary History Before 1800
PL201 Foundations of Philosophy
TH201 Introduction to Theology *or*
Elective
Math/Science Core
Social Science Core

Spring Term

Upper-Division English
PL200-Level Philosophical Perspectives Course
History Core
Math/Science Core
Theology Core *or*
Non-Departmental Elective

Junior Year

Fall Term

TH201 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 EN101 before taking a 200-level core course.
2. EN101 and one EN200-level core course are the prerequisites for all EN300- and 400-level courses.
3. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

MINOR IN ENGLISH

- EN101
- One EN200-level core course
- Five upper-division English courses; normally two are in pre-romantic literature and two are in post-romantic literature

COURSE DESCRIPTIONS**EN098 English Internships in Private Schools (3.00 cr.)**

Prerequisite: Written permission of the instructor. Qualified seniors may enrich their education by teaching English in a private school. Interns ordinarily are English majors, have completed at least eight upper-division courses, and have a QPA of at least 3.000. During the internship semester, they spend ten hours per week in a private school, working closely with a mentor who is an experienced teacher, under the supervision of the school's English department. Interns are responsible for keeping journals, meeting regularly with the internship coordinator, and producing a final reflection on the internship experience. *These internships are limited to Baltimore-area private schools, during the fall or spring semester only. Students should begin preparing for the internship at least one month prior to registration during the semester before the internship takes place.*

EN099 English Internships (3.00 cr.)

Prerequisite: Written permission of the instructor. Qualified students, ordinarily seniors, can enrich their education by taking advantage of available English department internships in areas such as publishing, public relations, and advertising. Internships in law offices, judicial chambers, and governmental agencies also are available. Internships give students an opportunity for intensive, hands-on experience in possible career options. Interns work closely with a faculty member to design a course which provides them with an opportunity to learn skills specific to a career. *Internships are ordinarily limited to fall or spring semesters and to Baltimore-based companies, firms, or philanthropic organizations. Summer or out-of-town internships will be approved only under extraordinary circumstances and require the written approval of the department chair. Students should begin planning for the internship at least one month before registration during the semester before the internship takes place. Positions are unpaid. May be taken once for degree credit, but does not count toward the English major or minor.*

EN101 Understanding Literature (3.00 cr.)

An introduction to literature and literary analysis, focusing primarily on poetry and short fiction. The course teaches critical concepts and methods. It is writing intensive, with an emphasis placed on students' ability to develop clear and persuasive arguments in prose.

EN165 Grammar of the English Language (3.00 cr.)

A close study of traditional English grammar including mechanics, syntax, diction, and rhetoric.

EN180 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.*

EN201 Major Writers: English Literature (3.00 cr.)
Prerequisite: EN101. 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.

EN203 Major Writers: American Literature (3.00 cr.)
Prerequisite: EN101. 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 EN203 may not count EN366 toward their English major. Counts toward American Studies minor.*

EN205 Major Writers: Shakespeare (3.00 cr.)
Prerequisite: EN101. 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 EN310 or EN311 rather than EN205.*

EN211 Major Writers: Classical Mythology (3.00 cr.)
Prerequisite: EN101. 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 CL211.*

EN212 Major Writers: The Classical Epics (3.00 cr.)
Prerequisite: EN101. 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 CL212.*

EN213 Major Writers: Greek Drama (3.00 cr.)
Prerequisite: EN101. 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 CL213.*

EN218 Major Writers: The Golden Age of Rome (3.00 cr.)
Prerequisite: EN101. 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 CL218.*

EN300 English Literary History before 1800 (3.00 cr.)
Prerequisite: EN101, one EN200-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.*

EN301 Chaucer (3.00 cr.)
Prerequisite: EN101, one EN200-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.*

EN302 Medieval Love (3.00 cr.)
Prerequisite: EN101, one EN200-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.*

EN304 Arthur and Other Heroes (3.00 cr.)
Prerequisite: EN101, one EN200-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.*

EN305 Masterpieces in World Literature (3.00 cr.)
Prerequisite: EN101, one EN200-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.

EN306 Topics in Medieval Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An intensive study of an author, theme, or movement in medieval literature. *Topic announced each time the course is offered. Counts toward Medieval Studies minor. May be repeated once for credit with different topic.*

EN307 Seminar in Medieval Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. Close and intensive study of a theme, issue, problem or author in medieval literature. *Topic announced each time the course is offered. Counts toward Medieval Studies minor. May be repeated once for credit with different topic.*

**EN308 Critical Methodologies (Pre-1800):
Special Topics (3.00 cr.)**

Prerequisite: EN101, one EN200-level core course. A study of an author, theme, genre, or movement, with particular emphasis placed on the differences between distinct critical approaches to the topic at hand. Roughly half of the class material consists of primary texts, and roughly half consists of critical works. *Topic announced each time course is offered.*

EN310 Shakespeare I (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. The achievement of Shakespeare, primarily the tragedies, set against the background of his time and the works of his contemporaries.

EN311 Shakespeare II (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. The achievement of Shakespeare, primarily the comedies, set against the background of his time and the works of his contemporaries.

EN312 Seminar in Shakespeare (3.00 cr.)

Prerequisite: EN101, one EN200-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.*

EN313 Renaissance Literature (3.00 cr.)

Prerequisite: EN101, one EN200-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.

EN317 Seminar in Renaissance Literature (3.00 cr.)

Prerequisite: EN101, one EN200-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.*

EN320 Milton (3.00 cr.)

Prerequisite: EN101, one EN200-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*.

**EN322 Seventeenth-Century Poetry
and Prose (3.00 cr.)**

Prerequisite: EN101, one EN200-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.

**EN325 Topics in Seventeenth-Century
Literature (3.00 cr.)**

Prerequisite: EN101, one EN200-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.*

**EN327 Seminar in Seventeenth-Century
Literature (3.00 cr.)**

Prerequisite: EN101, one EN200-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.*

**EN328 Seminar in Literature and Catholicism
(Pre-1800) (3.00 cr.)**

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a theme, issue, problem, or author who wrote before 1800, reflecting literary representations of Catholic thought and/or practice. *Topic announced each time the course is offered. Counts toward Catholic Studies minor. May be repeated once for credit with different topic.*

EN329 Poetry and Drama, 1660–1800 (3.00 cr.)

Prerequisite: EN101, one EN200-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.

EN332 Literature and the Catholic Imagination (Pre-1800) (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A study of literature that reflects the sacramental vision of Catholic thought before 1800. *Topic announced each time course is offered. Counts toward Catholic Studies minor. May be repeated once for credit with different topic.*

EN334 Novels of the Eighteenth-Century (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. Prose fiction from Swift to Austen, including Defoe, Richardson, Fielding, Sterne, Smollett, Johnson, Walpole, and others.

EN335 Topics in Eighteenth-Century Literature (3.00 cr.)

Prerequisite: EN101, one EN200-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.*

EN336 Seminar in Literature and Film (Pre-1800) (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a theme, issue, problem, or author before 1800 involving both literature and film. *Topic announced each time the course is offered. Counts toward Film Studies minor. May be repeated once for credit with different topic.*

EN337 Seminar in Eighteenth-Century Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a movement, issue, problem, or figure in eighteenth century literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN338 Intensive Independent Study (Pre-1830) (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. *Written permission of the instructor is required.* A close and rigorous study of a literary theme, problem, or author before 1830. *May be repeated once for credit with different topic.*

EN339 Seminar in Literary Topics before 1800 (3.00 cr.)

Prerequisite: EN101, one EN200-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.*

EN345 Literary Criticism and Theory (3.00 cr.)

Prerequisite: EN101, one EN200-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.

EN346 Seminar in Literary Criticism and Theory (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a movement, issue, problem, or figure in literary criticism and theory. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN347 Seminar in Romantic Literature (3.00 cr.)

Prerequisite: EN101, one EN200-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.*

EN350 The Romantic Movement (3.00 cr.)

Prerequisite: EN101, one EN200-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.

EN354 Topics in Romanticism (3.00 cr.)

Prerequisite: EN101, one EN200-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.*

EN360 The Nineteenth-Century English Novel (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. Covers the evolution of the novel from Jane Austen through the Age of Reform. Authors studied may include Dickens, Thackeray, Trollope, the Brontes, Hardy, and Eliot. Some reading of applied theory.

EN361 Topics in Victorian Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An intensive study of an author, theme, or movement in Victo-

rian literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN362 Victorian Poetry (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A study of the topics and controversies that engaged Victorian imaginations, and the poetic forms that poets chose or invented to explore them. Poets studied include Tennyson, Robert Browning, Arnold, Hopkins, Elizabeth Browning, Christina Rossetti, Meredith, Hardy, and others.

EN363 Seminar in Victorian Literature (3.00 cr.)

Prerequisite: EN101, one EN200-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.*

EN364 Literature and the Catholic Imagination (Post-1800) (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A study of literature that reflects the sacramental vision of Catholic thought since 1800. *Topic announced each time course is offered. Counts toward Catholic Studies minor. May be repeated once for credit with different topic.*

EN365 Seminar in Literature and Catholicism (Post-1800) (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a theme, issue, problem, or author or group of writers who wrote after 1800, reflecting literary depictions of Catholic thought and/or practice. *Topic announced each time the course is offered. Counts toward Catholic Studies minor. May be repeated once for credit with different topic.*

EN366 American Literature to the First World War (3.00 cr.)

Prerequisite: EN101, one EN200-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 EN203 may not count EN366 toward their English major. Counts toward American Studies minor.*

EN367 Topics in American Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An intensive study of an author, theme, or movement in American Literature. *Topic announced each time the course is offered. Counts toward American Studies minor. May be repeated once for credit with different topic.*

EN368 Critical Methodologies (Post-1800): Special Topics (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A study of an author, theme, genre, or movement, with particular emphasis placed on the differences between distinct critical approaches to the topic at hand. Roughly half of the class material consists of primary texts, and roughly half consists of critical works. *Topic announced each time course is offered.*

EN370 Modern British and American Fiction (3.00 cr.)

Prerequisite: EN101, one EN200-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.

EN371 Post-Modern British and American Fiction (3.00 cr.)

Prerequisite: EN101, one EN200-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.

EN372 Modern British and American Poetry (3.00 cr.)

Prerequisite: EN101, one EN200-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.

EN374 Modern Drama (3.00 cr.)

Prerequisite: EN101, one EN200-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.

EN375 Twentieth-Century Irish Literature (3.00 cr.)

Prerequisite: EN101, one EN200-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.

EN376 Post-Colonial Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An introduction to writing about the colonized world, from the perspectives of colonized peoples, in order to locate the sources and discuss the conditions of post-colonial thought.

EN377 Topics in Twentieth-Century Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An intensive study of an author, theme, or movement in twentieth century literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN378 Race and Ethnicity in American Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An examination of the impact of race and ethnicity in the formation of American literature from the colonial period to the present. Selections include autobiography, poetry, and fiction by authors from a variety of racial and ethnic backgrounds. Special attention is given to the impact of slavery, immigration, and the civil rights movement on literary expression. *Counts toward American Studies minor.*

EN379 Gender in American Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A study of the representation of gender in American literature. Authors studied may include Fern, Hawthorne, Melville, Warner, James, Gilman, Crane, Barnes, Hemingway, Morrison, and Hwang. Literary readings are supplemented by foundation readings in literary and cultural theory. *Counts toward American Studies and Gender Studies minors.*

EN380 The History of Narrative Cinema (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An exploration of the origins and development of narrative film, covering the technology of the moving image from sixteenth century flipbooks to contemporary digital media. Focus is on cinema's importance as a storytelling medium and includes investigation of narrative genres, national film movements, the influence of the classical Hollywood style, and related topics. *Counts toward Film Studies minor.*

EN381 Fiction and Film (3.00 cr.)

Prerequisite: EN101, one EN200-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.*

EN382 Topics in Literature and Film Studies (3.00 cr.)

Prerequisite: EN101, one EN200-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.*

EN383 Seminar in Modern Literature (3.00 cr.)

Prerequisite: EN101, one EN200-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.*

EN384 Topics in Post-Colonial Literature (3.00 cr.)

Prerequisite: EN101, one EN200-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.*

EN385 Seminar in Post-Colonial Literature (3.00 cr.)

Prerequisite: EN101, one EN200-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.*

EN386 Seminar in Literature and Film (Post-1800) (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a theme, issue, problem, or author after 1800 involving both literature and film. *Topic announced each time the course is offered. Counts toward Film Studies minor. May be repeated once for credit with different topic.*

EN387 Seminar in Post-Modern Literature (3.00 cr.)

Prerequisite: EN101, one EN200-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.*

EN388 Seminar in Multiethnic**American Literature (3.00 cr.)**

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a writer, theme, issue, movement, or tradition in the multiethnic literature of the United States. *Topic announced each time the course is offered. Counts toward American Studies minor. May be repeated once for credit with different topic.*

EN389 Seminar in Literature and Gender (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a writer, theme, issue, movement, or tradition involving literary representations of gender. *Topic announced each time the course is offered. Counts toward Gender Studies minor. May be repeated once for credit with different topic.*

EN390 Seminar in Post-Colonial Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a writer, theme, issue, movement or tradition in post-Colonial literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN397 Seminar in American Literature (3.00 cr.)

Prerequisite: EN101, one EN200-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. Counts toward American Studies minor. May be repeated once for credit with different topic.*

EN398 Intensive Independent Study**(Post-1800) (3.00 cr.)**

Prerequisite: EN101, one EN200-level core course, and written permission of the instructor. A close and rigorous study of a literary theme, problem, or author after 1800. *May be repeated once for credit with different topic.*

EN399 Seminar in Literary Topics**after 1800 (3.00 cr.)**

Prerequisite: EN101, one EN200-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.*

EN400 The Aperio Seminar (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An intense experiential learning course in which a small group of students edit and prepare a manuscript or collection for publication. The work is then published in book form by Loyola's Apprentice House as part of the Aperio Series. *By invitation only.*

EN405 Capstone Project**in American Studies (3.00 cr.)**

Prerequisite: Written permission of the instructor. As the capstone experience for the American Studies minor, each student develops an independent research project, internship, or service-based project, to be advised by two professors from different departments and presented at an end-of-year American Studies Symposium. The project constitutes the culmination of the student's work in American Studies and provides an opportunity for the student to bring together the perspectives of two different disciplines on a research area of particular interest. A project proposal must be submitted to and approved by the American Studies committee prior to registration for either the fall or spring semesters of senior year. The project must contain both a research and a formal writing component (the equivalent of a 20–25 page research paper). *Counts toward American Studies minor.*

EN409 Senior Honors Seminar (3.00 cr.)

Prerequisite: EN101, one EN200-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.*

EN410 Senior Honors Thesis (3.00 cr.)

Prerequisite: EN101, one EN200-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.*

Office: College Center, Room W035E

Telephone: 410-617-2031

Website: www.loyola.edu/finearts

Chair: Janet A. Headley, Professor

Professors: Janet A. Headley; Anthony D. Villa

Associate Professors: Mary Beth Akre; Mary G. Atherton (emerita); James R. Bunzli; James E. Dockery (emeritus); Janet Maher; Ronald Pearl; Daniel Schlapbach; Martha C. Taylor

Assistant Professors: Charles P. Mitchell; Barnaby Nygren

Instructor: Maureen O'Brien

Affiliate Faculty: Letty Bonnell; Donald Boomgaarden; Virginia Brown; Ernest J. Liotti; Linda Lloyd-Lee; Christopher Lonegan; Carol Miller-Frost; Mary Skeen; Michael Vogelman; Lars Westby

Theatre Manager: Stuart Dawkins

The Fine Arts Department offers a major, a minor, and an interdisciplinary major in each of three areas: art history, fine arts, and visual arts. Students interested in visual arts may pursue concentrations in photography or studio arts. Students interested in performing arts may pursue concentrations in music or theatre (within the area of fine arts). 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; this is the equivalent of an honors thesis in other humanities departments. Students interested in undertaking a senior project must consult with faculty in the appropriate discipline during their 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. Students register for credit in the first semester of their senior year and work on the project continues over both semesters of the senior year.

For students double-majoring in an area in fine arts and an allied major, the department allows departmentally-approved courses to "cross-count" for both majors so long as both department chairs

agree. Students interested in double-majoring should consult both departments early in their career.

MAJOR IN ART HISTORY

BACHELOR OF ARTS

Major, minor, and interdisciplinary requirements and an example of a typical program are as follows:

Freshman Year

Fall Term

AH110 Survey of Art: Paleolithic to Gothic
WR100 Effective Writing
Language Core
Math/Science Core
Elective

Spring Term

AH111 Survey of Art: Renaissance to Modern
EN101 Understanding Literature
HS101 History of Modern Western Civilization
Language Core *or*
Elective
Non-Departmental Elective

Sophomore Year

Fall Term

AH200-Level Course (or higher)
PL201 Foundations of Philosophy *or*
TH201 Introduction to Theology
English Core
History Core
Non-Departmental Elective

Spring Term

AH200-Level Course (non-Western,
diversity course)
PL200-Level Philosophical Perspectives Course *or*
Theology Core
Math/Science Core
Social Science Core
Non-Departmental Elective

Junior Year

Fall Term

AH300-Level Course (or higher)
 PT270 Basic Digital Photography *or*
 SA224 Two-Dimensional Design
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 Social Science Core
 Non-Departmental Elective

Spring Term

AH300-Level Course (or higher)
 AH300-Level Course (or higher)
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 Math/Science Core
 Elective

Senior Year

Fall Term

AH300-Level Course (or higher)
 AH300-Level Course (or higher)
 Ethics Core
 Elective
 Elective

Spring Term

AH300-Level Course (or higher)
 AH412 Senior Project in Art History *or*
 AH300-Level Course (or higher)
 Elective
 Elective
 Elective

* Terms may be interchanged.

1. Art history majors take AH110, AH111, PT270 or SA224, and nine upper-division courses (200-level or above). Students must take one upper-division course in classical or medieval art, one in Renaissance or baroque art, and one in art postdating the eighteenth century. Majors must take at least one course in non-Western art.
2. Interdisciplinary art history majors take AH110, AH111, and five upper-division courses (200-level or above). Students must take one upper-division course in classical or medieval art, one in Renaissance or baroque art, and one in art postdating the eighteenth century. Students

are strongly encouraged to take a course in non-Western art, which is approved for the diversity requirement.

3. Art history minors take AH110, AH111, and four upper-division courses (200-level or above). Students are strongly encouraged to take a course in non-Western art, which fulfills the diversity requirement.
4. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

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:

Theatre Concentration

Freshman Year

Fall Term

DR251 Experience of Theatre
 WR100 Effective Writing
 Language Core
 Math/Science Core
 Social Science Core

Spring Term

DR100 Stagecraft
 EN101 Understanding Literature
 HS101 History of Modern Western Civilization
 Language Core *or*
 Elective
 Math/Science Core

Sophomore Year

Fall Term

DR250 Introduction to Theatre History
 DR350 Acting I
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 English Core
 Math/Science Core

Spring Term

DR270 Scene Design
 DR275 Theatre Practicum (#1)
 DR351 Directing
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 History Core
 Social Science Core

Junior Year*Fall Term*

DR275 Theatre Practicum (#2)
 Upper-Division Theatre Literature/
 History Course
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 Theatre Elective
 Non-Departmental Elective
 Elective

Spring Term

DR354 Acting II
 Upper-Division Theatre Performance Course
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 Theatre Elective
 Non-Departmental Elective

Senior Year*Fall Term*

DR275 Theatre Practicum (#3)
 Upper-Division Theatre Performance Course
 Theatre Elective
 Theatre Elective
 Elective
 Elective

Spring Term

DR374 Theatre Production Internship
 Ethics Core
 Theatre Elective
 Non-Departmental Elective
 Elective

1. Fine arts majors with a theatre concentration must take seven required courses (DR100, DR250, DR251, DR275/three times, DR350, DR351, DR374) and five theatre electives. No more than one of the following courses counts

towards the major: DR260, DR261, DR263, DR278, DR279, DR280, DR281, DR282.

2. Interdisciplinary fine arts majors with a theatre concentration take six required courses (DR100, DR250, DR251, DR350, DR351, DR374), DR275/three times, and two theatre electives.
3. Fine arts minors with a theatre focus must take five required courses (DR100, DR250, DR251, DR350, DR351) and DR275/three times.
4. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

Music Concentration**Freshman Year***Fall Term*

MU101 Ear Training I (1 credit)
 MU200 Loyola Chorale I *or*
 MU211 Jazz Ensemble I *or*
 MU216 Orchestra I *or*
 MU220 Chamber Ensemble I *or*
 MU230 Classical Guitar Ensemble I (1.5 credits)
 MU201 Music Fundamentals
 MU203 Mozart to Mahler: Music of the Classical and Romantic Periods
 MU219 Applied Music (1 hour)
 WR100 Effective Writing
 Language Core
 Math/Science Core

Spring Term

HS101 History of Modern Western Civilization
 MU102 Ear Training II (1 credit)
 MU200 Loyola Chorale I *or*
 MU211 Jazz Ensemble I *or*
 MU216 Orchestra I *or*
 MU220 Chamber Ensemble I *or*
 MU230 Classical Guitar Ensemble I (1.5 credits)
 MU219 Applied Music (1 hour)
 MU302 Structure of Music: Theory I
 MU300-Level Music History Course
 Language Core *or*
 Elective
 Math/Science Core

Sophomore Year

Fall Term

EN101 Understanding Literature
 MU103 Ear Training III (1 credit)
 MU219 Applied Music (1 hour)
 MU300 Loyola Chorale II *or*
 MU311 Jazz Ensemble II *or*
 MU316 Orchestra II *or*
 MU320 Chamber Ensemble II *or*
 MU330 Classical Guitar Ensemble II (1.5 credits)
 MU300-Level Music Theory Course
 PL201 Foundations of Philosophy
 TH201 Introduction to Theology *or*
 Math/Science Core

Spring Term

MU104 Ear Training IV (1 credit)
 MU219 Applied Music (1 hour)
 MU300 Loyola Chorale II *or*
 MU311 Jazz Ensemble II *or*
 MU316 Orchestra II *or*
 MU320 Chamber Ensemble II
 MU330 Classical Guitar Ensemble II (1.5 credits)
 MU300-Level Music History Course
 PL200-Level Philosophical Perspectives Course
 History Core (300-Level)
 Social Science Core
 Theology Core

Junior Year

Fall Term

MU300 Loyola Chorale II *or*
 MU311 Jazz Ensemble II *or*
 MU316 Orchestra II *or*
 MU320 Chamber Ensemble II *or*
 MU330 Classical Guitar Ensemble II (1.5 credits)
 MU319 Applied Music (1 hour)
 TH201 Introduction to Theology
 English Core
 MU300-Level Elective
 Non-Departmental Elective
 Non-Departmental Elective

Spring Term

MU300 Loyola Chorale II *or*
 MU311 Jazz Ensemble II *or*
 MU316 Orchestra II *or*
 MU320 Chamber Ensemble II *or*
 MU330 Classical Guitar Ensemble II (1.5 credits)
 MU307 Music of the Romantic Period

MU319 Applied Music (1 hour)
 Upper-Level Music Course
 Theology Core
 Non-Departmental Elective
 Elective

Senior Year

Fall Term

AH111 Survey or Art: Renaissance to Modern *or*
 DR260 Introduction to Dance *or*
 DR350 Acting I *or*
 ED428 The Teaching of Music
 MU300 Loyola Chorale II *or*
 MU311 Jazz Ensemble II *or*
 MU316 Orchestra II *or*
 MU320 Chamber Ensemble II *or*
 MU330 Classical Guitar Ensemble II (1.5 credits)
 MU319 Applied Music (1 hour)
 Ethics Core
 MU300-Level Elective
 Elective
 Elective

Spring Term

MU300 Loyola Chorale II *or*
 MU311 Jazz Ensemble II *or*
 MU316 Orchestra II *or*
 MU320 Chamber Ensemble II *or*
 MU330 Classical Guitar Ensemble II (1.5 credits)
 MU319 Applied Music (1 hour)
 MU412 Senior Project in Music *or*
 Upper-Level Music Course
 Non-Departmental Elective
 Elective
 Elective
 Elective

1. Music students take MU201, MU203, 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. All students are

admitted to upper-level applied and ensemble courses through the music jury process.

Those concentrating on an instrument usually take one-hour lessons (MU219 or MU319). Those concentrating in theory, composition, or music history are required to take half-hour lessons at the minimum (MU218 or MU318). 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. Fine arts minors with a music focus take 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. The following courses are taken in addition to the regular five-course load since they are not three-credit courses: ear training (MU101, MU102, MU103, MU104); applied music (MU218, MU219, MU318, MU319); and ensembles (MU200, MU211, MU220, MU230, MU300, MU311, MU320, MU330). Students should register for these courses during the regular registration period. Ensemble requirements are satisfied by taking Chorale, 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 the College as a fine arts major concentrating in music should submit a clearly marked audition tape or call the department to arrange an audition.**
7. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

MAJOR IN VISUAL 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:

Photography Concentration

Freshman Year

Fall Term

PT270 Basic Digital Photography
 PT319/AH319 History of Photography
 WR100 Effective Writing
 Language Core
 Math/Science Core

Spring Term

EN101 Understanding Literature
 HS101 History of Modern Western Civilization
 PT375 Intermediate Photography
 SA224 Two-Dimensional Design
 Language Core *or*
 Elective

Sophomore Year

Fall Term

PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 PT300-Level Course
 English Core
 History Core
 Art History Course

Spring Term

PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 PT300-Level Course
 Math/Science Core
 Social Science Core
 Non-Departmental Elective

Junior Year

Fall Term

PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 PT300-Level Course (or higher)
 Social Science Core

Non-Departmental Elective
Elective

Spring Term

PL200-Level Philosophical Perspectives Course *or*
Theology Core
PT300-Level Course (or higher)
Math/Science Core
Non-Departmental Elective
Elective

Senior Year

Fall Term

PT390/SA390 Artist's Survival Seminar
(1 credit)
PT300-Level Course (or higher)
PT300-Level Course (or higher)
Ethics Core
Non-Departmental Elective
Elective

Spring Term

PT412 Senior Project in Photography *or*
PT300-Level Course (or higher)
PT300-Level Course (or higher)
Art History Course
Elective
Elective

1. Visual arts majors with a photography concentration take AH111, PT270, PT319, PT375, PT390, SA224, one additional art history course, and seven additional upper-division photography courses. No more than one of the following may count towards the major: PT278, PT279, PT280, PT281, PT282.
2. Interdisciplinary visual arts majors with a photography concentration take AH111, PT270, PT319, PT375, PT390, SA224, and three additional upper-division photography courses.
3. Visual arts minors with a photography focus take PT270, PT319, PT375, and four additional upper-division photography courses.
4. Visual arts students with a photography concentration are strongly encouraged to take computer science to fulfill one of the math/science core requirements.

5. Students interested in photojournalism should declare a visual arts major with a concentration in photography and a communication minor, or a communication major with a specialization in journalism and a visual arts minor with a photography focus.
6. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

Studio Arts Concentration

Freshman Year

Fall Term

AH110 Survey of Art: Paleolithic to Gothic
SA224 Two-Dimensional Design
WR100 Effective Writing
Language Core
Math/Science Core

Spring Term

AH111 Survey of Art: Renaissance to Modern
EN101 Understanding Literature
HS101 History of Modern Western Civilization
SA225 Drawing I
Language Core *or*
Elective

Sophomore Year

Fall Term

PL201 Foundations of Philosophy
SA300-Level Course
TH201 Introduction to Theology
English Core
History Core

Spring Term

PL200-Level Philosophical Perspectives Course
SA300-Level Course
Math/Science Core
Social Science Core
Theology Core

Junior Year*Fall Term*

SA326 Life Drawing I
 SA300-Level Course
 Social Science Core
 Non-Departmental Elective
 Elective

Spring Term

AH200-Level Course (or higher)
 SA300-Level Course
 Math/Science Core
 Theology Core *or*
 Non-Departmental Elective

Senior Year*Fall Term*

SA390/PT390 Artist's Survival Seminar
 (1 credit)
 SA300-Level Course
 SA300-Level Course
 Ethics Core
 Non-Departmental Elective
 Elective

Spring Term

SA412 Senior Project in Studio Art *or*
 SA300-Level Course
 SA300-Level Course
 Non-Departmental Elective
 Elective
 Elective

1. Visual arts majors with a studio arts concentration take AH110, AH111, SA224, SA225, SA326, SA390, eight additional upper-division studio arts courses, and one additional upper-division art history course.
2. Visual arts minors with a studio arts focus and interdisciplinary majors with a studio arts concentration take SA224, SA225, four additional upper-division studio arts courses, and one art history course.
3. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

COURSE DESCRIPTIONS**Art History****AH100 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. *Strongly recommended to elementary education majors; fulfills the fine arts core requirement for elementary education majors.*

AH110 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 CL241.*

AH111 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.*

AH200 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.*

AH202 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.*

AH203 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.*

AH204 Islamic Art (3.00 cr.)

A survey of the rich and diverse artistic heritage from the seventh century to the present. A wide range of media is covered, including architecture, calligraphy, ceramics, textiles, and manuscript illumination. Religious and secular art is examined within its historical context in Spain, North Africa, the Middle East, and central and south Asia. *Counts toward Asian Studies minor.*

AH207 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. *Counts toward American Studies minor.*

AH210 Survey of Architectural History (3.00 cr.)

An examination of major architectural monuments from ancient Egypt to the present. Explores the relation between the appearance and function of buildings, the use of ornament in relation to materials, and the social and symbolic importance of architecture.

AH308 Art of Ancient Greece (3.00 cr.)

A survey of Greek art and architecture from the Bronze Age to the Hellenistic Era. Among the topics considered are Mycenaean tombs and palaces, the development of temple architecture, and the ways in which polytheistic religion shaped life in ancient Greece. *Same course as CL308.*

AH309 Art of Ancient Rome (3.00 cr.)

A survey of Roman art and architecture from the emergence of the Etruscan Civilization to the fall of the empire. Topics include the forging of a new Roman culture from Italic and Greek origins, the invention of new construction techniques, and the appropriation

of art for propagandistic purposes. *A section of this course is offered in Rome. Same course as CL309.*

AH311 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.*

AH312 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.*

AH313 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.*

AH314 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.*

AH315 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.

AH316 Realism and Impressionism (3.00 cr.)

Throughout the second half of the nineteenth century, artists such as Courbet, Manet, and Monet struggled to free themselves from older art forms in an effort to

become “modern,” to capture the life and spirit of their own times. Investigates the artistic transformation that occurred in an era of rapid social change as artists struggled with new avenues for marketing their works (through dealers and galleries), mined new urban spaces and newly created suburbs, and combed the diminishing countryside for their images. *Counts toward Gender Studies minor.*

AH317 Modern Art in Europe: 1880–1945 (3.00 cr.)

At the end of the nineteenth century, artists prized self-expression over centuries-old conventions for art. Examines the dreamy world-weariness of Symbolist artists at the end of the nineteenth century; the assault on conventional art forms by artists such as Picasso, Matisse, and Duchamp in the early twentieth century; and the Surrealist effort to capture and objectify the subjective in art.

AH318 American Art: Art for a Democracy (3.00 cr.)

Although American artists looked to European models for their inspiration, their art consistently reflected the complexities of American culture. In America, English aristocratic portraits were transformed into Puritan celebrations of hard-earned and therefore, well-deserved wealth; American architects responded to the practical demands of climate and materials at hand; painters of American life glorified the wilderness even as it was disappearing; the democratic process was both glorified and satirized. Examines the American response to European art as it was assimilated and transformed by American artists from the seventeenth century to the Great Depression. *Counts toward American Studies minor. Same course as HS356.*

AH319 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 PT319.*

AH320 Contemporary Art, 1945 to the Present (3.00 cr.)

In the aftermath of World War II and with the advent of the Abstract Expressionists, American artists seemingly pioneered the successive waves of post-painterly and hard-edged abstraction, Pop and performance art, conceptual art, and earthworks. Explores the diversity of European and American art from 1945 to the present.

AH322 Michelangelo (3.00 cr.)

Michelangelo Buonarroti (1475–1564) was arguably the most important artistic figure of the sixteenth century. Active as a painter, sculptor, architect, draftsman, and poet, Michelangelo greatly influenced the development of art in Italy (and Europe) both during and after his life. Works such as *David* and the Sistine Chapel ceiling are examined in the context of the political, religious, artistic, and philosophical concerns of the time. Michelangelo's art also is examined in relation to that of his predecessors, contemporaries, and followers, so that students may come to understand not only his art but his impact on the art of the Renaissance and, more broadly, on Western European art.

AH323 The Gothic Cathedral (3.00 cr.)

An introduction to the cathedrals of medieval Europe from 114 c. to 1400. Students examine their complex sculptural and stained glass decorative programs, as well as their building techniques and structural characteristics. Students also explore how Gothic cathedrals have been appropriated in later periods. *Counts toward Catholic Studies and Medieval Studies minors.*

AH324 From Tamerlane to the Taj Mahal: Timurid and Mughal Art (3.00 cr.)

An examination of the art and architecture created from the fourteenth through seventeenth centuries under the Timurid dynasty in Central Asia and the Mughal empire in South Asia. Topics include the architectural patronage of the ruthless conqueror Timur (known in the West as Tamerlane) in his capital, Samarqand; the flourishing of Persian miniature painting in Herat; the synthesis of Timurid traditions with the indigenous traditions of India in the Mughal capital city of Fatehpur Sikri; Jesuit contact with the Mughal court; and Mughal book and decorative arts. The Taj Mahal, the most famous of the Mughal tombs and a landmark in the world of architectural history, is explored in depth. *Counts toward Asian Studies minor.*

AH349 Baltimore: Its History and Architecture (3.00 cr.)

An examination of the history of Baltimore since its foundation in 1727: its growth as a center of trade and industry, its tumultuous nineteenth century politics, and especially its industrial decline and unexpected revival in the twentieth century. The city's historic buildings and neighborhoods are the principal focus of the course, and students are encouraged to leave campus to study them. Novels and feature films about Baltimore

are also used to study the city's history. *Counts toward American Studies minor. Same course as HS349.*

AH351 American Urban Culture:

A Tale of Four Cities (3.00 cr.)

Students explore the growth of cultural institutions in four American cities—Baltimore, Boston, New York, and Philadelphia—in the late eighteenth and nineteenth centuries. For much of the time under consideration, the elite and the citizenry in each of these cities competed to establish exemplary cultural institutions that would be emulated—or envied—by other cities. Early urban planning, religious edifices, monuments, parks, museums and libraries, and department stores are among the topics considered. *Counts toward American Studies minor. Same course as HS351.*

AH400 Methodology and Historiography (3.00 cr.)

Prerequisite: Written permission of the instructor. Through readings, discussions, museum and gallery visits, students examine the diverse methodologies of art history and the history of the discipline from its emergence in America in the 1930s to the present. *Strongly recommended for fine arts majors and minors with a concentration in art history.*

AH402 Special Topics in Art History (3.00 cr.)

Prerequisite: Written permission of the instructor. An intensive investigation of a special topic, artist, limited span of time, or a particular artistic “problem” in the history of art. *Combines a lecture and seminar format. May be repeated for credit with different topics.*

AH403 Internship: Art History (3.00 cr.)

Prerequisite: Written permission of the instructor. Students interested in an internship in the history of art or museum studies should contact the instructor.

AH404 Summer Internship: Art History (1.00 cr.)

Prerequisite: Written permission of the instructor. Taken by art history majors and minors participating in off-campus internships in museums, galleries, auction houses, or other art-related venues. *Does not count toward the 120-credit degree requirement. (Summer only)*

AH412 Senior Project in Art History (3.00 cr.)

Prerequisite: Senior status and written permission of the department. 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 spring semester of the student's junior year.

Theatre

DR100 Stagecraft (3.00 cr.)

Students apprentice on set construction, scene painting, lighting, and running crews. This entails hands-on, supervised work on the Evergreen Players' main-stage productions. Participants work with the professional set and lighting designers of Loyola productions.

**DR210 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. *Counts toward American Studies minor. Same course as MU210.*

DR250 Introduction to Theatre History (3.00 cr.)

The evolution of theatre as an art form is explored, from ancient Greek to contemporary performance. Major theatrical genres/movements, playwrights, directors, actors, and designers are covered. An emphasis is placed on the link between society and theatre, focusing on key moments in the Theatre's development. Includes attendance at theatre productions in the Baltimore/Washington area. *Fulfills fine arts core requirement. (Theatre tickets cost approximately \$50.)*

DR251 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.)*

DR260 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.

DR261 Dance Movement and Technique (3.00 cr.)

Prerequisite: DR260 or written permission of the instructor. 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.

DR263 Modern Dance Technique (3.00 cr.)

Prerequisite: DR260 or DR261. 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.

DR270 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.

DR271 Costume Design (3.00 cr.)

Provides students with the tools for designing costumes for theatrical productions. Several areas are covered, including research techniques, script analysis, designer/director relationship, organizational paperwork, and rendering techniques. Students design costumes for scripts of varying periods and genres. *A textbook and art supplies are required.*

DR275 Theatre Practicum (1.00 cr.)

A practicum requires supervised, hands-on experience in a particular area of theatrical production for a main-stage Evergreen Players or Poisoned Cup production. Areas of concentration include acting, directing, set construction, lighting, prop and costume construction, and running crews. The faculty supervisor details responsibilities, and grading is pass/fail. *Fine arts majors with a concentration in theatre must take three practicums, each in a different area. May be repeated twice for credit.*

DR278 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. Same course as PT278.*

DR279 Silent Cinema (3.00 cr.)

Examines the formation of what is now the "Hollywood" industry—the development of the major studios and the star system. Discussions of major actors and directors center on films that highlight their strength and weaknesses, as well as the difficulty experienced in making the transition to sound films. *Counts towards American Studies and Film Studies minors. Same course as PT279.*

DR280 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 American Studies and Film Studies minors. Same course as PT280.*

DR281 Films of Alfred Hitchcock (3.00 cr.)

Alfred Hitchcock was known as the "Master of Suspense." From *Rebecca* to *Psycho*, this cinematic giant gave us some of our most treasured films. Students explore what makes Hitchcock—*Hitchcock*—the director's extraordinary ability to manipulate an audience, his patent conventions, camera angles, and running themes. *Counts toward Film Studies minor. Same course as PT281.*

DR282 Films of William Wyler (3.00 cr.)

According to Martin Scorsese, William Wyler was "Hollywood's most respected director." Wyler, who was also 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 *The Letter*, *The Best Years of Our Lives*, *Roman Holiday*, and *Funny Girl*. *Counts towards Film Studies minor. Same course as PT282.*

DR300 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.

DR301 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.

DR309 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 MU309.*

DR350 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.

DR351 Directing I (3.00 cr.)

Prerequisite: DR350. 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.

DR354 Acting II (3.00 cr.)

Prerequisite: DR350 or an audition with the theatre faculty. This class focuses on advanced scene-work and period technique. Students choose monologues and scenes from a range of historical styles.

DR355 Theatre Criticism (3.00 cr.)

Prerequisite: DR251. Observing, discussing, and writing about contemporary performance. Topics include techniques for seeing performance in preparation for writing about it, research that supports critical writing, and formats for critiques/reviews in various publications. Students also read and analyze performance criticism being published in contemporary newspapers, magazines, and journals. Students attend productions in the Baltimore/Washington area.

DR356 Directing II (3.00 cr.)

Prerequisite: DR351. An in-depth, hands-on study of directing which builds on DR351. Students work with professional designers and hone their skills in all parts of the directing/production process. The course culminates in the public performance of a fully produced, one-act play directed by each student in the class as part of the Evergreen Players' regular season. *(Spring only)*

DR357 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.

DR359 Playwriting (3.00 cr.)

Students develop the necessary skills to write effectively for the theatre. Students are encouraged to find their own voices through scene work assignments that are performed and directed in class. The final project is the completion of a one-act play.

DR361 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.

DR362 Special Topics in Dramatic History/Literature (3.00 cr.)

Students focus on a specific period, genre, or playwright such as American theatre, contemporary performance, Vrecht, Absurdism, or farce. *May be repeated for credit with different topics.*

DR363 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.*

DR364 Solo Performance (3.00 cr.)

Prerequisite: DR350. The history, theory, and creation of the one-person show. Topics include historical and contemporary solo performances; biographical solo works; multi-character solo works; autobiography in solo performances; and the development of frames, concepts, and approaches to the solo format. Students present part of a work-in-progress to the College community.

DR374 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.

DR412 Senior Project in Theatre (3.00 cr.)
Prerequisite: Senior status and written permission of the department. Students develop an advanced project under the direction of a faculty member. Work on the project continues throughout both semesters of the student's senior year. Proposals for senior projects must be approved by the fine arts faculty during the student's junior year.

Music

MU101 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.

MU102 Ear Training II (1.00 cr.)
Prerequisite: MU101. A continuation of MU101.

MU103 Ear Training III (1.00 cr.)
Prerequisite: MU102. A continuation of MU102.

MU104 Ear Training IV (1.00 cr.)
Prerequisite: MU103. A continuation of MU103.

MU110 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.*

MU118 Voice Class I (1.00 cr.)
Prerequisite: An audition with the voice program director. An introduction to basic skills for beginning singers, including mechanics of breathing and posture, knowledge of vocal anatomy, health and care of the voice, vocal exercises and warm-ups, performance skills, and basic sight-singing skills (solfeggio). Songs are individually assigned. *A fee is charged for private instruction and is payable directly to the instructor. Enrollment limited to six students.*

MU119 Voice Class II (1.00 cr.)
Prerequisite: MU118. A continuation of MU118 with more emphasis on sight-singing skills, song preparation, communication of text, application of vocal techniques for assigned songs, stage deportment and dress, and performance anxiety management. Includes individual work with students during class and a recital for invited guests at the end of the semester. *A fee is charged for private instruction and is payable directly to the instructor. Enrollment limited to six students.*

MU200 Loyola Chorale I (1.50 cr.)
Prerequisite: An audition with the instructor. The Concert Choir performs various times throughout the year including two major concerts with a professional instrumental ensemble. During the semester, rehearsals are 7–9:30 on Tuesday evenings. *May be repeated for credit.*

MU201 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.*

MU203 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.*

MU208 American Roots Music (3.00 cr.)
 A survey of American roots music with a special focus on bluegrass and its predecessors, including Anglo-Irish folk music, the blues, country music, and the folk revival. *Students should have the ability to read music and some experience in musical analysis. May be taken for free elective credit only. Counts toward American Studies minor.*

MU209 Special Topics: Musical Training (1–3.00 cr.)
Prerequisite: Written permission of the music director. Intensive private instruction in more than one instrument. *May be repeated eight times for credit.*

MU210 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. *Counts toward American Studies minor. Same course as DR210.*

MU211 Jazz Ensemble I (1.50 cr.)

Prerequisite: An audition with the instructor. The Loyola College Jazz Ensemble is open to all instrumentalists by audition. Repertoire includes standard jazz and fusion. Students are given opportunities for solo playing and should be able to read a chart. *May be repeated for credit.*

MU216 Orchestra I (1.50 cr.)

Prerequisite: An audition with the music director. The orchestra, open to instrumentalists by audition, rehearses and performs masterworks of orchestral literature. Rehearsals are held on Sundays, 4–7 p.m., at Loyola's Timonium Campus. There are at least two major concerts along with a number of other performance opportunities each semester. *May be repeated for credit.*

MU217 Scenes for Singers (1.50 cr.)

Prerequisite: An audition with the instructor. Instruction to develop ensemble skills in solo singers and in pianists interested in working with singers. Participants are assigned partners with whom they prepare chamber duets and trios by composers such as Schumann, Mendelssohn, and Vivaldi. Some American musical theatre repertoire may be included. Weekly meetings (1.5 hours) and an additional 1.5-hour rehearsal are required, with a recital given at the end of the semester. *A fee is charged for private instruction and is payable directly to the instructor. May be repeated for credit.*

MU218 Applied Music (1/2 hour) (1.00 cr.)

Private instruction in musical instruments and voice. Each lesson is one-half hour per week with independent practice as prescribed by the teacher. All applied music courses are set up through, and require the permission of, the music director. *A fee is charged for private instruction and is payable directly to the instructor. May be repeated for credit.*

MU219 Applied Music (1 hour) (2.00 cr.)

Private instruction in musical instruments and voice. Each lesson is one hour per week with independent practice as prescribed by the teacher. All applied music courses are set up through and require the permission of the music director. *A fee is charged for private instruction and is payable directly to the instructor. May be repeated for credit.*

MU220 Chamber Ensemble I (1.50 cr.)

Prerequisite: An audition with the instructor. Provides performance opportunities for instrumentalists who wish to play as soloists or as members of small groups (two to eight players). Concerts are performed both on and off campus. *May be repeated for credit.*

MU230 Classical Guitar Ensemble I (1.50 cr.)

Designed for classical guitarists to perform in small groups of two to eight players. Participants are grouped according to level of ability, and music from the classical repertoire is rehearsed and studied. There are performance opportunities each semester. *Open to students, faculty, and staff by audition. May be repeated for credit.*

MU300 Loyola Chorale II (1.50 cr.)

Prerequisite: Two semesters of MU200 and an audition with the instructor. A continuation of MU200. *May be repeated for credit.*

MU301 Passion and Grace: Music of the Seventeenth- and Eighteenth-Centuries (3.00 cr.)

In 1600, the musical baroque was born. This new genre featured music of unprecedented emotion and passion. As it grew, new forms were added; it eventually evolved into the classical style which emphasized grace, poise, and balance. This remarkable development is traced with a focus on Monteverdi, Bach, Haydn, and Beethoven.

MU302 Structure of Music: Theory I (3.00 cr.)

Recommended Prerequisite: MU201 or written permission of the department chair. Music theory encompasses the study of melodic and harmonic practices common in the eighteenth and nineteenth centuries. Focuses on comprehension through the development of skills including exercises, drills, ear-training, sight-singing, and analysis as well as lecture.

MU303 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.

MU305 Music in the Twentieth-Century (3.00 cr.)

The most significant musical revolution in three hundred years took place at the beginning of the twentieth century. What was the revolution? How and why do we need to listen to new music in a different way? These questions will be addressed as the course investigates the music of Debussy, Schoenberg, Stravinsky, Gershwin, Copland, and Glass.

MU306 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.

MU307 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.

MU309 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 DR309.*

MU310 Theory II (3.00 cr.)

Prerequisite: MU302. 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.

MU311 Jazz Ensemble II (1.50 cr.)

Prerequisite: Two semesters of MU211 and an audition with the instructor. A continuation of MU211. *May be repeated for credit.*

MU312 Jazz Improvisation I (3.00 cr.)

Prerequisite: MU201 or written permission of the music director and the department chair. Helps the student become a more musical improviser principally in the jazz idiom through a four-pronged approach which involves listening, theory, practice, and performance. Students study, play, and transcribe great jazz solos and invent new melodies. Covers the development of a basic vocabulary for improvising. Examines rhythm in jazz and improvisation in the Major, Dorian, Mixolydian modes and the Blues scale.

MU314 Madrigals (1.50 cr.)

Prerequisite: An audition with the instructor. Corequisite: MU200 or MU300. A vocal ensemble of selected student musicians which performs madrigals from the fifteenth

and sixteenth centuries. Participants must also be active members of the Loyola Chorale. *May be repeated for credit.*

MU315 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.

MU316 Orchestra II (1.50 cr.)

Prerequisite: Two semesters of MU216 and an audition with the music director. A continuation of MU216. *May be repeated for credit.*

MU318 Applied Music (1/2 hour) (1.00 cr.)

Prerequisite: Two semesters of MU218 or MU219, a passed jury, and written permission of the music director. A continuation of MU218 or MU219. *A fee is charged for private instruction and is payable directly to the instructor. May be repeated for credit.*

MU319 Applied Music (1 hour) (2.00 cr.)

Prerequisite: Two semesters of MU218 or MU219, a passed jury, and written permission of the music director. A continuation of MU218 or MU219. *A fee is charged for private instruction and is payable directly to the instructor. May be repeated for credit.*

MU320 Chamber Ensemble II (1.50 cr.)

Prerequisite: Two semesters of MU220 and an audition with the instructor. A continuation of MU220. *May be repeated for credit.*

MU322 Jazz Improvisation II (3.00 cr.)

Prerequisite: MU312. A continuation of the development of the student as a more musical improviser. Examines II, V, I progressions; basic jazz forms and rhythm changes; the Locrian and Aeolian modes; and the minor, diminished, and whole tone scales.

MU323 Jazz Combo (1.50 cr.)

Prerequisite: An audition with the instructor. Corequisite: MU211 or MU311. An instrumental jazz group of four to eight players, representing the top jazz musicians on campus. The combo performs repertoire from "lead sheets," requiring performers to create arrangements collectively and to develop a musically mature improvisational language. Members must be active in the jazz ensemble. *May be repeated for credit.*

MU324 Composition (3.00 cr.)

Prerequisite: MU302. 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.

MU325 Counterpoint (3.00 cr.)

Prerequisite: MU302. 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.

MU326 Songwriting and Arranging (3.00 cr.)

Prerequisite: MU201. 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.

MU330 Classical Guitar Ensemble II (1.50 cr.)

Prerequisite: Two semesters of MU230 or an audition with the instructor. Designed for classical guitarists to perform in small groups of two to eight players. Participants are grouped according to level of ability, and music from the classical repertoire is rehearsed and studied. There are performance opportunities each semester. *Open to students, faculty, and staff by audition. May be repeated for credit.*

MU350 Electronic Music Studio (3.00 cr.)

Prerequisite: MU201 or written permission of the department chair. Use of digital and analog synthesizers and samplers to create and modify original sounds. These new timbres will then be used in both preexisting and original pieces of music. Students work in the studio both in and out of class.

MU351 Electronic Music Studio II: Digital Recording from Tracking to Mastering (3.00 cr.)

Prerequisite: MU350. 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.

MU412 Senior Project in Music (3.00 cr.)

Prerequisite: Senior status and written permission of the department. Students develop an advanced project under

the direction of a faculty member. Work on the project continues throughout both semesters of the student's senior year. *Proposals for senior projects must be approved by the fine arts faculty during the spring semester of the student's junior year.*

Photography**PT270 Basic Digital Photography (3.00 cr.)**

Students acquire an understanding of and appreciation for both the technical and aesthetic aspects of reading and making photographs. Among the numerous techniques explored are composition, file size management, electronic retouching, fine printing, and electronic presentation. *Students are expected to supply a digital camera with at least a six megapixel capacity and the ability to control aperture and shutter speed. Fulfills fine arts core requirement.*

PT275 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. *A 35 millimeter camera is required. Fulfills fine arts core requirement.*

PT278 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. Same course as DR278.*

PT279 Silent Cinema (3.00 cr.)

Examines the formation of what is now the "Hollywood" industry—the development of the major studios and the star system. Discussions of major actors and directors center on films that highlight their strengths and weaknesses, as well as the difficulty experienced in making the transition to sound films. *Counts towards American Studies and Film Studies minors. Same course as DR279.*

PT280 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 to through the 1950s. Among the topics discussed are the roles of directors, costumers, cameramen, lighting directors, and actors. *Counts toward American Studies and Film Studies minor. Same course as DR280.*

PT281 Films of Alfred Hitchcock (3.00 cr.)
Alfred Hitchcock was known as the “Master of Suspense.” From *Rebecca* to *Psycho*, this cinematic giant gave us some of our most treasured films. Students explore what makes Hitchcock—*Hitchcock*—the director’s extraordinary ability to manipulate an audience, his patent conventions, camera angles, and running themes. *Counts toward Film Studies minor. Same course as DR281.*

PT282 Films of William Wyler (1.00 cr.)
According to Martin Scorsese, William Wyler was “Hollywood’s most respected director.” Wyler, who also 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 *The Letter*, *The Best Years of Our Lives*, *Roman Holiday*, and *Funny Girl*. *Counts toward Film Studies minor. Same course as DR282.*

PT319 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 AH319.*

PT331 Mixed Media (3.00 cr.)
Prerequisite: SA200 or SA224. 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 SA331.*

PT339 Digital Mixed Media (3.00 cr.)
Prerequisite: CM222 or PT270. 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 SA339.*

PT340 Book Arts and Artists’ Books I (3.00 cr.)
Prerequisite: SA224 or written permission of the instructor. Addresses both traditional and alternative processes in making visual books. Students learn several folding, stitching, enclosing, and binding methods which will serve as technical references for their own personalized projects. In addition to practical skills related to the

craft of bookmaking, the art methods of collage, image layering, using the copier as a creative tool, and considering contemporary content in visual sequence are explored. *Same course as SA340.*

PT351 Book Arts and Artists’ Books II (3.00 cr.)
Prerequisite: PT340. A continuation of PT340. *Same course as SA351.*

PT375 Intermediate Photography (3.00 cr.)
Prerequisite: PT270 or PT275. An introduction to black and white silver photography. Students do their own darkroom work. Exposure, development, and printing are explored in the darkroom. Basic studio lighting for still lifes, portraits, and figure photography is covered. *Students are required to furnish a 35 millimeter camera.*

PT376 Directed Workshop (3.00 cr.)
Prerequisite: PT375. Designed to allow students to pursue an interest in a specific area of photography such as sports, portraits, landscape, nature, etc. Weekly critiques of ongoing projects and a final exhibition portfolio required. *May be repeated twice for credit.*

PT377 Landscape and Nature Photography (3.00 cr.)
Prerequisite: PT375. An intensive workshop in photographing the landscape and elements from it as an expression of personal statement. *Some weekend field trips required.*

PT378 Alternative Photographic Processes (3.00 cr.)
Prerequisite: PT375 or written permission of the department chair. A study of the early processes by which photographic images were recorded and displayed, including cyanotype, ambrotype, and Van Dyck brown. Students make their own cameras and emulsions and coat their paper in addition to taking the original photographs. Explores the aesthetic and expressive possibilities of the older processes.

PT379 Color Photography (3.00 cr.)
Prerequisite: PT375. Studies the history and production of color photographic processes, both film and digital. Includes processing slides and digital prints and producing prints from slides by cibachrome process. Students do their own darkroom work.

PT381 Photojournalism (3.00 cr.)
Prerequisite: PT375. Photography in print media as illustration and narrative vehicle: the photo-essay and photo-documentary. Basic graphics in print journalism.

PT382 Interactive Photographic Presentations

(3.00 cr.)

Prerequisite: PT375. 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.*

PT383 The Photographic Essay

(3.00 cr.)

Prerequisite: PT375. 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.

PT384 Digital Image I

(3.00 cr.)

Prerequisite: PT375. 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. The final works may be black and white or color photographs or images from a computer printer. *Same course as SA384.*

PT385 Digital Image II

(3.00 cr.)

Prerequisite: PT384 or SA384. A continuation of PT384. *Same course as SA385.*

PT386 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.*

PT390 Artist's Survival Seminar

(1.00 cr.)

A seminar for photography and studio arts majors. Students learn how to take slides, build their portfolios, and mat and frame their works with an aim at securing an exhibition for their works. *Required for fine arts majors and recommended for fine arts minors with a concentration in photography. Same course as SA390. (Pass/Fail)*

PT391 Image and Text

(3.00 cr.)

Prerequisite: PT375. Explores the dynamic relationship between photographic imagery and text. Students study the history of art that combines text and visual imagery. They also explore in their own work the ways that text as an interactive, subversive, or antithetical element

can conspire with the photographic image to construct or deconstruct opinions and provoke new responses.

PT393 Portraiture

(3.00 cr.)

Prerequisite: PT375. 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.

PT394 The Human Subject

(3.00 cr.)

Prerequisite: PT375. Throughout history the human image has been the most important subject through which artists have expressed their personal visions. Students have an opportunity, through the use of lighting and composition, to study the human form as an artistic, photographic subject. *Students considering enrollment in this course are strongly encouraged to register for The Nude in Art (AH301) prior to, or along with, this course.*

PT395 Moving Pictures, Still Pictures

(3.00 cr.)

Prerequisite: PT375. Concentrates on the historical and aesthetic relationships that are present throughout the histories of both media. Movie clips, slides, and still photographs are shown and discussed. Assignments focus on narrative, passage of time, point of view, dramatic artifice, and stylistic and formal aspects of cinematography and still photography.

PT403 Advanced Photography

(3.00 cr.)

Prerequisite: PT375. An intensive study of advanced black and white techniques in the studio, darkroom, and on location. Emphasizes final print quality, technically and aesthetically.

PT411 Professional Photographic Practices

(3.00 cr.)

Prerequisite: *Written permission of the instructor.* An introduction to the business of photography, including finding and dealing with clients; copyright laws; portfolio creation and presentation; and image storage systems.

PT412 Senior Project in Photography

(3.00 cr.)

Prerequisite: *Senior status and written permission of the department.* Students develop an advanced project under the direction of a faculty member. Work on the project continues throughout both semesters of the student's senior year. *Proposals for senior projects must be approved*

by the fine arts faculty during the spring semester of the student's junior year.

PT481 Photojournalism Internship (3.00 cr.)

Prerequisite: PT381. The experience of photojournalism on a daily and weekly newspaper as well as magazine photojournalism. *See department advisor about this course.*

PT482 Special Projects in Journalism and Photojournalism (3.00 cr.)

Prerequisite: Written permission of the instructor. An introduction to the type of research necessary for investigative reporting, for the production of television documentaries and for the public relations and industrial audiovisual presentations. Since the well researched script is the basis of such work, equal importance will be given to research, writing, and production of visuals. In some cases, students may be allowed to register as a team. *May be repeated once for credit.*

Studio Arts

SA224 Two-Dimensional Design (3.00 cr.)

A study of the essential elements of design as they apply to a two-dimensional level: line, shape, color theory, texture, and integrity. A variety of materials appropriate for two-dimensional projects will be used. *Fulfills fine arts core requirement. Prerequisite for most studio arts courses. Requirement for fine arts majors and minors with a concentration in studio arts.*

SA225 Drawing I (3.00 cr.)

Through the education of hand and eye, students learn to draw in a manner that mirrors visual reality. Explores basic drawing principles through line and tone in pencil and charcoal. *Requirement for fine arts majors and minors with a concentration in studio arts.*

SA300 Landscape I (3.00 cr.)

Prerequisite: SA200 or SA224 or SA225 or written permission of the instructor. Explores drawing and painting the landscape. Deals with naturalistic ideas, light being a primary concern. Students improve drawing and painting skills and media, including oil, as they work in the classroom and at locations around the Loyola community. Slide lectures and a museum visit supplement outdoor sessions.

SA301 Drawing with Color I (3.00 cr.)

Prerequisite: SA225 or written permission of the instructor. Color as a vehicle for drawing and composing expressive imagery using colored pencils and inks. Subject matter drawn from nature and man-made forms.

SA302 Three-Dimensional Design (3.00 cr.)

Prerequisite: SA224 or written permission of the instructor. Students learn to recognize and use the elements that create a three-dimensional work of art, defining and using those principles in a variety of media. The problem-solving nature of this course includes both conceptual and observations-based assignments.

SA320 Printmaking I (3.00 cr.)

Prerequisite: SA224 or SA225 or written permission of the instructor. Introduces materials, techniques, and equipment used in planographic, relief, and intaglio printmaking including, but not limited to, monotype, linocut, etching, and photographic transfer. Both water- and oil-based inks as well as black/white and color prints and editions are produced. *Prior drawing and/or painting experience recommended.*

SA324 Color: Practice and Theory (3.00 cr.)

Prerequisite: SA224. 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.

SA325 Portraits and the Figure I (3.00 cr.)

Prerequisite: SA224 or SA225 or written permission of the instructor. A study of the human head and figure and their structures in pencil, charcoal, and color. Students work from live models, photography, and drawings of old and modern masters.

SA326 Life Drawing I (3.00 cr.)

Prerequisite: SA225 or written permission of the instructor. 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.

SA327 Illustration (3.00 cr.)

Prerequisite: SA225 or written permission of the instructor and the department chair. Problem-solving sessions consider the development of concept into image, compositional invention, and appropriate media. Themes to be explored will be discussed at the first class meeting.

SA328 Watercolor I (3.00 cr.)

Prerequisite: SA224 or SA225. 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.

SA331 Mixed Media (3.00 cr.)

Prerequisite: SA224. 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 PT331.*

SA332 Watercolor II (3.00 cr.)

Prerequisite: SA328 or written permission of the instructor. A continuation of SA328.

SA333 Clay I (3.00 cr.)

Prerequisite: SA224 or SA302. 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.

SA334 Sculpture (3.00 cr.)

Prerequisite: SA224. 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.

SA335 Printmaking: Relief (3.00 cr.)

Prerequisite: SA224 or SA225 or SA320 or written permission of the instructor. A further exploration of relief printmaking beyond SA320, using wood, linoleum, and other additive or subtractive matrices. *Some prior drawing and/or painting experience recommended.*

SA336 Printmaking: Intaglio (3.00 cr.)

Prerequisite: SA224 or SA320 or written permission of the instructor. A further exploration of intaglio printmaking beyond SA320, using non-toxic 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.*

SA337 Landscape II (3.00 cr.)

Prerequisite: SA300 or written permission of the instructor. A continuation of SA300.

SA338 Drawing with Color II (3.00 cr.)

Prerequisite: SA301. A continuation of SA301.

SA339 Digital Mixed Media (3.00 cr.)

Prerequisite: CM222 or PT270. 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 PT339.*

SA340 Book Arts and Artists' Books I (3.00 cr.)

Prerequisite: SA224 or written permission of the instructor. Addresses both traditional and alternative processes in making visual books. Students learn several folding, stitching, enclosing, and binding methods which will serve as technical references for their own personalized projects. In addition to practical skills related to the craft of bookmaking, the art methods of collage, image layering, using the copier as a creative tool, and considering contemporary content in visual sequence are explored. *Same course as PT340.*

SA341 Printmaking: Alternative Processes (3.00 cr.)

Prerequisite: PT378 or SA224 or SA225 or SA320 or written permission of the instructor. A further exploration of planographic printmaking beyond SA320, 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.*

SA342 Drawing II: Drawing from Observation (3.00 cr.)

Prerequisite: SA225 or written permission of the instructor. Students learn to translate the visual world into drawn images using traditional materials and tools but with a contemporary approach. Wet and dry media and color are used.

SA343 Drawing II: A Conceptual Approach (3.00 cr.)

Prerequisite: SA225 or written permission of the instructor. Students learn the qualities of line, tone, and color which convey mood and surface effects. Formal understanding of drawing concepts combine with personal expression to develop a block of work that reflects the inner world of the artist.

SA345 Portraits and the Human Figure II (3.00 cr.)

Prerequisite: SA325. A continuation of SA325.

SA346 Life Drawing II (3.00 cr.)

Prerequisite: SA326. A continuation of SA326.

SA348 Painting I (3.00 cr.)

Prerequisite: SA224 or written permission of the instructor. A study of the nature of oil painting based on specific studio exercises, outside painting projects, class demonstrations, and group critiques.

SA349 Painting II (3.00 cr.)

Prerequisite: SA348 or written permission of the instructor. A continuation of SA348. Students, with individual counseling, may elect to pursue specific interests in this medium.

SA350 Clay II (3.00 cr.)

Prerequisite: SA333. A continuation of SA333 Clay I.

SA351 Book Arts and Artists' Books II (3.00 cr.)

Prerequisite: SA340. A continuation of SA340. *Same course as PT351.*

SA352 Collage, Assemblage, and the Found Object (3.00 cr.)

Prerequisite: SA224. Through the use of found and altered materials, students are led from varied technical approaches for creating collages on/of paper through a range of conceptual approaches to design and content. Includes the altering and constructing of relief and three-dimensional, pre-existing materials into works of art (assemblages and found object sculpture). Art historical references coincide with the projects. A field trip to gather odd ephemera and inexpensive objects that can be "repurposed" is included.

SA354 Graphic Design I (3.00 cr.)

Prerequisite: SA224. 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.

SA356 Abstract Painting (3.00 cr.)

Looking at the tradition of abstraction from cubism, neoplasticism, abstract expressionism, color field painting, and minimalism, students create original works that focus on form, color, and texture. Through a series of painting explorations, critiques, field trips, and examination of work by Jackson Pollock and others, students gain a better understanding of what is meant by "content in abstraction."

SA384 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. The final works may be black and white or color photographs or images from a computer printer. *Same course as PT384.*

SA385 Digital Image II (3.00 cr.)

Prerequisite: PT384 or SA384. A continuation of SA384. *Same course as PT385.*

SA390 Artist's Survival Seminar (1.00 cr.)

A seminar for studio arts and photography majors. Students learn how to take slides, build their portfolios, write resumes, and mat and frame their works with an aim at securing an exhibition for their works. *Required for fine arts majors and recommended for fine arts minors with a concentration in studio arts. Same course as PT390. (Pass/Fail)*

SA412 Senior Project in Studio Art (3.00 cr.)

Prerequisite: Senior status and written permission of the department. Students develop an advanced project under the direction of a faculty member. Work on the project continues throughout both semesters of the student's senior year. *Proposals for senior projects must be approved by the fine arts faculty during the spring semester of the student's junior year.*

Office: Beatty Hall, Room 310

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Director: Michael Burton, Professor of Sociology

Global Studies Committee: Michael Burton (Sociology), Janine Holc (Political Science), Keith Schoppa (History), Marianne Ward (Economics)

Global Studies is an interdisciplinary major based in four disciplines: economics, history, political science, and sociology. The major provides students with a social science-based framework within which to analyze globalizing processes that transcend national and disciplinary boundaries. It is structured so that students move from introductory, to intermediate, to advanced levels of learning. In the process, students will come to appreciate the similarities and differences in the approaches to global issues taken by economists, historians, political scientists, and sociologists. The major consists of 15 courses, five of which simultaneously meet the College's core requirements. It is therefore possible to combine Global Studies with another major, or with one or two minors, or with a wide range of courses in various fields.

Global Studies offers excellent preparation for entry-level employment with multinational corporations, government agencies, international governmental organizations like the United Nations and the World Trade Organization, and the vast array of international, nongovernmental organizations. Global Studies also provides a solid foundation for graduate study in international and global studies, the social sciences, law, business, journalism, public health, environmental studies, peace studies, and a number of other interdisciplinary fields.

Prospective majors should consult with the program director for details about the program. **Majors must discuss their course planning with the program director at least once a semester.**

MAJOR IN GLOBAL STUDIES

The major has five main components: a foundational component; an analytical component; a topical component; a capstone senior seminar; and required participation in the study abroad program or an international service experience or an internationally-related internship. Each component is described below:

Foundational Component (6 required courses):

These courses introduce students to social scientific approaches to global issues and to the basics of quantitative analysis.

- EC102 Microeconomic Principles
- EC103 Macroeconomic Principles
- HS101 History of Modern Western Civilization
- PS350 Introduction to Comparative Politics
- SC102 Societies and Institutions
- ST110 Introduction to Statistical Methods and Data Analysis *or*
- EC220 Business Statistics

Analytical Component (4 courses): These courses deepen and expand the analytical perspectives and knowledge bases addressed in the foundational courses. They are broadly comparative or global in focus. One course from each department is required:

- EC448 Development Economics
- PS365 International Politics

One sociology course from the following list (SC101 prerequisite waived for Global Studies majors):

- SC362 Global Inequality
- SC370 Population Studies
- SC375 Political Sociology
- SC377 Social Change
- SC440 Seminar: Global Sociology

One non-Western history course from the following list (300-level courses also satisfy the second core requirement in history; only 400-level courses count as core credit for students in the Honors Program):

- HS370 The Jesuits in Asia Since 1542
- HS373 Africa: Past and Present
- HS374 East Asia on Film
- HS380 History of South Asia
in the Twentieth-Century
- HS382 Jesuits and Empire from the Society's
Beginnings to its Suppression
- HS383 The Cross and the Sword: Christianity
and the Making of Colonial
Latin America
- HS384 Modern Latin America
- HS386 Soldiers and Guerrillas
in Modern Latin America
- HS388 Conquest and Colonization in Africa:
1884–1965
- HS389 Women and Social Change
in Modern Africa
- HS461 Seminar: The African Diaspora
- HS480 Seminar: Cold War in Southern Africa
- HS482 Asian Studies Seminar
- HS485 Seminar: Comparative Slavery
in the Americas
- HS486 Seminar: The Great Age of the European
Reconnaissance: Travel and Discovery

Topical Component (4 four courses from at least two departments and a senior thesis): Students will apply concepts and skills learned in the foundational and analytical components in the investigation of a globally-related theme or a geographic area. The results of this investigation will be reported in a senior thesis. Examples of general topic areas include: world poverty, the AIDS pandemic, the politics of international trade, global income inequality, Western/Middle Eastern relations, comparative gender relations, nationalism, religious fundamentalism, democratization, and anti-globalization movements. **Topics and course selections must be determined in close consultation with the program director.** Appropriate courses will be selected primarily from offerings in the Economics, History, Political Science, and Sociology Departments; courses outside the social sciences or at other Baltimore institutions (participants in the Baltimore Student Exchange Program) also may be approved by the Committee. Students may consult the course descriptions provided by

each department for further information. Note that a wider variety of history courses may be applied to the topical component than the strictly comparative courses listed for the analytical component. Courses taken to satisfy the analytical component requirements may not be used to satisfy the topical component requirements. The final draft of the senior thesis will be completed and presented in the senior seminar (see below).

Senior Seminar in Global Studies (GT400): The course is intended as an opportunity for integrating students' experience of the Global Studies program. It consists of discussion, writing, and oral presentation of students' senior theses on their topical investigations; guest lectures by Global Studies faculty and visiting lecturers; and other integrative work selected by the instructor and the Global Studies Committee. The course is offered each spring semester, and responsibility for teaching it will rotate among Global Studies faculty.

Global Studies majors are required to participate in one of the following: the study abroad program, an international service experience, or an internationally-related internship. The study abroad component may be completed through participation in a summer, one semester, or two semester study abroad program coordinated through the Office of International Programs. Some courses taken in the study abroad program may meet requirements for the Global Studies major if approved in advance by the Global Studies Committee. Students may complete the international service experience or the internationally-related internship following the submission and approval of a written proposal to the Global Studies advisor.

Because a broad understanding of international issues and traditions is essential, students are strongly encouraged to take a world religion course as the second core theology requirement; for example:

- TH247 The Presence of God: Christian
Mysticism, East and West
- TH261 Introduction to Judaism
- TH266 Christian Theology and World Religions
- TH270 Creation and Evolution

In addition students are encouraged to use the College-wide language requirement to attain com-

petency in the language that is most relevant to their topical focus.

BACHELOR OF ARTS

Requirements for a major and an example of a typical program of courses are as follows:

Freshman Year

Fall Term

EC102 Microeconomic Principles
 ST110 Introduction to Statistical Methods
 and Data Analysis
 WR100 Effective Writing
 Fine Arts Core
 Language Core

Spring Term

EC103 Macroeconomic Principles
 EN101 Understanding Literature
 HS101 History of Modern Western
 Civilization**
 SC102 Societies and Institutions
 Language Core *or*
 Elective

Sophomore Year

Fall Term

PL201 Foundations of Philosophy
 PS350 Introduction to Comparative Politics
 TH201 Introduction to Theology
 English Core
 Math/Science Core

Spring Term

PS365 International Politics
 SC Analytical Component Course
 History Core
 Philosophy Core
 Theology Core

Junior Year

Fall Term

EC448 Development Economics
 Topical Component Course
 Math/Science Core
 Elective
 Elective

Spring Term

Topical Component Course
 Topical Component Course
 Topical Component Course
 Elective
 Elective

Senior Year

Fall Term

Topical Component Course
 Ethics Core
 Elective
 Elective
 Elective

Spring Term

GT400 Senior Seminar in Global Studies
 Elective
 Elective
 Elective
 Elective

1. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

COURSE DESCRIPTIONS

GT400 Senior Seminar in Global Studies (3.00 cr.)

The course is intended as an opportunity for integrating students' experience of the Global Studies program. It consists of discussion, writing, and oral presentation of students' senior theses on their topical investigations; guest lectures by Global Studies faculty and visiting lecturers; and other integrative work selected by the instructor and the Global Studies Committee.

Office: Humanities Building, Room 305

Telephone: 410-617-2326

Website: www.loyola.edu/academics/alldepartments/history

Chair: Matthew B. Mulcahy, Associate Professor

Professors: John R. Breihan; Charles W. Cheape; Kelly R. DeVries; Steven C. Hughes; Thomas R. Pegram; Elizabeth Schmidt; R. Keith Schoppa; Joseph J. Walsh

Associate Professors: Charles Borges, S.J.; Katherine Stern Brennan; Bill M. Donovan; P. Andrew McCormick (emeritus); Francis G. McManamin, S.J. (emeritus); Matthew B. Mulcahy; Martha C. Taylor

Assistant Professor: Angela M. Leonard

Instructor: Jane Elizabeth Edwards

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 advisors will work with students to tailor the most appropriate individual program of work at Loyola. A departmental honors project, centered around an extensive research paper or senior thesis, is available to selected seniors. Application is made in the junior year.

History majors take a minimum of 13 history courses, including the HS101 core course and 12 upper-division (HS300- and 400-level) courses. These are normally distributed as follows:

HS101 History of Modern Western Civilization

HS300-Level Courses: Eight are required (including one fulfilling the second half of the core requirement). After completion of core requirement, any 400-level course except HS400 may be substituted for any 300-level course.

History Methods (HS400): Normally taken in sophomore year after the completion of the core requirement, this course provides a foundation for all other HS300- and 400-level courses.

Special Topics Courses (HS410–459): Two are required. These are more narrowly focused and professionally oriented than the HS300-level intermediate courses. Note: students may substitute additional seminars in place of special topics courses.

History Seminar (HS460–499): One is required. The seminar is a small, intensive course that is conducted largely through discussion and requires a major research paper.

Upper-division courses may be taken in any order; though students will usually take their special topics and seminar courses in the junior or senior years. Majors may elect to take extra seminars or special topics courses in place of HS300-level courses. They may also decide to exceed the minimum number of history courses.

Specialized and independent study courses, which serve a particular purpose (HS401–409) can be taken as part of the 13 courses required for the history major but cannot be used in lieu of the two special topics courses or the seminar.

Among the upper-division courses selected, six must be taken according to the following **distribution requirements**:

European History: HS300–339; HS410–422; HS470–479 (two courses required)

American History: HS340–369; HS423–439; HS460–469 (two courses required)

Non-Western History: HS370–399; HS440–454; HS480–489 (two courses required)

Useful courses for history majors offered by other departments include Introduction to Computers with Software Applications (CS111); Introduction to Statistical Methods and Data Analysis (ST110); introductory courses in economics (EC), political science (PS), sociology (SC); and courses in art history (AH), English (EN), and modern languages and literatures (ML).

Split Majors are required to take seven history courses:

HS101 History of Modern Western Civilization
 HS300-Level Core Course (one required)
 HS300- or 400-Level Courses (two required)
 HS400 History Methods
 HS410–459 Special Topics Course (one required)
 HS460–499 Seminar Course (one required)

Among the upper-division courses selected, three must be taken according to the following **distribution requirements**:

European History: HS300–339; HS410–422;
 HS470–479 (one course required)
 American History: HS340–369; HS423–439;
 HS460–469 (one course required)
 Non-Western History: HS370–399; HS440–454;
 HS480–489 (one course required)

MAJOR IN HISTORY

BACHELOR OF ARTS

Requirements for a major and an example of a typical program of courses are as follows:

Freshman Year

Fall Term

HS101 History of Modern Western Civilization*
 WR100 Effective Writing*
 Language Core
 Math/Science Core
 Elective

Spring Term

HS300-Level Course**
 Language Core *or*
 Elective
 Math/Science Core
 Social Science Core
 Elective

Sophomore Year

Fall Term

EN101 Understanding Literature
 HS400 History Methods*
 PL201 Foundations of Philosophy

TH201 Introduction to Theology
 Fine Arts Core
 Math/Science Core

Spring Term

HS300-Level Course*
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 English Core
 Social Science Core
 Elective

Junior Year

Fall Term

HS300-Level Course*
 HS410–459 Special Topics Course*
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 Non-Departmental Elective
 Elective

Spring Term

HS300-Level Course*
 HS410–459 Special Topics Course*
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 Non-Departmental Elective
 Elective

Senior Year

Fall Term

HS300-Level Course*
 HS460–499 History Seminar*
 Ethics Core
 Non-Departmental Elective
 Elective

Spring Term

HS405 History Internship* *or*
 HS300-Level Course
 HS300-Level Course*
 Elective
 Elective
 Elective

* Required for major.

** HS300-level course in freshman year, spring term requires department chair's permission.

1. **History minors must take** History of Modern Western Civilization (HS101); a special topics course (HS410–459) or a seminar (HS460–499); and enough HS300 or 400-level courses for a total of six history courses. The history core requirement must be completed before the special topics or seminar course may be taken. History Methods (HS400), Intensive Independent Study (HS401), and History Internship (HS405) **do not** satisfy the special topics/seminar requirement. History minors are invited to attend all department functions.
2. The **history core** requirement consists of History of Modern Western Civilization (HS101) and one elective course at the intermediate (300) level. HS101 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 HS101 and WR100 or WR101 are completed.
3. **History Methods** (HS400) 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 HS300- and 400-level courses.
4. The completion of HS101 and WR100 or WR101 are required for enrollment in all HS300- and 400-level courses, unless special permission is granted by the department chair. Freshman history majors who wish to begin their intermediate level studies before completing WR100 or WR101 need the department chair's written permission to enroll in the HS300-level courses that interest them. This history core must be completed before enrollment in HS400-level courses.
5. Written permission of the instructor is required for Intensive Independent Study I/II (HS401/HS402), History Internship (HS405), or any history seminars (HS460–499).
6. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

COURSE DESCRIPTIONS

HS101 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 while offering and defending their own opinions. This knowledge of western civilization and these critical reading and writing skills will be drawn upon in other courses in the core curriculum.

HS300 Death of the Roman Republic (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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 CL300. (Odd Years)*

HS301 The Church and the Roman Empire (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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 CL301.*

HS303 The Early Middle Ages (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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.*

**HS304 Renaissance and Reformation
in Europe (3.00 cr.)**

Prerequisite: HS101, WR100 or WR101. 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 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.*

HS305 The Later Middle Ages (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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.*

**HS307 Nationalism in Nineteenth-Century
Europe (3.00 cr.)**

Prerequisite: HS101, WR100 or WR101. 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.

**HS308 White Man’s Burden: Colonialism and
the Historical Origins of Racism (3.00 cr.)**

Prerequisite: HS101, WR100 or WR101. 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. *(Even Years)*

HS310 Early Modern Britain, 1450–1700 (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. Literature, food, politics, music—these are the sources students explore in this general history of the British Isles. Between 1450 and 1700, Britons saw civil war, famine, and changes of national religion. They also witnessed Shakespeare, the Armada, and the discovery of America. This course explores themes of social upheaval, political fidelity, Reformation, and revolution.

HS311 Britain, Ireland, and America (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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. (*Even Years*)

HS312 History of Ancient Greece (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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 CL312.*

HS313 History of Christmas (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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 CL313.*

HS314 History of the Roman Empire (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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 CL314.*

HS315 The French Revolution and Napoleon (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. Detailed examination of the violent end of the old regime in France and the subsequent Napoleonic resolution. 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.

HS316 Seeking Definition: Modern France, 1815–1945 (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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.

HS317 The Making of Modern Italy (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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.*

HS318 Creation of Modern Germany: 1770–1992 (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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."

HS319 Nazi Germany and the Holocaust (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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. (*Even Years*)

HS320 Hellenistic History (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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 CL320.*

HS321 Topics in Italian History (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. Restricted to students studying in Rome. The Italian peninsula boasts a long and interesting history stretching from the creative culture of the Etruscans to its present status as one of the top industrialized nations of the world. Some aspect of this story is examined (e.g., Roman, medieval, Renaissance, or modern), as determined by the expertise and interests of the specific visiting professor. The course attempts to maximize the obvious advantages of being taught in Rome, while fulfilling the research and writing objectives of a regular Loyola HS300-level course.

HS323 The Birth of Nazi Germany (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. The birth of Nazi Germany was semi-democratic. Students study the historical conditions that made Hitler's seizure of power in 1933 possible, particularly the attack of democracy and defense of violence mounted by extremists on both the left and the right. Cultural, intellectual, and political life in the Weimar Republic are explored. Special attention is paid to the use of the new media of radio and film. (*Summer only, Even Years*)

HS325 Europe Since 1945 through Film (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. Examines how Europeans have seen themselves since the end of World War II. A series of feature movies illustrate important developments and events. These include the destruction and poverty caused by the war; the "economic miracle" of

European reconstruction; existentialism and surrealism; the revolts of Europe's overseas colonies; domestic terrorism; the sexual revolution; European integration; violence between communities in Ireland and the Balkans; and the problems of affluence. Besides learning about these topics, students gain experience in viewing and interpreting films. *Counts toward Film Studies minor.*

HS326 The Golden Age of Athens (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. An examination of what has been called Athens' golden age focusing on the political and cultural factors which made the fifth century unique. Subjects include the creation and workings of Athenian democracy, the victories of the Persian wars, the Greek "enlightenment," Pericles' rule of the best citizen, demagoguery and empire, the Peloponnesian War, and the "end" of Athens symbolized by the execution of Socrates. *Same course as CL326.*

HS327 Greek and Roman Religions (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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 CL327.*

HS328 Colonialism and Cultural Identity in Modern Europe (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. The late nineteenth century witnessed an unprecedented expansion of European colonial influence overseas, fueled by the industrial and technological advances of the era. Students explore the ways colonialism shaped European culture by examining its impact on religion, education, art, literature, popular entertainment, consumerism, and sexuality. (*Spring only*)

HS329 Women in Greece and Rome (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. An examination of the lives of and attitudes toward women in ancient Greece and Rome. Classic texts of ancient literature are read, masterpieces of art are viewed, and the sociology of ancient women is probed. Topics include the family; prostitution; women of the imperial family; Cleopatra; health, child bearing, and birth control; the source and psychology of Greek misogyny; jet setters and women's liberation under the early Roman Empire; women and work; women in myth; women in early Christianity; the

legacy of classical civilization for modern women. *Counts toward Gender Studies minor. Same course as CL329.*

**HS330 Crime and Punishment
in Modern Europe (3.00 cr.)**

Prerequisite: HS101, WR100 or WR101. From murder to mayhem, torture to transportation, and muggers to Mafiosi, historians have discovered that deviance and its prevention provide a unique perspective into the workings of past societies. Consequently, crime and punishment have become popular topics of historical investigation over the last few years. Explores the development of criminal justice in modern Europe in the context of changing social, political, and intellectual pressures. Examines evolving patterns of crimes, innovations in law enforcement, differing definitions of deviance, and the impact of ideology on forms of punishments. Concentrates on the growing role of the state with its emphasis on public justice over personal compensation, and analyzes the later shift from physical retribution, such as torture, to moral rehabilitation through incarceration.

**HS331 Ideas in Conflict: European Thought
Since the Eighteenth-Century (3.00 cr.)**

Prerequisite: HS101, WR100 or WR101. 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.

HS332 The Enlightenment in Europe (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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?

HS333 The Second World War (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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.

HS334 Roman Private Life (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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 CL334.*

HS335 History of the Crusades (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. The international conflict known as The Crusades began as a Western European expedition to assist the Byzantine Empire to defend its borders against Middle Eastern Islamic enemies. However, instead of simply providing that small defensive force, two armies assembled, one of peasants and one of soldiers. Ultimately, the soldiers would achieve their goals: capturing Jerusalem, reclaiming the Holy Land, and establishing a number of crusader kingdoms. Their expedition would also set the stage for centuries of warfare between those crusaders (and their descendants) and forces, largely Islamic, which also held claim to the Holy Land. Students study the early history of the Crusades, from both the Christian and non-Christian view, as well as their effect on the early modern and modern history of the world. *Counts toward Medieval Studies minor.*

**HS336 Machines and Mankind:
The History of Technology
Since the Industrial Revolution (3.00 cr.)**

Prerequisite: HS101, WR100 or WR101. Technology has always affected the way mankind has acted, helping to determine economic status, political policy, military strategy, scientific direction, social rank, and intellectual thought. This impact has never been stronger than in the two centuries since the Industrial Revolution when the world witnessed the invention and proliferation of the steam engine, the railroad, the automobile, the airplane, the telegraph, the telephone, electricity, the radio, the television, the computer, and nuclear weapons among other innovations. Examines the evolution of such technologies and their broader consequences for human history.

HS337 The Multicultural Roman Empire (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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 CL337.*

HS338 Magic, Science, and Religion: Cultural History of the Scientific Revolution (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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.

HS340 America through Reconstruction (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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.” *Counts toward American Studies minor.*

HS341 The United States Since the Civil War (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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: the development of an urban, industrial society; reaction and reform as a result of the new society; and the concentration of power and its limitations.

HS343 American Environmental History (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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. *Counts toward American Studies minor.*

HS344 American Women's History (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. Surveys the history of American women and their relations with men from settlement to modern times. Two parallel questions will run through the semester: How did gender differences mold the private worlds of women and men? 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 American Studies and Gender Studies minors.*

HS345 The Peoples of Early America (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. Explores the peoples and cultures of early America (1550–1775). Examines how encounters, conflicts, and compromises between Europeans, Africans, and Native Americans shaped the development of Colonial society. *Counts toward American Studies minor.*

HS346 Revolutionary America (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. The social, economic, and political causes and consequences of the American Revolution are explored. The course is divided into three parts. The first investigates the events leading up to the Declaration of Independence. The second analyzes the social experience of war for different groups in American society and examines the new governments established at both the state and national levels. The third traces the transformations wrought (and not wrought) by the Revolution in American society and politics. Traditional lectures are occasionally given, but the bulk of class time is spent discussing the readings and documents as well as the ideas and arguments in them. *Counts toward American Studies minor.*

HS348 The Civil War and Reconstruction (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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. *Counts toward American Studies minor.*

HS349 Baltimore: Its History and Architecture (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. An examination of the history of Baltimore since its foundation in 1727: its growth as a center of trade and industry, its tumultuous nineteenth century politics, and especially its industrial decline and unexpected revival in the twentieth century. The city’s historic buildings and neighborhoods are the principal focus of the course, and students are encouraged to leave campus to study them. Novels and feature films about Baltimore are also used to study the city’s history. *Counts toward American Studies minor. Same course as AH349.*

HS350 World War II in America (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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. *Counts toward American Studies minor.*

HS351 American Urban Culture: A Tale of Four Cities (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. Students explore the growth of cultural institutions in four American cities—Baltimore, Boston, New York, and Philadelphia—in the late eighteenth and nineteenth centuries. For much of the time under consideration, the elite and the citizenry in each of these cities competed to establish exemplary cultural institutions that would be emulated—or envied—by other cities. Early urban planning, religious edifices, monuments, parks, museums and libraries, and department stores are among the topics considered. *Counts toward American Studies minor. Same course as AH351.*

HS352 America Since 1945 (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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 on 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? *Counts toward American Studies minor.*

HS353 History of Violence in America (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. Violence has been a salient feature in America’s past and present and portends to play a major role in the future. We can observe the history of violence from the invasion of the Americas; to the Puritans’ exclusivity; to the legal and social subjugation of Africans into chattel slavery; to the rise and near fall of urban centers; to and through revolutionary and civil wars; to the chemical destruction of the physical environment at home and abroad; to a steady contemporary diet of enactments of violence in Hollywood films, television cartoons, comic strips, music videos, art exhibits, popular literature, etc.; and to the present revelation of the high incidence of violence in American families. This course increases students’ understanding of the subtle dimensions and roots of violence and also enables them to determine alternatives and solutions to violent thought and acts in American society. *Counts toward American Studies minor.*

HS356 American Art: Art for a Democracy (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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. *Counts toward American Studies minor. Same course as AH318.*

HS358 African-American History through the Civil War (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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. *Counts toward American Studies minor.*

HS360 African-American History Since Emancipation (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. The second half of the African-American history survey introducing the major themes, events, people, and activities of African-Americans in America from the Emancipation Proclamation (1863) to the present. Special attention is given to Reconstruction and the rise of Jim Crow; the Great Migration north and west; the evolution of African-American leadership and political organizations; the Harlem Renaissance; the Black Power Movement and the struggle for Civil Rights into the twenty-first century; and the black military experiences. As an interdisciplinary course, it lays a foundation for additional study of the centrality of African-Americans in American history or any related discipline. In a given semester, this course may be structured topically with more emphasis on law, music, politics, gender or regionalism. *Counts toward American Studies minor.*

HS361 Merchants and Farmers, Planters and Slaves: The Roots of American Business, 1600–1850 (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. Surveys the development and structure of the U.S. economy and its business enterprise from the country’s formation through the advent of the industrial revolution and the railroad, focusing on such questions as: What was the framework of the economy of the American colonies and what impact did independence have on it? What were the major forces for change in the U.S. economy, 1600–1850? What patterns, if any, did that change assume? How, in turn, did the alterations influence the organization and operation of the U.S. economy? What impact did economic transformation have on American society by the 1950s? *Counts toward American Studies minor.*

HS362 Industrial and Big Business Economy (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. Focuses on the organization and operation of the U.S. economy during the past one and one-third centuries. Consists of three major periods: the impact of the American Industrial Revolution, 1850–1900; the coming of big business and modern managerial enterprise, 1890–1940; and 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. *Counts toward American Studies minor.*

HS363 A Century of Diplomacy: United States Foreign Policy Since 1890 (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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: how American culture and politics influence foreign policy decisions and why the United States seeks peace in Europe, dominates Central America, and commits blunders in Asia. *Counts toward American Studies minor.*

HS366 The Civil Rights Crusade (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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. *Counts toward American Studies minor.*

HS367 Black Women in the Atlantic World (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. Black women have a rich history worth exploring, and this analysis highlights their activities and contributions within the family, the workforce, and the black community. Historical themes address black women's roles in areas like religion, education, and politics and in reform movements like abolition, women's rights, civil rights, women's liberation, and abortion rights. Examines black women's organizations like the Council of Negro Women and the Women's Political Council, as well as the achievements of such notable women as Harriet Tubman, Sojourner Truth, Mary McLeod Bethune, Ida Wells-Barnett, Rosa Parks, and Barbara Jordan. *Course counts toward American Studies and Gender Studies minors.*

HS370 The Jesuits in Asia Since 1542 (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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.*

HS372 The Vietnam War through Film and Literature (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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 American Studies, Asian Studies, and Film Studies minors.*

HS373 Africa: Past and Present (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. Focusing on Africa south of the Sahara, this survey explores selected themes in African history from the eighth through the twentieth centuries, including the emergence of African states and long distance trade; the organization and impact of the trans-Atlantic slave trade; European conquest and colonization; social/economic change during the colonial period; the rise of nationalism and the struggle for independence; and finally, development and underdevelopment in contemporary Africa. Considers issues of change and continuity in African soci-

eties, as well as the differential impact of social and economic change on women and people of different socioeconomic groups.

HS374 East Asia on Film (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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.*

HS375 Indian History, Culture, and Religion through Film (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. Cinema is a powerful medium for describing the history and culture of a people. Given its antiquity and varied cultural and religious life, India can be well understood through popular films made in its many distinct languages, particularly Hindi, Telugu, and Tamil. Times, people, and traditions come alive and lead to a deep involvement of the viewer with issues that could not have come to the fore except through the medium of film. This course covers films made in India and on India over the last hundred years. *Counts toward Asian Studies and Film Studies minors. May be repeated for credit. (Even Years)*

HS377 History of Modern China (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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.*

HS378 History of Modern Japan (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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.*

**HS379 Latin America and the United States
Since Independence (3.00 cr.)**

Prerequisite: HS101, WR100 or WR101. Traces the development of political, economic, and cultural relations between the Latin American nations and the United States, particularly as seen from the south. Examines crises, misunderstandings, and stereotypes from both sides. Considers themes such as cultural exchange, intervention, Pan-Americanism, the Cold War, drug trafficking, and globalism. *Counts toward Latin American and Latino Studies minor.*

**HS380 History of South Asia
in the Twentieth-Century (3.00 cr.)**

Prerequisite: HS101, WR100 or WR101. Focuses principally on India and to a lesser extent her immediate yet important neighbors—Pakistan, Bangladesh, Sri Lanka, Nepal, and Burma. Deals with issues like the freedom struggle against the foreign rule of the British, French, and Portuguese; the growth of nationalism and political parties; social emancipation; the presence of stalwarts like Mahatma Gandhi, Jawaharlal Nehru, and Muhammad Jinnah; the role of religions and religious activity; the Partition of 1947; economic growth; foreign policy; technological progress; and the growing South Asian cultural and literary world. *Counts toward Asian Studies minor.*

**HS381 Search for the Divine: Hindu, Christian,
Muslim, and Buddhist Ways in India (3.00 cr.)**

Prerequisite: HS101, WR100 or WR101. Down the ages, men and women belonging to the Hindu, Christian, Muslim, and Buddhist faiths in India have searched for the Divine in myriad ways. This course presents a picture of this search woven around the lives, prayer, and writings of a significant number of Divine seekers. While showing the uniqueness of this unfolding search in the lives of individuals of different faiths, the course also points to its far reaching influence and attraction for people everywhere. *Counts toward Asian Studies and Catholic Studies minors.*

**HS382 Jesuits and Empire from the Society's
Beginnings to Its Suppression (3.00 cr.)**

Prerequisite: HS101, WR100 or WR101. 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.*

**HS383 The Cross and the Sword: Christianity and
the Making of Colonial Latin America (3.00 cr.)**

Prerequisite: HS101, WR100 or WR101. 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 and Latin American and Latino Studies minors.*

HS384 Modern Latin America (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. Covers 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. *Counts toward Latin American and Latino Studies minor.*

**HS386 Soldiers and Guerrillas
in Modern Latin America (3.00 cr.)**

Prerequisite: HS101, WR100 or WR101. Covers Latin America's military from the man on horseback to the modern authoritarian state. Surveys the differing roles the military has played and continues to play in Argentina, Brazil, Mexico, Cuba, the Andean States, and Central America. Also examines the interplay between the American military and Latin American military establishments. Investigates problems urban guerrillas, terrorism, and East-West rivalries have caused for the region. *Counts toward Latin American and Latino Studies minor.*

**HS388 Conquest and Colonization in Africa:
1884–1965 (3.00 cr.)**

Prerequisite: HS101, WR100 or WR101. 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 World War II that Africans were

able to regain their independence. Explores the dynamics of conquest, colonization, and resistance to colonial rule in Africa.

HS389 Women and Social Change in Modern Africa (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. 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.*

HS391 History of the Jesuits (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. From its inception in Europe in 1540, the Society of Jesus made an indelible mark on the history of the church and also on the political, educational, and cultural life of the world. From an initial group of seven members under the leadership of Saint Ignatius of Loyola, the group grew in numbers and influence world wide, reaching an all time high of 36,000 in 1965. This course deals with the work and lives of Jesuits in Europe, the Americas, Asia, Africa, and Australia. It explores their spiritual legacy; their contribution to the growth of the faith; and their humanitarian, educational, and cultural appeal. The problems they encountered in the course of their operations are also discussed. Suppressed by the Papacy once for 41 years, persecuted in various parts of the world, and beset in recent years by a downturn in vocations, the Society of Jesus continues to be a vibrant force in church and world history. *Counts toward Asian Studies and Catholic Studies minors.*

HS392 Introduction to Latin American and Latino Studies (3.00 cr.)

Prerequisite: HS101, WR100 or WR101. A study of Latin America and Latino issues in the United States, with history and culture being of primary concern to determine how identities and nations are constructed and how they interact with each other. Students are encouraged to view these diverse realities through the lens of their major discipline. *Counts toward Latin American and Latino Studies minor.*

HS400 History Methods (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and WR100 or WR101. 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.

HS401 Intensive Independent Study I (3.00 cr.)

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor and department chair. Permits a student to do close and vigorous study on a historical topic not available in the regular curriculum. Heavy reading/writing will normally be required, but precise definition of subject and specification of assignments will be determined by consultation between the instructor and student.

HS402 Intensive Independent Study II (3.00 cr.)

Prerequisite: HS101, one HS300-level course, HS401, WR100 or WR101, and written permission of the instructor and department chair. Permits further independent work by a student who has completed HS401.

HS403 History Honors I (3.00 cr.)

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor and department chair. An optional program available to select senior history majors by department invitation in their junior year. It aims to provide intensive research and writing on a precisely defined thesis topic in order to complete a sustained study of high quality. *The yearlong thesis project consists of two courses, HS403 and HS404, which run consecutively.*

HS404 History Honors II (3.00 cr.)

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor and department chair. A continuation of HS403.

HS405 History Internship (3.00 cr.)

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor. The Baltimore area supports many agencies and museums concerned with historical study. As well as learning about the historical documents, collections, and buildings managed by these

organizations, history interns have the opportunity to gain work experience in the community. Students work with the instructor to choose and carry out unpaid internship projects supervised by professional staff at the Baltimore City Life Museums, the Maryland Historical Society, Baltimore's two art museums, the Office of Urban Archaeology, The Commission on Historic and Architectural Preservation, and other local historical agencies. *(Fall/Spring)*

HS406 Transatlantic Slave Sites: Study Tour (3.00 cr.)

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor. Before and after enslaved Africans were transported to the New World, Africans were transported and sold in the Old World. This course includes tutorials and on-site learning, research, and discussion of historic locations throughout the Atlantic World that functioned as key ports in the transatlantic trade in African peoples and in slave-produced goods. It bears witness to "traces" of the African presence from the past and makes observations of distinct African-diasporic communities that exist today. *Additional costs may be incurred. Counts toward American Studies minor.*

HS410 Special Topics: The Crusades (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and WR100 or WR101. Students examine the Crusades, beginning with the efforts by western Europeans to assist the Byzantine Empire to defend its borders against Middle Eastern Islamic enemies. Those efforts set the stage for centuries of warfare between European crusader forces and Islamic forces for control of the Holy Lands. Students study the early history of the Crusades, from both the Christian and non-Christian view, as well as their effect on the early modern and modern history of the world. A significant research paper is required. *Counts toward Medieval Studies minor.*

HS411 Special Topics: The Second World War (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and WR100 or WR101. Students examine the history of the Second World 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 atom bomb. The course also deals with memorials to the war and its combatants. A significant research paper is required.

HS412 Gods and Monsters: An Iconography of Nineteenth-Century Europe (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and WR100 or WR101. 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.

HS413 Medieval Military History (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and WR100 or WR101. 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.*

HS414 Women in Europe (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and WR100 or WR101. 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.*

HS415 Scientists and Psychics: Victorian Science and the Boundaries of Belief (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and WR100 or WR101. This examination of late nineteenth century Victorian science explores both the assumptions upon which physics and psychics based their research, as well as the cultural milieu which provided such a fertile field for both sets of investigations—often performed by the same individuals. The discoveries of Sir William Crookes, Sir Oliver Lodge, and Dr. Anna Kingsford serve as the focus for a detailed study of the mutability of "facts" within the context of science as it developed in fin-de-siècle Britain.

HS418 Mussolini and Fascist Italy (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and WR100 or WR101. 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.

HS420 Homer and History (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and WR100 or WR101. 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 CL420.*

HS421 Caesar and Augustus (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and WR100 or WR101. They transformed a great republic into a monarchy; killed (literally) millions of people; conquered a huge chunk of the Mediterranean World and Europe; carried out one of the greatest urban renewal projects in history; revived and transformed religion; revised the calendar; inspired Shakespeare, Shaw, and dozens of movies. And yet, the one wound up assassinated by his peers, and the other had so little control over his own family that he felt compelled to exile his jet set daughter to the Roman equivalent of Siberia. Who were they? And how did the epochal events of their lifetime give birth to such genius monsters? *Same course as CL421.*

HS423 Disasters in American History (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and WR100 or WR101. 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. *Counts toward American Studies minor.*

HS424 Race, Place, and Memory in American History (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and WR100 or WR101. This diverse course examines the relationships between race, place, and the role of memory in American history and culture. It starts with an understanding of the discourse and ideology of race; traces this thought from its roots in European expansion; and examines how it has remained central to the founding, settling, and structuring of communities and their economic development. The course emphasizes the relationship between diverse places and America’s peoples, and it looks closely at how places have served as powerful sites where collective memory and racial, ethnic, and national identities are produced, constructed, and experienced. Topics include patterns of social exclusion, desegregation, immigration, environmental justice, cultural geography, heritage tourism, preservation and memorialization, as well as burial rights and property disputes. *Counts towards American Studies minor.*

HS425 Modern American Social Movements (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and WR100 or WR101. 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. *Counts toward American Studies minor.*

HS426 Propaganda, Culture, and American Society: 1780–1830 (3.00 cr.)

Prerequisite: HS 101, one HS300-level course, and WR100 or WR101. An engagement in popular history and culture from 1780 to 1830, a period commonly known as the Early Republic or the New Nation. It examines a wide range of sources (newspapers and magazines, posters, memoirs, sermons, art, ads, and literature) which reflect the major issues of this period, such as the Constitution; American westward expansion; the “Indian Problem”; industrialization and the market revolution; transcendentalism; immigration and the making of the working class; as well as the role of race and gender in the formation of an American character. It also addresses the process of opinion repetition, the formation and function of stereotypes, and the reproduction of ideology. *Counts toward American Studies minor.*

HS427 The Era of Good Stealings?**Gilded Age America, 1865–1900 (3.00 cr.)**

Prerequisite: HS101, one HS300-level course, and WR100 or WR101. 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. *Counts toward American Studies minor.*

HS428 The Making of the Early Republic: A Study of Race, Place, and Ideology (3.00 cr.)

Prerequisite: HS101, one HS 300-level course, and WR100 or WR101. 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. *Counts toward American Studies minor.*

HS440 Special Topics in Latin American and Latino Studies (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and WR100 or WR101. An intensive investigation into a specific aspect of Latin American history, politics, or culture. *Topic announced each time the course is offered. Counts toward Latin American and Latino Studies minor.*

HS443 Apartheid and Its Demise in South Africa (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and WR100 or WR101. 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 fea-

tured. Readings and research assignments stress a wide range of primary as well as secondary sources.

HS444 War and Revolution: East Asia, 1937–1954 (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and WR100 or WR101. Examines the tumultuous years in the four countries of East Asia: China, Japan, Korea, and Vietnam. Through readings and film, the course looks at World War II, the occupation of Japan, the Chinese Communist revolution, the Vietnamese revolution, the Cold War, the Indochina War, and the Korean War. *Counts toward Asian Studies minor.*

HS446 Modern Latin American Cities (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and WR100 or WR101. Since the late 1800s, Latin America has rapidly urbanized and now has three of the world's ten largest cities. Indeed, Latin America's urban problems have largely prefigured current American urban dilemmas. In addition to the general problems of urban history, this course given special attention to the important role foreign migration has and continues to play. Students study the historical experiences of foreign migrants to Latin America and Latin American migrants to the United States: how have those experiences differed; are there still social melting pots; and will Latin American and United States cities in the twenty-first century be more similar than different? *Counts toward Latin American and Latino Studies minor.*

HS455 Historic Preservation (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and WR100 or WR101. 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: a study of American architectural history and styles, with field experience in "learning to look" at the built environment; 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 a field exercise in architectural and community history in Baltimore.

HS460 Seminar: American Progressivism (3.00 cr.)

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor. Focuses on the attempts of Americans to control explosive change in the early twentieth century urbanization, the impacts of industrialization, and the troubling relationship between big business and political institutions in a democracy. Topics include the background and motivations of progressive reformers; their attempts to assimilate or coerce immigrants; and the effect of the progressive consciousness on matters of race, gender, and social class. *Counts toward American Studies minor.*

HS461 Seminar: The African Diaspora (3.00 cr.)

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor. Focuses on the African background to American history. Premised upon the notion that Africa occupies a more prominent position in the study of the genesis of American culture than is usually acknowledged, the multidisciplinary course examines the structures (for example, the trans-Atlantic slave trade) that ushered Africans to British America from the seventeenth through the early nineteenth centuries. Throughout the course, students are encouraged to sense the Africans' experiences from their point of departure to their arrival and subsequent process of enslavement in the New World. Taking into full account the Africans' role in the Americas, student are asked to reexamine and challenge the negative stereotypes that have historically perpetuated misunderstanding about peoples of African descent.

**HS462 Seminar: Taking Care of Business:
The Evolution of American Business
Leadership, 1600–1990s (3.00 cr.)**

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor. Focuses on the changing organization and operation of American business in the nineteenth and twentieth centuries. Examines the changing values, activities, functions, and recruitment of businessmen during the evolution of American enterprise. Analysis is organized along three major stages of enterprise: business as personal enterprise dominated by merchants; the rise of large-scale entrepreneurial enterprise in the late nineteenth century; and the development of modern-day, professionally managed business organizations. *Counts toward American Studies minor.*

HS463 Seminar: Colonial British America (3.00 cr.)

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor. Focuses on the British colonies in mainland North America and the West Indies

during the seventeenth and eighteenth century. Particular attention is paid to three broad issues: the relationship between the physical environment and process of colonization; cultural interactions and conflicts between Europeans, Africans, and Native Americans and the influence of those relationships on the development of colonial societies; and the social and economic integration of the colonies with one another and with the broader Atlantic world during this period. *Counts toward American Studies minor.*

**HS464 Seminar: Social and Political History
of Alcohol and Drugs in America (3.00 cr.)**

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor. Psychoactive substances, both legal and illegal, have been integral components of economic, cultural, social, and political life in the United States. Focusing on the nineteenth and twentieth centuries, topics include the social and class functions of drinking and bar culture; gender and alcohol; the rise of drugs in modern culture; temperance reform; successes and failures of alcohol and narcotics regulation and prohibition; and the contradictory post-war developments of a disease-based, therapeutic model of drug and alcohol dependency; and the popularity of alcohol and drugs in consumer society and counterculture.

HS470 Seminar: The Hundred Years War (3.00 cr.)

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor. The Hundred Years War did more to disrupt the politics, economy, and society of continental Western Europe, thus bringing an end to the Middle Ages, than did any other event. This course follows the chronology of the war by highlighting its origin; military conflicts; effect on society, economy, ecclesiastic affairs, and politics; and conclusion. It focuses on the major players—France, England, Burgundy, the southern Low Countries—with frequent visits to the conflict's spread into the Holy Roman Empire, Italy, the Iberian Peninsula, and even into the Middle East. *Counts toward Medieval Studies minor.*

**HS472 Seminar: Frontiers and Frontier Peoples
in the Middle Ages (3.00 cr.)**

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor. Medieval Europeans were surrounded by peoples who were not like them. Encounters between the Europeans and those living on the frontiers were frequent. They occurred for different reasons, including warfare, conversion, pilgrimage, exploration, and tourism. This seminar studies the interaction of each group separately. Frontier peoples

include Germanic barbarians, Huns, Scots-Irish, Auars/Magyars, Vikings, Andalusian Muslims, Mongols, Cathars, Livonians, Hussites, Tartars, and Ottomans.

HS473 Seminar: Ending Anarchy in Seventeenth-Century Europe (3.00 cr.)

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of instructor. European societies were in crisis in the seventeenth century. Religious passions and political rebellions, wars, famine, and intellectual revolution threatened social order. The resolution of this turmoil produced the English Parliamentary system and the French form of “absolutism”—two very different paths to stability. This seminar examines the courts of Louis XIV and other monarchs to determine how they achieved solutions to the problems of their times. It also studies the creation of cultural policies that encouraged the spread of new ideas.

HS475 Seminar: The Persecution of the Christians in the Roman World (3.00 cr.)

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor. An exploration of the causes, nature, and extent of early Christian persecutions until Christianity became the official religion of the Roman Empire in the fourth century. Topics include the Jewish-Greek-Roman environment of early Christianity; Rome’s policies toward foreign cults; Christians’ reputation for extreme promiscuity and cultic atrocities; comparison with competing cults; the danger of open profession of the new faith; and Christian acceptance of the ancient world. Given the muddled understanding of the early Christian persecutions, we shall examine and dispel the myths and bring some order to the chaos. *Counts toward Catholic Studies minor. Same course as CL324.*

HS476 Seminar: Police and Public Order (3.00 cr.)

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor. Between 1700 and 1900, the whole conception of popular protest, public order, and crime prevention altered radically, giving birth to new institutions of law enforcement and social control. An in-depth look at the changing structure and role of the forces of order in Europe, which analyzes the intellectual, social, and political pressures that brought about their reform.

HS477 Seminar: Legends in Medieval History (3.00 cr.)

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor. Perhaps no other era in history has produced as many enduring legends as the Middle Ages. Robin Hood, Arthur of Camelot,

Count Dracula, Macbeth, Charlemagne, Joan of Arc, and innumerable saints all join dragons, witches, lycanthropes, and other fantastic beasts as major elements of medieval popular culture. Study of their historicity, legendary use, and effect on medieval society proves a valuable tool to understanding the intellectual history of medieval Europe. *Counts toward Medieval Studies minor.*

HS479 Seminar: Masculinity and Honor in Modern Europe (3.00 cr.)

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor. As part of the general evolution of gender studies, historians have come to realize that both male and female roles are not automatic or natural, but rather tend to be constructed by contemporary social forces. One particularly volatile or rather malleable aspect of such constructions is the notion of honor, which has substantially evolved over the last five hundred years. Students examine the nature of this evolution and discusses the impact of the Renaissance, nationalism, capitalism, and liberalism on the definition of what it meant to have honor and how such rituals as knife-fighting, dueling, vendetta, and even nose-biting all served to identify and reinforce masculine behavior among classes and across centuries.

HS480 Seminar: Cold War in Southern Africa (3.00 cr.)

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor. Analyzes U.S. policy toward Southern Africa from the end of World War II to the present. The overarching theme is the impact of Cold War competition between the United States and the Soviet Union on African decolonization and nation-building. Special emphasis placed on U.S. relations with Zaire (the Congo), Angola, Mozambique, Zimbabwe (Southern Rhodesia), Namibia, and South Africa. Key issues considered include conflict and compatibility between African nationalism and decolonization and U.S. economic, military, and strategic interests; continuity and change in U.S.-African policy; options and directions for the future.

HS482 Asian Studies Seminar (3.00 cr.)

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor. The capstone seminar for the Asian Studies minor. Through reading, research, and discussion, students examine various traditions of Asia and relate them to present-day life in Asia. A 15–20 page research paper on a student-chosen topic is due at the end of the semester. *Counts toward Asian Studies minor.*

**HS483 Seminar: Soseki and Mishima:
Mirrors of Modern Japan (3.00 cr.)**

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor. Soseki (1867–1916) is generally regarded as the greatest novelist in Japan's modern history; Mishima (1925–1970) is recognized as one of the leading post–World War II writers. Using selected works of these authors, students focus on the authors' artistic methods and visions; reflection of the course of Japanese civilization in the twentieth century; and depiction of a culture caught in the tug-of-war between tradition and modernity. *Counts toward Asian Studies minor.*

HS484 Seminar: The Chinese Revolution (3.00 cr.)

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor. Focuses on the social, cultural, political, and economic roots of four phases of the tumultuous twentieth century Chinese revolution: the 1911 revolution establishing the Republic of China; the nationalist revolution of the 1920s; the Communist revolution of the 1940s; and the cultural revolution of the 1960s and 1970s. *Counts toward Asian Studies minor.*

**HS485 Seminar: Comparative Slavery
in the Americas (3.00 cr.)**

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor. The institution of slavery connected North and South America from the earliest time to the late nineteenth century. Topics of comparison between Latin American slavery and slavery in British America and the United States include plantation and urban slavery, slave rebellions, the slave trade, freedmen, abolition movements, women and the family, and harshness of treatment. Discusses slavery's aftermath to discover why the character of race relations in Latin and North America differ in the present day. *Counts toward Latin American and Latino Studies minor.*

**HS486 Seminar: The Great Age of the European
Reconnaissance: Travel and Discovery (3.00 cr.)**

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor. Overland and overseas travel began centuries before Columbus. Covers the conditions, motives, and goals of those Europeans who began the Great Age of Discovery by using primary accounts in English translations. Examines how Europeans and non-Europeans understood and misunderstood each other. Discusses the consequences for Europe and the societies they encountered. *Counts toward Catholic Studies minor.*

**HS487 Seminar: Comparative Revolutions
in Latin America (3.00 cr.)**

Prerequisite: HS101, one HS300-level course, WR100 or WR101, and written permission of the instructor. A comparison of twentieth century revolutionary movements focusing on Argentina, Brazil, Columbia, Peru, Chile, Cuba, and Central America. Rural and urban guerilla movements, the development of narco-terrorism, and the role of the United States are examined. Themes include nationalism, state formation, imperialism, agrarian reform, leadership strategies, and citizenship. The goal of the course is for students to acquire a deeper understanding of the nature of exploitation and oppression in Latin America and the continuing struggles for social justice. *Counts toward Latin American and Latino Studies minor.*

HS490 Capstone Project in American Studies (3.00 cr.)

Prerequisite: Written permission of the instructor. As the capstone experience for the American Studies minor, each student develops an independent research project, internship, or service-based project, to be advised by two professors from different departments and presented at an end-of-year American Studies Symposium. The project constitutes the culmination of the student's work in American Studies and provides an opportunity for the student to bring together the perspectives of two different disciplines on a research area of particular interest. A project proposal must be submitted to and approved by the American Studies committee prior to registration for either the fall or spring semesters of senior year. The project must contain both a research and a formal writing component (the equivalent of a 20–25 page research paper). *Counts toward American Studies minor.*

Director: Nicholas A. Miller, Associate Professor of English

Office: Humanities Building, Room 219

Telephone: 410-617-5017

Website: www.loyola.edu/honorsprogram/honors

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—in ethics, fine arts, and modern languages and literatures—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” (HN100), 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.

PROGRAM OF STUDY

Honors students fulfill their second core requirement in English (EN), history (HS), philosophy (PL), and theology (TH) through regular, upper-division disciplinary courses. Once they have completed the appropriate course in the HN220–280 sequence, Honors students take their choice of upper-division courses in these disciplines, skipping the usual EN/PL/TH200-level requirements, and the usual HS300-level requirement. The second required course in English must be an EN300-level course; in philosophy and theology, a course above PL/TH320, excluding logic and ethics; in history, either a special topics course (HS410–459) or a seminar (HS460–499).

COURSE DESCRIPTIONS

HN100 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*)

HN200 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 WR100 core requirement.*

HN220 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 EN101, HS101, PL201, or TH201 core requirement, depending on the main instructor’s academic discipline. HN220, HN240, HN260, and HN280 must be taken in sequence. Students may fulfill their second upper-division core requirement in these areas after completing the appropriate interdisciplinary civilization course.*

HN240 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 EN101, HS101, PL201, or TH201 core requirement, depending on the main instructor's academic discipline. HN220, HN240, HN260, and HN280 must be taken in sequence. Students may fulfill their second upper-division core requirement in these areas after completing the appropriate interdisciplinary civilization course.*

HN260 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 EN101, HS101, PL201, or TH201 core requirement, depending on the main instructor's academic discipline. HN220, HN240, HN260, and HN280 must be taken in sequence. Students may fulfill their second upper-division core requirement in these areas after completing the appropriate interdisciplinary civilization course.*

HN280 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 EN101, HS101, PL201, or TH201 core requirement, depending on the main instructor's academic discipline. HN220, HN240, HN260, and HN280 must be taken in sequence. Students may fulfill their second upper-division core requirement in these areas after completing the appropriate interdisciplinary civilization course.*

HN290 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 AH111.*

HN291 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 MU203.*

HN292 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 DR250.*

HN300 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.*

HN400 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 AMERICAN STUDIES

Contacts: Jean Lee Cole, Associate Professor of English; Douglas Harris, Assistant Professor of Political Science

Office: Humanities Building, Room 230; Beatty Hall, Room 306H

Telephone: 410-617-5440; 410-617-2227

Website: www.loyola.edu/americanstudies

American Studies is an interdisciplinary field of study that examines the American experience—past and present—through the literature, art, history, politics, and society of the United States. Requirements for the minor are as follows:

EN203 Major Writers: American Literature *or*
EN366 American Literature
to the First World War

HS340 American through Reconstruction *or*

HS341 The United States Since the Civil War
Capstone Project in American Studies
(EN405 or HS490 or PS490)

Three Electives (9 credits; listed below)

No more than two courses from the same department may count toward the minor. At least three of courses counted toward the major must be taken at the 300- or 400-level.

ELECTIVES

AH207 African-American Art
AH318 American Art: Art for a Democracy
AH349 Baltimore: Its History and Architecture
AH351 American Urban Culture:
A Tale of Four Cities
CM302 Free Speech, Free Expression
CM305 Media and the Political Process
CM306 Popular Culture in America
CM342 Media, Culture, and Society
CM360 Literary Journalism
DR210 American Musical Theatre:
Uptown and Downtown
DR279 Silent Cinema
DR280 Classic Hollywood Film
EC310 American Economic History
EN367 Topics in American Literature
EN378 Race and Ethnicity in American
Literature

EN379 Gender in American Literature
EN388 Seminar in Multiethnic American
Literature
EN397 Seminar in American Literature
HS343 American Environmental History
HS344 American Women's History
HS345 The Peoples of Early America
HS346 Revolutionary America
HS348 The Civil War and Reconstruction
HS349 Baltimore: Its History and Architecture
HS350 World War II in America
HS351 American Urban Culture:
A Tale of Four Cities
HS352 America Since 1945
HS353 History of Violence in America
HS356 American Art: Art for a Democracy
HS358 African-American History
through the Civil War
HS360 African-American History
Since Emancipation
HS361 Merchants and Farmers, Planters and
Slaves: The Roots of American Business,
1600–1850
HS362 Industrial and Big Business Economy
HS363 A Century of Diplomacy: U.S. Foreign
Policy Since 1890
HS366 The Civil Rights Crusade
HS367 Black Women in the Atlantic World
HS372 The Vietnam War through Film
and Literature
HS406 Transatlantic Slave Sites: Study Tour
HS423 Disasters in American History
HS424 Race, Place, and Memory
in American History
HS425 Modern American Social Movements
HS426 Propaganda, Culture, and American
Society: 1780–1830
HS427 The Era of Good Stealings? Gilded
Age America, 1865–1900
HS428 The Making of the Early Republic: A
Study of Race, Place, and Ideology
HS460 Seminar: American Progressivism
HS462 Seminar: Taking Care of Business:
The Evolution of American Business
Leadership, 1600–1990s
HS463 Seminar: Colonial British America
ML340 "Xicanismos": An Introduction to
Chicano/a Culture
ML351 U.S. Latino/a Film and Literature

- ML363 Voices Across America: A Symphony of Thought
- MU208 American Roots Music
- MU210 American Musical Theatre: Uptown and Downtown
- PL390 American Philosophy
- PL392 William James
- PS102 American Politics
- PS314 Public Opinion and American Democracy
- PS316 American Political Parties
- PS318 Media and Politics
- PS319 Interest Groups in American Democracy
- PS321 Religion and Politics in America
- PS326 Congress: The Legislative Process
- PS327 Congressional Politics
- PS329 The Modern American Presidency
- PS330 Strategic Intelligence and American Democracy
- PS331 Political Responses to Crisis
- PS341 Constitutional Law: Power in the National System
- PS342 Equal Protection Law
- PS343 Crime, the Individual, and Society
- PS344 Civil Liberties I
- PS345 Civil Liberties II
- PS359 Approaches to American Foreign Policy
- PS362 American Political Economy
- PS384 American Political Thought
- PS389 African-American Political Thought
- PS410 Seminar: Modern Constitutional Theory
- PS420 Seminar: American Political Development
- PS470 Seminar: Toqueville
- PS476 Intelligence, Secrecy, and Governmental Reform
- PS477 Intelligence and the Executive Branch
- PS488 Research Seminar: National Policy-Making
- PT279 Silent Cinema
- PT280 Classic Hollywood Film
- SC103 American Society
- SC204 The Family
- SC205 Social Problems
- SC207 Protest: Legacy of the Sixties
- SC331 Deviance and Social Control
- SC332 The Sociology of Crime and Criminals
- SC333 Juvenile Delinquency
- SC361 Social Inequality
- SC365 Neighborhood and Community in Urban America
- SC367 Criminal Justice
- SC370 Population Studies
- SC471 Minority Group Conflict
- TH220 The Catholic Church in the United States
- TH262 African-American Religious Thought
- TH313 Ethics: Being Moral in America
- TH316 Ethics: Catholic Spiritual Life in the United States
- TH324 Faith and Film: The Apostle's Creed in the American Cinema
- TH336 Catholic Intellectual Life in the United States: Two Hundred Years of American Catholic Opinion
- WR350 The Art of Prose: Selected Authors
- WR351 The Art of the Essay: Women Writers
- WR354 Nature Writing

AMS Committee Approval Required:

- AH402 Special Topics in Art History
- DR362 Special Topics in Dramatic History/Literature
- EN365 Seminar in Literature and Catholicism (Post-1800)
- EN368 Critical Methodologies (Post-1800): Special Topics
- EN371 Post-Modern British and American Fiction
- EN377 Topics in Twentieth-Century Literature
- EN382 Topics in Literature and Film Studies
- EN383 Seminar in Modern Literature
- EN386 Seminar in Literature and Film (Post-1800)
- EN387 Seminar in Post-Modern Literature
- EN389 Seminar in Literature and Gender
- EN399 Seminar in Literary Topics After 1800
- EN409 Senior Honors Seminar
- MU306 World Music: Common Ground, Separate Ground
- WR320 Art of the Argument
- WR352 Biography and Autobiography
- WR353 The Contemporary Essay
- WR358 Literary Reviewing
- WR385 Special Topics in Writing
- WR400 Senior Seminar: New Writers

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 (HS482, HS483, or HS484) 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

- AH203 The Arts of East Asia
AH204 Islamic Art

- AH324 From Tamerlane to the Taj Mahal:
Timurid and Mughal Art
CI101 Chinese I
CI102 Chinese II
CI103 Chinese III
CI104 Chinese IV
HS370 The Jesuits in Asia Since 1542
HS372 The Vietnam War through
Film and Literature
HS374 East Asia on Film
HS375 Indian History, Culture, and Religion
through Film
HS377 History of Modern China
HS378 History of Modern Japan
HS380 History of South Asia in the
Twentieth-Century
HS381 Search for the Divine:
Hindu, Christian, Muslim, and
Buddhist Ways in India
HS391 History of the Jesuits
HS444 War and Revolution: East Asia,
1937–1954
HS482 Asian Studies Seminar
HS483 Seminar: Soseki and Mishima:
Mirrors of Modern Japan
HS484 Seminar: The Chinese Revolution
IB282 International Business
JP101 Japanese I
JP102 Japanese II
JP103 Japanese III
JP104 Japanese IV
ML285 The Passions of Ancient China:
Love, War, and Rectitude
in the Classical Literary Era
ML358 Japanese Thought and Culture
PL216 Philosophical Perspectives:
Asian Thought
PL321 Cross-Cultural Philosophy
PL325 Philosophy of Asian Thought
PL354 East Asian Philosophy
PS351 Third World Politics
TH266 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
DJJA 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

Contact: Angela Russell Christman, Professor of Theology

Office: Humanities Building, Room 042j

Telephone: 410-617-2359

E-mail: achristman@loyola.edu

Website: www.loyola.edu/academics/alldepartments/catholic

The Minor in Catholic Studies consists of courses which are devoted to the examination of topics, themes, or questions pertinent to Roman Catholic doctrine and faith in its various aspects. Illustrations of the principles and teachings of Roman Catholicism are found in literature, art, philosophy, the natural and social sciences, historical study, business disciplines, and theology. The minor consists of 18 credits, as follows:

- TH220 The Catholic Church in the United States *or*
 TH221 Catholic Church: Life and Thought
 TH399 Contemporary Catholic Intellectual Life (capstone course)
 Four Electives (12 credits; listed below)

TH220 or TH221 satisfies the second core requirement in theology, but it is not a prerequisite that must be satisfied before undertaking the other elective courses. Electives must be chosen from approved Catholic Studies minor courses in such prescribed subject areas as theology, philosophy, history, English, biblical studies, fine arts, business studies, and the natural or social sciences. However, to insure the interdisciplinary character of the Catholic Studies minor, students may take no more than two of these elective courses from the same subject area. Theology majors pursuing the Catholic Studies minor should take all four of their elective courses from academic disciplines other than theology.

ELECTIVES

- AH311 Medieval Art: Early Christian through Gothic
 AH312 The Renaissance in Italy
 AH313 Renaissance Art in Northern Europe

- AH314 Art of Baroque Europe
 AH323 The Gothic Cathedral
 CH113 Living Dangerously?
 CL301 The Church and the Roman Empire
 CL313 History of Christmas
 CL324 Seminar: The Persecution of the Christians in the Roman World
 CL349 Latin Jesuit Drama and the Philosophy of Peace and War
 EN328 Seminar in Literature and Catholicism (Pre-1800)
 EN332 Literature and the Catholic Imagination (Pre-1800)
 EN364 Literature and the Catholic Imagination (Post-1800)
 EN365 Seminar in Literature and Catholicism (Post-1800)
 HS301 The Church and the Roman Empire
 HS303 The Early Middle Ages
 HS305 The Later Middle Ages
 HS313 History of Christmas
 HS317 The Making of Modern Italy
 HS370 The Jesuits in Asia Since 1542
 HS381 Search for the Divine: Hindu, Christian, Muslim, and Buddhist Ways in India
 HS382 Jesuits and Empire from the Society's Beginning to Its Suppression
 HS383 The Cross and the Sword: Christianity and the Making of Colonial Latin America
 HS391 History of the Jesuits
 HS475 Seminar: The Persecution of the Christians in the Roman World
 HS486 Seminar: The Great Age of the European Reconnaissance: Travel and Discovery
 IT352 Dante's *Divine Comedy*
 LT335 Resistance to Rome: Perpetua's Passion
 LT350 Readings in Medieval Latin I
 LT351 Readings in Medieval Latin II
 MG319 Special Topics in Catholic Studies
 ML320 Liberation Theology from Its Origins
 ML332 Dante's *Divine Comedy* (in translation)
 PL329 Philosophical Foundations of Catholic Social Thought
 PL331 Natural Law and Natural Right
 PL349 Latin Jesuit Drama and the Philosophy of Peace and War
 PL350 Sexual Ethics
 PL351 Virtue Ethics
 PL352 Catholic Political Philosophy
 PL353 Modern Moral Philosophy
 PL355 Philosophy of History

- PL364 Renaissance Philosophy
 PL369 Introduction to Saint Thomas Aquinas
 PL370 Medieval Philosophy
 PL401 Morals and Politics of the *Lord of the Rings*
 PL404 Reason, Science, and Faith in the Modern Age
 PL407 Marriage and Family through the Lens of Catholic Social Thought and Developmental Psychology
 PL450 Seminar: Renaissance Philosophy of Religion
 TH202 Theology and Catholic Autobiography
 TH205 Christian Rome: Understanding Jesus Christ in Rome
 TH206 The Gospels and the Earliest Churches
 TH211 Women in the Christian Tradition
 TH214 Friends and Foes: Jews and Christians through the Ages
 TH216 Ignatius and the Jesuits: History and Spirituality
 TH218 Sacred Journeys: The History and Theology of Christian Pilgrimage
 TH242 A History and Theology of Saints
 TH243 Heaven and Hell
 TH244 Forgiveness and Reconciliation
 TH245 Eucharist (The Mass) in Ordinary Time
 TH246 Who is Jesus?
 TH247 The Presence of God: Christian Mysticism, East and West
 TH249 Christian Sacraments
 TH260 Theology of Eating
 TH266 Christian Theology and World Religions
 TH269 Theology and Literature
 TH270 Creation and Evolution
 TH301 Ethics: Theology and Ethics of Hospitality
 TH303 Ethics: Ancient, Modern, and Christian Approaches to Ethics
 TH304 Ethics: Introduction to Christian Ethics
 TH306 The Moral Theology of Pope John Paul II
 TH307 Ethics: Marriage and Sexuality
 TH308 Ethics: Justice and the Church in the World
 TH313 Ethics: Being Moral in America
 TH316 Ethics: Catholic Spiritual Life in the United States
 TH321 The Theology of John Paul II
 TH322 Christianity and Its Critics
 TH323 Religion in Children's Literature
 TH324 Faith and Film: The Apostle's Creed in the American Cinema
 TH325 Christian Faith and Economic Justice
 TH326 Hope, Death, and the End of the World
 TH327 The Virgin Mary in Scripture and Tradition
 TH328 Learn to Do Right: Biblical Perspectives on Social Justice
 TH331 Finding God in All Things: Spirituality and Prayer in the Christian Tradition
 TH334 The 'Theological' and the 'Religious' in International Cinema
 TH335 An Introduction to the Theology of Saint Augustine
 TH336 Catholic Intellectual Life in the United States: Two Hundred Years of American Catholic Opinion
 TH338 Theology of Thomas Aquinas
 TH341 Medieval Women Authors
 TH343 International Catholic Literature in the Twentieth-Century
 TH344 The Tradition of Catholic Radicalism
 TH345 Euthanasia and the Problem of Suffering
 TH346 Disputing the Bible
 TH347 Jesus and the Gospels
 TH353 Catholic Theology in Modernity
 TH354 Male and Female in the Kingdom of God: Contemporary Gender Perspectives on the Bible
 TH365 Theology and Art
 TH369 Faith and Reason
 TH386 Fundamental Questions of Morality
 WR356 Writers in the Catholic Tradition: Selected Authors
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- MINOR IN FILM STUDIES**
- Contacts:** Mark Osteen, Professor of English; Brian Murray, Associate Professor of Communication
Office: Humanities Building, Room 226; Humanities Building, Room 280
Telephone: 410-617-2363; 410-617-2949
Website: www.loyola.edu/film
- 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:
- Fundamentals of Film Studies (CM346/WR344) *or* History of Film (DR278/PT278)
 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 CM346. No more than two electives may come from the same department.

ELECTIVES

- CL270 Greece and Rome on Film
- CL341 Hollywood in Rome
- CM204 Sight Sound Motion
- CM224 Video Production
- CM347 The Documentary Tradition
- DR279 Silent Cinema
- DR280 Classic Hollywood Film
- DR281 Films of Alfred Hitchcock
- DR282 Films of William Wyler
- EN180 Introduction to Film and Literature
- EN336 Seminar in Literature and Film (Pre-1800)
- EN380 The History of Narrative Cinema
- EN381 Fiction and Film
- EN382 Topics in Literature and Film Studies
- EN386 Seminar in Literature and Film (Post-1800)
- FR340 The Text and the Screen
- GR309 The Classic German Cinema
- GR341 Contemporary German Cinema
- HS325 Europe Since 1945 through Film
- HS372 The Vietnam War through Film and Literature
- HS374 East Asia on Film
- HS375 Indian History, Culture, and Religion through Film
- ML341 German Film
- PL398 Philosophy and Film
- PT279 Silent Cinema
- PT280 Classic Hollywood Film
- PT281 Films of Alfred Hitchcock
- PT282 Films of William Wyler
- PT386 Video Art
- TH324 Faith and Film: The Apostle's Creed in the American Cinema
- TH334 The 'Theological' and the 'Religious' in International Cinema
- WR345 Screen Writing for Film and Television
- WR357 Writing about Film

MINOR IN GENDER STUDIES

Contact: Dale Snow, Associate Professor of Philosophy

Office: Humanities Building, Room 050g

Telephone: 410-617-2026

Website: www.loyola.edu/genderstudies

The term "gender" refers to the creation and imposition of sex roles in cultures and societies. Gender overlies the neurobiological data of sex and embodiment. For this reason, courses in Gender Studies analyze gender as an element of social relationships and human experiences including, among others, those of race, ethnicity, and class. Gender Studies courses use the resources, theories, and methodologies of a variety of academic fields, leading to a more sophisticated understanding of the sex/gender systems themselves.

The Gender Studies minor prepares students to enter the growing number of graduate programs in women's and cultural studies, not to mention affording focus for students in pre-law, political science, psychology, sociology, and theology. Most important, the Gender Studies minor allows students majoring in various disciplines to come together and express different viewpoints and ways of thinking on a common subject. The requirements for the Minor in Gender Studies are the successful completion of the following:

Introduction to Gender Studies (PS363, SC210)
 Gender Studies Capstone Seminar
 Four Electives (12 credits; see below)

No more than two of the four electives may come from the same department. Also, no more than two of the electives may be at the 100- or 200-level.

ELECTIVES

- AH200 Women in Art
- AH202 African Art
- AH316 Realism and Impressionism
- CL211 Classical Mythology
- CL301 The Church and the Roman Empire
- CL329 Women in Greece and Rome
- CL334 Roman Private Life
- EN211 Major Writers: Classical Mythology
- EN302 Medieval Love
- EN379 Gender in American Literature

- EN389 Seminar in Literature and Gender
 FR351 French Women Writers
 of the Renaissance
 FR375 Women's Voices in the Francophone
 World
 GR358 Sexual Politics in German Drama
 (in German)
 HS301 The Church and the Roman Empire
 HS329 Women in Greece and Rome
 HS334 Roman Private Life
 HS344 American Women's History
 HS367 Black Women in the Atlantic World
 HS389 Women and Social Change
 in Modern Africa
 HS414 Women in Europe
 ML375 Women and Men in Twentieth-Century
 Hispanic Fiction
 PL232 Philosophical Perspectives:
 Gender and Nature
 PL337 Philosophy and Feminism
 PL339 Twentieth-Century Women Philosophers
 PL342 Feminism and Psychoanalysis
 PS364 International Relations through
 Non-Western Lenses
 PS392 Sexual Politics
 PY254 Psychology of Women
 PY351 Interpersonal Behavior
 PY353 Contemporary Issues in Psychology
 SC104 Cultural Anthropology
 SC204 The Family
 SC207 Protest: Legacy of the Sixties
 SC220 Sociology of Sexuality
 SC221 Sociology of Race, Class, and Gender
 SC341 Independent Study in Gender Studies
 SC361 Social Inequality
 SC421 Seminar: Race, Class, Gender, Sexuality
 SC434 Seminar: Women and Deviance
 SC448 Seminar: Analyzing Race, Class,
 and Gender
 SN335 Contemporary Spanish Literature:
 1975 to the Present
 SN370 Nineteenth-Century Latin American
 Novel
 SN375 Women and Men in Twentieth-Century
 Hispanic Fiction
 TH211 Women in the Christian Tradition
 TH341 Medieval Women Authors
 TH354 Male and Female in the Kingdom
 of God: Contemporary Gender
 Perspectives on the Bible
 WR322 Gendered Rhetoric
 WR351 Art of the Essay: Women Writers

MINOR IN LATIN AMERICAN AND LATINO STUDIES

Contacts: Bill Donovan, Associate Professor
 of History (Program Advisor); Thomas Ward,
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The interdisciplinary Minor in Latin American and Latino Studies (LALS) is built on a historical, cultural, literary, sociological, and political understanding of the Spanish, Portuguese, and French-speaking nations and provinces in the Americas in their relationship to the United States. Students come to appreciate the diversity of Latin American and U.S. Latino experiences while gaining comparative knowledge of the cultural production, history, and politics of Latin Americans as well as Latinos in the United States. The minor consists of 18 credits, as follows:

Introduction to Latin American and Latino
 Studies (HS392 or ML392)
 Five Electives (15 credits; listed below)

One of the five electives must be taken at the 200-level or above; the remaining four electives must be taken at the 300-level or above. No more than four courses can be taken from a department that contains more than one discipline, and courses must be distributed minimally across three disciplines (e.g., HS, ML, SC, SN). Two courses may be cross-counted between LALS and another major or minor, as long as the department chair of the other major or minor is in agreement. Completion of the core language requirement is required.

A service-learning or study abroad/international experience is required. The international experience must be in Latin America, and up to three study-abroad courses can count toward the LALS minor. The service-learning option would be integral to an approved LALS elective course and entails working with any group of Franco-Luso-Hispanic peoples in the Baltimore area.

The program advisor will work with each student to develop a coherent program of study, guide the student, and meet informally at least once a

semester to converse and look for connections between courses. Students are required to complete and submit a final portfolio of their work.

ELECTIVES

- FR205 Living and Working in the French Caribbean Today
 FR305 Living and Working in the French Caribbean Today
 HS379 Latin America and the United States Since Independence
 HS383 The Cross and the Sword: Christianity and the Making of Colonial Latin America
 HS384 Modern Latin America
 HS386 Soldiers and Guerillas in Modern Latin America
 HS440 Special Topics in Latin American and Latino Studies
 HS446 Modern Latin American Cities
 HS485 Seminar: Comparative Slavery in the Americas
 HS487 Seminar: Comparative Revolutions in Latin America
 ML205 Living and Working in the French Caribbean Today
 ML320 Liberation Theology from Its Origins
 ML340 *Xicanismos*: An Introduction to Chicano/a Culture
 ML351 U.S. Latino/a Film and Literature
 ML362 The Early Latino Experience in the United States
 ML363 Voices across America: A Symphony of Thought
 ML440 Special Topics in Latin American and Latino Studies
 PS303 Latin American Politics
 SN302 The Culture and Civilization of Latin America
 SN304 Contemporary Central America
 SN306 Contemporary Mexico and Argentina
 SN345 Hispanic Caribbean Literature
 SN351 Literature and Identity Politics in Peru
 SN354 Contemporary Latin American Literature
 SN360 Latin American Short Story
 SN365 Latin American Essay
 SN370 Nineteenth-Century Latin American Novel
 SN380 *Modernismo*
 SN390 Chronicles of Conquest, Resistance and Transculturation

Approval Required: The following electives may be counted toward the minor if a final paper or project is geared toward Latin America or U.S. Latinos (paper will become part of portfolio). Latin America is understood historically as those nations/provinces that speak a language which evolved from Latin: Spanish, Portuguese, and French. Courses on the Caribbean in comparative context are added to this understanding. The minor advisor or program director must approve these courses, and it is the student's responsibility to work with the course instructor to ensure that the final project is on Latin America.

- EC448 Development Economics
 FR304 Culture and Civilization IV: Introduction to Francophone Cultures
 HS382 Jesuits and Empire from the Society's Beginnings to Its Suppression
 IB282 International Business
 IB470 Special Topics in International Business
 ML375 Women and Men in Twentieth-Century Hispanic Fiction
 PS351 Third World Politics
 SC210 Introduction to Gender Studies
 SC310 Sociology of Migration in the United States
 SN205 Spanish for Business
 SN303 Hispanic Film
 SN350 Short Hispanic Fiction
 SN375 Women and Men in Twentieth-Century Hispanic Fiction

Students are encouraged to study and perfect their knowledge of Spanish or Portuguese. Portuguese courses are offered at Johns Hopkins University. Students may take electives offered through the Baltimore Student Exchange Program at other area colleges and universities; however, these courses must be pre-approved by the minor advisor or program director.

MINOR IN MEDIEVAL STUDIES

Contact: Leslie Zarker Morgan, Associate Professor of Modern Languages and Literatures

Office: Maryland Hall, Room 461

Telephone: 410-617-2926

Website: www.evergreen.loyola.edu/~lmorgan/medieval/index.htm

This program enables students to pursue an interdisciplinary program organized around the medieval time period, broadly defined. Students 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 (ML400) 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 any one discipline (e.g., EN, HS, ML);
- 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

AH311	Medieval Art: Early Christian through Gothic
AH312	The Renaissance in Italy
AH313	Renaissance Art in Northern Europe
AH323	The Gothic Cathedral
CL301	The Church and the Roman Empire
CL314	History of the Roman Empire
EN301	Chaucer
EN302	Medieval Love
EN304	Arthur and Other Heroes
EN306	Topics in Medieval Literature
EN307	Seminar in Medieval Literature
FR301	Culture and Civilization I
FR350	Sex and Violence/Sin and Repentance: Medieval French Literature for Modern Readers
FR351	French Women Writers of the Renaissance
FR370	Special Topics in Medieval Literature

FR371	Love's Fatal Triangle: Courtly Love and the Development of Arthurian Literature in Medieval French Literature
GR301	German Culture and Civilization I
GR305	Dungeons, Dragons, Damsels in Distress
HS301	The Church and the Roman Empire
HS303	The Early Middle Ages
HS304	Renaissance and Reformation in Europe
HS305	The Later Middle Ages
HS314	History of the Roman Empire
HS335	History of the Crusades
HS410	Special Topics: The Crusades
HS413	Medieval Military History
HS470	Seminar: The Hundred Years War
HS477	Seminar: Legends in Medieval History
IT301	Italian Literature and Civilization I: Origins to Reformation
IT333	Lyric, Epic, and Scientific: Survey of Italian Renaissance Literature
IT352	Dante's <i>Divine Comedy</i>
LT124	Latin Golden Age Prose and Poetry
LT308	Vergil: <i>Aeneid</i>
LT350	Readings in Medieval Latin I
LT351	Readings in Medieval Latin II
LT380	Ovid
LT386	Ovid's <i>Metamorphoses</i>
ML250	Introduction to Medieval Literature: Selected Languages
ML251	Introduction to Medieval Italian Literature
ML305	Dungeons, Dragons, Damsels in Distress
ML332	Dante's <i>Divine Comedy</i> (in translation)
ML333	Witches, Giants, and Tyrants, Oh My!
ML371	Love's Fatal Triangle: Courtly Love and the Development of Arthurian Literature in Medieval French Literature
PL369	Introduction to Saint Thomas Aquinas
PL370	Medieval Philosophy
TH335	An Introduction to the Theology of Saint Augustine
TH338	The Theology of Thomas Aquinas
TH341	Medieval Women Authors
TH365	Theology and Art

COURSE DESCRIPTIONS

Electives course descriptions and prerequisites can be found within the sponsoring department's chapter of this catalogue.

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Website: www.loyola.edu/mathsci

Chair: Dipa Choudhury, Associate Professor

Professors: John C. Hennessey (emeritus);

Richard F. McCoart, Jr. (emeritus); Christopher H. Morrell; Timothy Law Snyder; Anne L. Young

Associate Professors: Dipa Choudhury; Helen Christensen, R.S.M. (emerita); Michael P. Knapp; Lisa A. Oberbroeckling; William D. Reddy (emeritus)

Assistant Professors: Richard E. Auer; William Ethan Duckworth; James Roche, Jr.; Mili Shah; Jiyuan Tao

Instructors: Herbert L. Tracey, Jr.;

Elizabeth J. Walters

Affiliate Faculty: Verena M. Brown; Kathleen M. Hurley Dietz; Mary Elizabeth Gore; Gabrielle A. Martino; Robert E. McKee; Stephen A. Meskin; Mahfuzur Rahman; Michael F. Schneider

In keeping with the mission of Loyola College, the Mathematical Sciences Department strives for excellence in education. The department's goal is to open students' minds to the power, beauty, and utility of the mathematical sciences and to develop their conceptual understanding, problem solving ability, and analytical thinking skills. The department's faculty is strongly committed to undergraduate teaching and to giving mathematical sciences majors a solid and broad-based foundation for a variety of careers as well as for graduate study. Faculty members conduct research in their fields of specialty and also keep abreast of curricular reform and creative uses of technology.

A double major requires the student to complete the requirements of each major. Interdisciplinary majors allow students to combine interests in two different disciplines. An interdisciplinary major may be designed with the assistance of the student's academic advisor.

MAJOR IN MATHEMATICAL SCIENCES

BACHELOR OF SCIENCE

Requirements for a major and an example of a typical program of courses are listed below. Students with advanced placement credit may visit the department website for a suggested sequence of courses.

Freshman Year

Fall Term

CS201 Computer Science I*
 MA251 Calculus I*
 WR100 Effective Writing**
 Language Core
 Social Science Core**

Spring Term

CS202 Computer Science II*** or
 Social Science Core**
 HS101 History of Modern Western
 Civilization**
 MA252 Calculus II*
 ST210 Introduction to Statistics*
 Language Core
 Elective

Sophomore Year

Fall Term

BL118 Introduction to Cellular and
 Molecular Biology† and
 BL119 Introduction to Cellular and
 Molecular Biology Lab or
 BL201 Ecology, Evolution, and
 Biodiversity† and
 BL202 Ecology, Evolution, and
 Biodiversity Lab or
 CH101 General Chemistry I† or
 PH201 General Physics I† and
 PH291 General Physics Lab I
 EN101 Understanding Literature
 MA302 MATLAB Laboratory*
 MA351 Calculus III*
 MA395 Discrete Methods*
 PL201 Foundations of Philosophy or
 TH201 Introduction to Theology

Spring Term

MA301 Introduction to Linear Algebra*
 MA304 Ordinary Differential Equations*
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 English Core
 History Core

Junior Year*Fall Term*

MA421 Analysis I*
 MA/ST400-Level Course*
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 Non-Departmental Elective**
 Elective

Spring Term

MA/ST400-Level Course*
 MA/ST400-Level Course*
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 Fine Arts Core
 Elective

Senior Year*Fall Term*

MA/ST400-Level Course*
 MA/ST400-Level Course*
 Ethics Core
 Non-Departmental Elective**
 Elective

Spring Term

MA/ST400-Level Course*
 MA/ST400-Level Course*
 Non-Departmental Elective**
 Elective
 Elective

* Required for major.

** Terms may be interchanged.

*** See Note 4.

† Natural science core for mathematical sciences majors.

1. **Beginning Courses:** MA251, MA252, and ST210 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:** MA301, MA304, MA351, and MA395 build on the maturity developed in the beginning courses. They are designed to bring problem solving and mathematical thinking to a higher, more rigorous level and to expose students to the wide variety of mathematics in use today.

3. **Advanced Courses:** Eight 400-level courses (six for secondary education) chosen in consultation with a faculty advisor. 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 advisor 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 CS201. CS202 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 CS202. Majors are required to take one or two courses in the professional software of the mathematical sciences: MA302 and possibly ST365.

5. **Concentrations/Required Advanced Courses:** Some students may wish to develop programs with more focus than the general program. Requirements for the general program and the six available concentrations are listed below. Upon selecting the track of interest, each student will be assigned an advisor responsible for counseling, approving course choices, and monitoring progress. All mathematical sciences majors must complete an advanced, full-year sequence. The six advanced, full-year sequences include: Analysis I/II; Algebraic Structures I/II; Elements of Statistical Theory I/II; Experimental Research Methods and Experimental

Design; Operations Research and Stochastic Processes; and Analysis I and Complex Variables.

General Program: Eight advanced mathematical sciences courses including: Analysis I; Algebraic Structures I; and one full-year sequence.

Actuarial Science: Eight advanced mathematical sciences courses including: Analysis I; Elements of Statistical Theory I/II; and Experimental Research Methods. Stochastic Processes may be substituted for Experimental Research Methods. Concentrators are also required to take Microeconomic Principles; Macroeconomic Principles; and Insurance and Risk Management.

Applied Mathematics: Eight advanced mathematical sciences courses including: Analysis I; and one full-year sequence. Concentrators are also required to take four courses in a single applied discipline. This discipline must be within business or a natural, life, or social science. Concentrators are required to take either Computer Science II or Numerical Analysis.

Operations Research: Eight advanced mathematical sciences courses including: Analysis I; Operations Research; Stochastic Processes; Advanced Linear Algebra; and Experimental Research Methods. Elements of Statistical Theory I may be substituted for Experimental Research Methods. Concentrators are also required to take one economics course and either Computer Science II or Numerical Analysis.

Pure Mathematics: Eight advanced mathematical sciences courses including: Analysis I/II and Algebraic Structures I/II.

Secondary Education: Six advanced mathematical sciences courses including: Analysis I; Algebraic Structures I; Geometry; and one of: Analysis II or Algebraic Structures II or Complex Analysis or Advanced Linear Algebra. Algebraic Structures I and Advanced Linear Algebra serve as a sequence for secondary education concentrators. Concentrators are also required to fulfill the secondary education requirements.

Statistics: Eight advanced mathematical sciences courses including: Analysis I; Elements of Sta-

tistical Theory I/II; Experimental Research Methods; and Experimental Design. Either Analysis II or Advanced Linear Algebra may be substituted for one of: Experimental Design or Elements of Statistical Theory II. Concentrators are required to take Statistical Analysis System (SAS) Laboratory.

- Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

MINORS IN MATHEMATICAL SCIENCES

The department offers two types of minors: one in the mathematical sciences, the other in statistics. The focus of the minor can take many directions depending on the MA courses selected. Students pursuing a minor should discuss their academic and career interests with a department faculty member.

MINOR IN MATHEMATICAL SCIENCES

Requirements for the minor are a minimum of six, three- or four-credit MA/ST courses including: MA251; MA252; and one MA/ST400-level course for those graduating with a degree in business, social sciences, or the humanities or two MA400-level courses for those graduating with a degree in natural or computer science. The remaining MA/ST courses are to be taken at or above the 200-level. Those graduating with a degree in the social sciences or humanities may also count ST110.

Students interested in this minor should consider MA251 instead of MA151 and ST210 instead of ST110. Those graduating in a natural or computer science may replace one MA/ST400-level course with two MA/ST200- or 300-level courses, totaling seven courses for the minor.

MINOR IN STATISTICS

Requirements for a minor are ST365 and a minimum of six, three- or four-credit MA/ST courses including MA251, MA252, and ST465. The remaining courses are to be taken from MA301, MA481, MA485/ST485, ST210 or ST265, ST461, ST462, ST466, ST491. Those graduating with a degree in the social sciences or humanities may also count ST110.

COURSE DESCRIPTIONS
Mathematical Sciences
MA004 Review of Math for College (0.00 cr.)

Sets of real numbers, polynomials, algebra of fractions, first degree equations, and inequalities in one variable; exponents, radicals, complex numbers, graphing equations, and inequalities in two variables; systems of equations; and other selected topics. *Does not satisfy mathematical sciences core requirement.*

MA103 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. Does not satisfy mathematical sciences core requirement. (Fall only)*

MA104 Fundamental Concepts of Mathematics II (3.00 cr.)

Prerequisite: MA103. Restricted to elementary education majors. The development of the real number system and its subsystems, probability, more measurement, and geometry. *Does not satisfy mathematical sciences core requirement. (Spring only)*

MA106 Topics in Modern Math: Ciphers and Codes (3.00 cr.)

Prerequisite: Written permission of the instructor is required for students who have credit for MA251. The mathematical basis of elementary ciphers and codes including substitution ciphers, public key ciphers, and RSA system. Topics include elementary number theory and modular arithmetic. *A graphing calculator will be used.*

MA107 Mathematics, Numbers and the Real World (3.00 cr.)

The nature of mathematical reasoning and the concept of proof in relation to concrete problems. Topics may include inductive reasoning, deductive reasoning, various number systems and their history, everyday arithmetic, financial management, introductory probability, and statistics. Topics are often discussed with a view toward practical applications and interesting real world examples. *Closed to students who have credit for MA/ST200-level courses.*

MA108 Special Topics in Modern Math (3.00 cr.)

Special topics in elementary mathematics. Topic varies depending on interest of the instructor. *Closed to students who have credit for MA/ST200-level courses. May be repeated for credit with different topics.*

MA109 Precalculus (3.00 cr.)

Prerequisite: MA004 or a score of 70 on the Accuplacer Placement Test or a math SAT score of 560 or better. For students intending to take Calculus (MA151 or MA251) 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 mathematical sciences core requirement. Technology will be used.*

MA130 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.

MA132 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.

MA133 Calculus II for Middle School Teachers (3.00 cr.)

Prerequisite: MA132. Restricted to graduate Baltimore County Math Cohort students. A continuation of MA132. 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.

MA151 Applied Calculus for Business and Social Sciences (3.00 cr.)

Prerequisite: MA109 or a score of 80 or better on the Accuplacer Placement Test or one year of high school calculus. A one semester introduction to calculus. Definition, interpretation, and applications of the derivative especially in business and social sciences. *Closed to students minoring in mathematical sciences or statistics. A graphing calculator and/or computer will be used. Degree credit will not be given for both MA151 and MA251.*

MA230 Algebraic and Geometric Topics (3.00 cr.)

Prerequisite: Restricted to Baltimore County teachers. Relationships between arithmetic and algebraic operations and properties, functions and their graphs, solutions to equations and systems of equations of varying degree, modeling to represent real-world situations. Topics in geometry such as the Pythagorean theorem, congruency, similarity, plane figure properties, and measurement including error estimates. Geometric constructions and translations using computer software and traditional methods. Pedagogical methods are explored. *For middle school teachers. A graphing calculator will be used.*

MA251 Calculus I (4.00 cr.)

Prerequisite: MA109 or a score of 90 or better on the Accuplacer Placement Test or one year of high school calculus. A rigorous approach to Calculus for all majors. Topics include limits, definition, interpretation, and applications of the derivative; differentiation rules; antiderivatives; definition of definite and indefinite integrals; and the Fundamental Theorem of Calculus. *Degree credit will not be given for both MA151 and MA251.*

MA252 Calculus II (4.00 cr.)

Prerequisite: At least a C- or better in MA251. A continuation of MA251. Techniques and applications of integration; improper integrals; parametric equations and polar coordinates; sequences and series.

MA295 Discrete Structures (3.00 cr.)

Prerequisite: CS201; MA109 or a score of 90 or better on the Accuplacer Placement Test or one year of high school calculus. Boolean algebra, combinatorics, inductive and deductive proofs, sets, graphs, functions, and recurrence relations. *Same course as CS295. (Fall only)*

MA301 Introduction to Linear Algebra (3.00 cr.)

Prerequisite: MA252. 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)*

MA302 MATLAB Laboratory (1.00 cr.)

Prerequisite: CS201. *Corequisite:* MA351. *MATLAB* is a high level, numerically-oriented software package used extensively in academia and industry. Data structures, *MATLAB* functions, two- and three-dimensional graphics, and programming constructs are covered. Topics include

loops, conditional statements, and I/O of data. Mathematical and statistical applications are emphasized and a course project is included. *Required of all mathematical sciences majors. For non-degree credit. (Fall only)*

MA304 Ordinary Differential Equations (3.00 cr.)

Prerequisite: MA351, or MA252 and written permission of the instructor. An introduction to ordinary differential equations. Techniques for solving and analyzing first and second order differential equations, both linear and nonlinear; systems of differential equations. Qualitative and numerical methods as well as closed form solutions are emphasized, and mathematical software is used. *No computer experience necessary. (Spring only)*

MA330 Data Analysis and Discrete Mathematics (3.00 cr.)

Prerequisite: Restricted to Baltimore County teachers. Data analysis, graphical and numerical descriptive statistics for one and two variables, finite probability, simple probability distributions, logical connectives, permutations, combinations, pattern recognition, and modular arithmetic. Pedagogical methods are explored. Graphing calculators and computers are used to evaluate and represent data. *For middle school teachers.*

MA351 Calculus III (4.00 cr.)

Prerequisite: At least a C- or better in MA252. A continuation of MA252 into multivariable calculus. Topics include vectors, lines, planes, and surfaces in three dimensions; vector functions and their derivatives and integrals; partial derivatives, gradients, directional derivatives, maxima, minima, Lagrange multipliers; multiple integrals, area, volume, surface area, integration in different coordinate systems. Line integrals, Green's theorem, Stokes' theorem and the divergence theorem are also studied. *(Fall only)*

MA395 Discrete Methods (3.00 cr.)

Prerequisite: MA252. The logic of compound statements, sequences and mathematical induction, set theory, counting arguments, recurrence relations, permutations, combinations and probability. Applications may include analysis of algorithms and shortest path problems. Problem solving is stressed. *(Fall only)*

MA421 Analysis I (3.00 cr.)

Prerequisite: MA395. 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*)

MA422 Analysis II (3.00 cr.)

Prerequisite: MA351, MA421. A continuation of MA421. Possible topics include theory of integration of functions of one variable, improper integrals, series, functions of several variables, and metric spaces. (*Spring only, Even Years*)

MA424 Complex Analysis (3.00 cr.)

Prerequisite: MA421 or written permission of the instructor. Geometry of complex numbers, complex functions, analytic functions, harmonic functions, contour integration, Cauchy's Integral Formula, Laurent series, residue theory, conformal mappings. (*Spring only, Odd Years*)

MA427 Numerical Analysis (3.00 cr.)

Prerequisite: MA301, MA302, MA351, or written permission of the instructor. Floating point arithmetic, rounding errors, root-finding, interpolation and approximation, numerical integration. Additional topics covered may include solutions of ordinary differential equations, direct and iterative solutions of linear systems, optimization, nonlinear systems of equations. (*Spring only, Even Years*)

MA431 Geometry (3.00 cr.)

Prerequisite: MA252. A review of Euclidean geometry and an introduction to non-Euclidean geometry. Rigorous deduction and axiom systems are emphasized. Possible techniques include the use of coordinate geometry, linear algebra, and computer geometry systems. (*Spring only, Even Years*)

MA441 Algebraic Structures I (3.00 cr.)

Prerequisite: MA301, MA395. An investigation of the fundamental algebraic systems of groups, rings, and fields. Homomorphisms, cosets, Lagrange's theorem, quotient structures, and symmetry groups. (*Fall only*)

MA442 Algebraic Structures II (3.00 cr.)

Prerequisite: MA441. A continuation of MA441. 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*)

MA445 Advanced Linear Algebra (3.00 cr.)

Prerequisite: MA301. A deeper study of matrices and their applications, diagonalization, canonical forms, eigenvectors and eigenvalues, perturbation of matrices, computational algorithms. (*Fall only, Even Years*)

MA447 Number Theory (3.00 cr.)

Prerequisite: MA395. Integers, divisibility, Euclid's algorithm, Diophantine equations, prime numbers, congruences, including quadratic reciprocity and Euler's phi-function. Additional topics to be chosen by the instructor. (*Spring only, Even Years*)

MA481 Operations Research (3.00 cr.)

Prerequisite: MA301. Linear programming and related techniques of combinatorial optimization with applications. Includes the simplex algorithm, transportation, optimal assignment, network flow, shortest path and travelling salesperson problems. (*Fall only, Odd Years*)

MA485 Stochastic Processes (3.00 cr.)

Prerequisite: EC220 or ST210 or ST265 and MA301. 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. *Same course as ST485.* (*Spring only, Odd Years*)

MA490 Special Topics in Mathematics (3.00 cr.)

Prerequisite: Varies according to topic. Special topics in advanced mathematics of interest to the instructor and students. Varies from semester to semester. Recent topics include coding theory, topology, optimization, geometry, and an honors seminar. *May be repeated for credit with different topics.*

Statistics

ST110 Introduction to Statistical Methods and Data Analysis (3.00 cr.)

Prerequisite: MA004 or a score of 65 or better on the Accuplacer Placement Test or a math SAT score of 560 or better or any other MA100-level course. An introductory statistics course requiring no Calculus. Statistical methods are motivated through real data sets. Topics include measures of central tendencies and dispersion, chi-squared tests, regression, normal distributions, and sampling. *Closed to students working toward B.S. or B.B.A. Closed to students who have taken EC220, ST210, or ST265. Technology will be used.*

ST131 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.

ST210 Introduction to Statistics (3.00 cr.)
Prerequisite: MA109 or a score of 80 or better on the Accuplacer Placement Test or equivalent. Descriptive statistics, probability, distributions, estimation, hypothesis testing, regression, and categorical data analysis. *Closed to students who have taken EC220, PY292, or ST265. Degree credit will not be given for both ST210 and ST265.*

ST265 Biostatistics (3.00 cr.)
Prerequisite: MA109 or a score of 80 or better on the Accuplacer Placement Test or equivalent. 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 EC220, PY292, or ST210. Degree credit will not be given for both ST210 and ST265. (Spring only)*

ST365 Statistical Analysis System (SAS) Laboratory (1.00 cr.)
Prerequisite: EC220 or EG390 or PY292 or SC351 or ST210 or ST265. A laboratory course in the use of the Statistical Analysis System, a statistical software package that is widely used throughout governmental, business, industrial, scientific, and academic sectors. Proficiency in using SAS for data management, analysis, and reporting is developed. The course reviews statistical methodology while focusing on developing computing experience and extensive project work. *(Fall only, Odd Years)*

ST381 Probability and Statistics (3.00 cr.)
Prerequisite: CS201, MA252. Random experiments and probability measure. Random variables, probability density functions, and expectation. Sample statistics, confidence intervals, and hypothesis testing. *Degree credit will not be given for more than one of ST210, ST265, and ST381. Same course as EG381. (Fall only)*

ST461 Elements of Statistical Theory I: Distributions (3.00 cr.)
Prerequisite: EC220 or ST210 or ST265 and MA351. Probability, discrete and continuous distributions, moment generating functions, multivariate distributions, transformations of variables, central limit theorem. *(Fall only, Even Years)*

ST462 Elements of Statistical Theory II: Inference (3.00 cr.)
Prerequisite: ST461. Theory of estimation and hypothesis testing, maximum likelihood estimation, likelihood ratio test. *(Spring only, Odd Years)*

ST465 Experimental Research Methods (3.00 cr.)
Prerequisite: EC220 or ST210 or ST265. *Corequisite:* ST365 is required for students pursuing a statistics concentration. Concepts and techniques for experimental research including simple and multiple regression, analysis of variance, analysis of categorical data. *(Fall only, Odd Years)*

ST466 Experimental Design (3.00 cr.)
Prerequisite: MA301, ST365, ST465. Linear models and their relationship to regression, analysis of variance and covariance. Coverage of interaction, blocking, replication, and experimental design: split-plot, nested, and Latin squares. *(Spring only, Even Years)*

ST485 Stochastic Processes (3.00 cr.)
Prerequisite: EC220 or ST210 or ST265; MA301. 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. *Same course as MA485. (Spring only, Odd Years)*

ST491 Special Topics in Statistics (3.00 cr.)
Prerequisite: EC220 or PY212 or ST210 or ST265. Special topics in advanced statistics of interest to the instructor and students. Varies from semester to semester. Recent topics have included multivariate statistical methods and quality control. *May be repeated for credit with different topics. (Spring only, Even Years)*

Office: Early House

Telephone: 410-617-2276/5179

e-mail: gbr@loyola.edu

Website: www.armyrotc.com (see Loyola College under Find Schools)

Chair: LTC James E. Garrison, Professor

Professor: LTC James E. Garrison

Assistant Professors: MAJ Rodney S. Baker;
CPT George A. Typhair

Instructors: MSG Chuck Christianson;
MSG Bradly Irish; MSG Todd Shepherd

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 a commission in the U.S. Army. Students from Towson University, College of Notre Dame of Maryland, and Goucher College may also participate in the ROTC program through a cross-enrollment agreement with Loyola College. Students from the Community College of Baltimore County, Harford Community College, and Howard Community College may participate in the program by applying as special students.

The Army ROTC is more than a college program; it is a tradition. In 1819, Captain Alden Partridge, former superintendent at West Point, started what is known 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.

The U.S. Army Reserve Officers' Training Corps as it is known today dates from the National Defense Act of 1916. World War I prevented the development of a program through which civilian educators and military professionals could work together. Therefore, at the conclusion of WWI, the ROTC program was fully implemented on college campuses. The success of this effort has been demonstrated in WWII, Korea, Vietnam,

the Gulf War, and during the current global threat of terrorism. College campuses provided quality officers to meet the rapidly expanding needs of mobilization.

In 1964, the ROTC Vitalization Act improved the program by adding scholarships and expanding junior ROTC opportunities. Today, the Army ROTC is available to students at more than 270 host schools and 1,000 extension colleges and universities. Loyola's ROTC program was started in 1952 and has commissioned nearly 1,100 officers. Six have reached the rank of General Officer, and one is currently an astronaut working with NASA.

BASIC AND ADVANCED COURSES

The ROTC program consists of the Basic Course (MS101–202) and the Advanced Course (MS301–402). The Basic Course is normally taken during the freshman and sophomore years and is open to all students. There is no military service obligation for taking classes in the Basic Course (except for scholarship students). The Basic Course focuses on the military basics such as drill and ceremony, squad-level tactics, customs and courtesies, ethics, and values. The Advanced Course is taken during the final two years of college (junior/senior year) or by graduate students in a two year program. It includes a paid, five-week Leadership Development and Assessment Course (LDAC), normally attended during the summer between junior and senior years. The Advanced Course teaches cadets about military leadership, higher-level tactics, land navigation, and the operation order, as well as military management and law. The courses also use vignettes from the various global theatres of operation to demonstrate the real world applications of the above principles. Students must have Basic Course credit in order to enter the Advanced Course. Credit can be given for completion of the Basic Course program, graduation from the Basic Training of any military branch, at least three years of JROTC, or attendance at the Leader's Training Course.

The summer Leader's Training Course (LTC) is a four-week course focusing on professional military training. It is a hands-on, action-oriented course that provides students with an opportunity to

observe the discipline and challenges of an Army career. Students are evaluated on their physical, academic, and leadership qualities to determine their potential for future service.

The LTC is an alternative to the first two years of ROTC, is usually taken as a sophomore, and requires no military commitment. Graduating seniors may also participate in the course prior to attending graduate school. Those who graduate from the LTC may receive summer internship credit and may be eligible to receive a scholarship, worth **full** tuition and fees, for their final two years of schooling. The course is conducted annually in Fort Knox, Kentucky.

The summer Leadership Development and Assessment Course (LDAC) is a five-week course for selected juniors and seniors who have contracted for a service obligation. The LDAC focuses on leadership development and professional military training. Students receive up to \$3,500 a year and additional pay for attendance. The course is conducted annually in Fort Lewis, Washington.

ROTC SCHOLARSHIPS

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. ROTC scholarships cover **full** tuition and fees and provide \$1,200 each year for books and supplies. Recipients also receive a tax-free subsistence allowance each month that classes are attended (up to ten months/year): \$300/freshman year, \$350/sophomore year, \$450/junior year, and \$500/senior year.

ROTC also awards campus-based scholarships for all eligible students. Students must be enrolled in a military science course in order to compete for a campus-based scholarship. These scholarships cover the same expenses as the national scholarships. Incoming scholarship recipients from the National High School Scholarship Program and freshmen who receive a campus-based scholarship in the fall semester also receive a Loyola College Army ROTC Scholarship Supplemental Grant. This grant covers **full** room costs, and it remains in effect each year, provided the cadet retains eligibility for the ROTC scholarship.

Scholarships are awarded competitively and are based solely on merit/performance. Winners are not precluded from holding other scholarships. Scholarship options include the National High School Scholarship Program and campus-based, U.S. Army Reserve, and Maryland Army National Guard awards.

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 on the basis of education and experience, personal preference, and the needs of the Army. A "branch" is a general field of interest in the Army, such as Aviation, Infantry, Field Artillery, Medical Service, Military Intelligence, Signal Corps, etc. The Army fully trains ROTC graduates in their branches at schools lasting from as few as 16 weeks to a year or more. Students who choose to serve in the Army National Guard or Reserves are guaranteed a job interview during their senior year through the Army PaYS program.

Some of the opportunities for Army officers include leadership, travel, training, advanced education, promotions, competitive pay and benefits with regular raises for longevity, full medical (including family members) and dental coverage, housing, and 30 days paid vacation a year.

INFORMATION

Students interested in the program or desiring more information should contact the Military Science Department (Early House), 410-617-2276/5179 or gbr@loyola.edu.

ACTIVITY MODULES

Association of United States Army
 Color Guard
 Ranger Challenge Team
 Maryland Army National Guard and U.S. Army
 Reserves Simultaneous Membership Program

COURSE DESCRIPTIONS
MS099 Leadership Lab (0.00 cr.)

Provides an environment for practicing leadership skills taught in the classroom and hands-on training with military equipment. *Corequisite for all other military science courses. (Pass/Fail)*

MS101 Leadership and Personal Development (3.00 cr.)

Corequisite: MS099. Cadets are introduced to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as time management, physical fitness, and stress management relate to leadership, officership, and Army operations. Focus is placed on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student. Health, wellness, and fitness instruction occurs outside the classroom. *For non-degree credit. Open enrollment.*

MS102 Introduction to Tactical Leadership (3.00 cr.)

Corequisite: MS099. An overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Health, wellness, and fitness instruction occurs outside the classroom. *For non-degree credit. Open enrollment.*

MS103 Intensive Independent Military Study (3.00 cr.)

Corequisite: MS099. Permits a student to do close and vigorous study on a military topic not available in the regular curriculum. Heavy research, reading, and writing are normally required and specifics of the assignments are determined by the student and instructor. *Open enrollment.*

MS201 Innovative Team Leadership (3.00 cr.)

Corequisite: MS099. Cadets explore the dimensions of creative and innovative tactical leadership strategies and styles by studying historical case studies and engaging in interactive student exercises. Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of rank, uniform, customs, and courtesies. Leadership case studies of recent global events provide tangible context for learning the Soldier's Creed and Warrior Ethos as

they apply in the contemporary operating environment (COE). Health, wellness, and fitness instruction occurs outside the classroom. *For non-degree credit. Open enrollment.*

MS203 Intensive Independent Military Study (3.00 cr.)

Corequisite: MS099. Permits a student to do close and vigorous study on a military topic not available in the regular curriculum. Heavy research, reading, and writing are normally required and specifics of the assignments are determined by the student and instructor.

MS209 Foundations of Tactical Leadership (3.00 cr.)

Corequisite: MS099. Examines the challenges of leading teams in the complex contemporary operating environment (COE). The course highlights dimensions of the cross-cultural challenges of leadership in a constantly changing world and applies these to practical Army leadership tasks and situations. *For non-degree credit. Open enrollment.*

MS299 U.S. Military History (3.00 cr.)

Corequisite: MS099. 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 today, including the United States' involvement in the Persian Gulf. Continued focus on the Army core values and ethics. Health, wellness, and fitness instruction occurs outside the classroom. *For non-degree credit. Open enrollment with department chair approval. Priority given to contracted ROTC cadets.*

MS301 Adaptive Tactical Leadership (3.00 cr.)

Corequisite: MS099. Cadets are challenged to study, practice, and evaluate adaptive tactical leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. The overall focus is aimed toward developing tactical leadership abilities to enable cadets to succeed at the ROTC summer Leader Development and Assessment Course (LDAC).

MS302 Leadership in Changing Environments (3.00 cr.)

Prerequisite: MS301. Corequisite: MS099. Increasingly intense situational leadership challenges are used to build cadet awareness and skills in leading tactical operations up to platoon level. Cadets review aspects of combat, stability, and support operations. They also

conduct military briefings and develop proficiency in garrison operation orders. The focus is on exploring, evaluating, and developing skills in decision-making, persuading, and motivating team members in the contemporary operating environment (COE). Cadets are evaluated on what they know and do as leaders as they prepare to attend the ROTC summer Leader Development Assessment Course (LDAC).

**MS303 Intensive Independent
Military Study (3.00 cr.)**

Prerequisite: Written permission of the department chair. *Corequisite:* MS099. Permits a student to do close and vigorous study on a military topic not available in the regular curriculum. Heavy research, reading, and writing are normally required and specifics of the assignments are determined by the student and instructor. Many select assignments, such as embedded reporter, operations officer, recruiting and retention, or communications systems engineering officer. *Taken in lieu of MS301 or MS302.*

MS401 Developing Adaptive Leaders (3.00 cr.)

Prerequisite: MS301, MS302. *Corequisite:* MS099. Develops cadet proficiency in planning, executing, and assessing complex operations; functioning as a member of a staff; and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. Cadets analyze, evaluate, and instruct cadets at lower levels. Classroom and leadership experiences are designed to prepare cadets for their first unit of assignment. Cadets identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train, and develop subordinates.

MS402 Leadership in a Complex World (3.00 cr.)

Prerequisite: MS401. *Corequisite:* MS099. Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment. Cadets use recent events to examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. Significant emphasis is placed on preparing cadets for their first unit of assignment. Case studies, scenarios, exercises from recent global events are used to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the U.S. Army.

**MS403 Intensive Independent
Military Study (3.00 cr.)**

Prerequisite: Written permission of the department chair. *Corequisite:* MS099. Permits a student to do close and vigorous study on a military topic not available in the regular curriculum. Heavy research, reading, and writing are normally required and specifics of the assignments are determined by the student and instructor. Most select assignments, such as operations or logistics officer, are very demanding and only for those overachievers. *Taken in lieu of MS401 or MS402.*

Office: Maryland Hall, Room 442

Telephone: 410-617-2780

Website: www.loyola.edu/academics/alldepartments/modernlanguages

Chair: Sharon Diane Nell, Professor

Professors: Ursula E. Beitter; Diane Chaffee-Sorace; André P. Colombat; Sharon Diane Nell; Thomas Ward

Associate Professors: Randall P. Donaldson; Ramón E. Espejo-Saavedra; Ana Gómez-Pérez; Margaret Austin Haggstrom; P. Andrew McCormick (emeritus); Leslie Zarker Morgan; Marie G. Murphy

Assistant Professors: Rosa Campos-Brito; Margherita Pampinella-Cropper (visiting)

Instructors: Melinda Frisch; David E. Hughes; Elizabeth A. McPherson; Martha Leticia Poblano-Reyes; Catherine Savell; Claire Storey

Affiliate Faculty: Pingsheng Cai; Rose Marie Easterly; David S. Flores; Jennifer Maxwell; Catherine Meisel-Valdez; Giuliana Risso Robberto

Faculty in the Department of Modern Languages and Literatures teach courses in Chinese, French, German, Italian, Japanese and Spanish. Ancient Greek and Latin are taught in the Department of Classics. Limited offerings in Arabic, Portuguese and Russian are available at other area colleges and universities, such as Johns Hopkins University and Towson University, through the Baltimore Student Exchange Program (BSEP). Interested students should consult their advisors and the Department of Modern Languages and Literatures.

Core Language Requirement: All Loyola students are required to fulfill the core language requirement, either in a modern or a classical language. In modern languages (Chinese, French, German, Italian, Japanese, and Spanish), the core language requirement may be fulfilled in the following ways: by completing the second semester at the intermediate level (CI104, FR104, GR104, IT104, JP104, or SN104); by completing a one-semester foreign literature course taught in the foreign language; or by placing into and completing a 200-level language course. Introductory level courses (101/102) taken by students with no previous preparation in the language will fulfill part of the electives requirement.

Placement Tests in Modern Languages: Placement tests are available on-line in French, German, Italian, and Spanish. **No credit is awarded through these tests.** The department encourages entering students to consider taking the advanced placement exam, if available, because a high score on that exam offers the possibility of both advanced placement and credit. Courses numbered 202 and above are normally open only to those who have already satisfied the language requirement in the language in question. Please note that these guidelines pertain exclusively to initial placement into language courses. Students considering a Major or Minor in French, German, Spanish, or Comparative Cultures and Literary Studies (CCLS) should read further for the courses required for a specific major or minor.

Normally, students will complete the core language requirement by the end of the sophomore year at Loyola College. As is the case for all transfer courses, students seeking to fulfill the core language requirement at other accredited institutions must obtain prior permission from the chair of the Department of Modern Languages and Literatures and the Academic Advising and Support Center. Only courses at accredited institutions will be accepted.

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 is available to all qualified students through the American Council for the Teaching of Foreign Languages (ACTFL). **A fee is charged.** Language majors interested in a career in business can prepare themselves within the regular Bachelor of Arts program by taking a minor in the Sellinger School of Business and Management. Loyola College is a testing center for the "Certificat de français professionnel" given by the Paris Chamber of Commerce and Industry. The German section of the department confers the "Certificate Wirtschaftsdeutsch International." The Spanish section tests for the "Certificado del

Espanol de los Negocios," offered by the Madrid Chamber of Commerce and the University of Alcalá.

A one-credit, service-learning experience is available to students enrolled in some 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

FR103 Intermediate French I *or*
 GR103 Intermediate German I *or*
 SN103 Intermediate Spanish I*
 WR100 Effective Writing
 Math/Science Core
 Social Science Core
 Elective

Spring Term

EN101 Understanding Literature
 FR104 Intermediate French II *or*
 GR104 Intermediate German II *or*
 SN104 Intermediate Spanish II*
 HS101 History of Modern Western Civilization
 Math/Science Core
 Social Science Core

Sophomore Year

Fall Term

FR201 French Composition and
 Conversation *or*
 GR201 German Composition and
 Conversation *or*
 SN201 Spanish Composition and
 Conversation*
 PL201 Foundations of Philosophy
 TH201 Introduction to Theology* *or*
 Elective
 English Core (200-level)
 History Core (300-Level)

Spring Term

FR301 French Culture and Civilization I *or*
 GR301 German Culture and Civilization I *or*
 SN301 Spanish Culture and Civilization I*
 FR/GR/SN200-Level Course*
 PL200-Level Philosophical Perspectives Course
 Fine Arts Core
 Math/Science Core

Junior Year

Fall Term

FR/GR/SN200-Level Course*
 FR/GR/SN300-Level Course*
 TH201 Introduction to Theology *or*
 Elective
 Ethics Core
 Non-Departmental Elective

Spring Term

FR302 French Culture and Civilization II *or*
 GR302 German Culture and Civilization II *or*
 SN302 Spanish Culture and Civilization II*
 FR/GR/SN300-Level Course*
 Theology Core
 Non-Departmental Elective
 Elective

Senior Year

Fall Term

FR/GR/SN300-Level Course*
 Departmental Elective*
 Departmental Elective*
 Elective
 Elective

Spring Term

FR/GR/SN200-Level Course *or*
 FR/GR/SN300-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 (104) 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, FR201/GR201/SN201 is the prerequisite for all courses numbered 202 or higher.

2. General Requirements for Majors: Twelve courses above the intermediate level (104) are required for majors in French, German, and Spanish. Two courses with an ML prefix can count toward the major. Except for ML courses, students should take 200-level courses before 300-level courses. Students are advised to take their 200-level courses before going abroad. Although majors are offered only in French, German, and Spanish, some courses are offered in Chinese, Italian, and Japanese.

- a. Majors and minors should take Composition and Conversation (FR201/GR201/SN201) in the freshman or sophomore year. First-year students can take the 201 course in the appropriate language if they have achieved a satisfactory score on the Language Placement Test and are thereby exempted from taking the 104 course. Majors should consult the department chair about the effect of the placement test score on an individual's academic program.
- b. For interdisciplinary majors (split majors) involving a modern language, a minor in the modern language is required.
- c. The department also offers interdisciplinary courses in English which are signified by an ML course prefix. These courses are open to non-majors but do fulfill departmental major and minor elective requirements.

3. Specific Requirements for Majors:

French majors should take FR201 and FR216. A third 200-level course is permitted. At the 300-level, French majors should take a minimum of six courses, at least two of which are culture courses (FR301–310) and at least two of which are literature courses (FR330 and higher).

German majors should take GR201 and two additional 200-level courses. At the 300-level, German majors should take a minimum of six courses, at least two of which are culture courses (GR301–309). Within the German major, students can select an area studies concentration. Requirements are five 200-level courses; any three courses from GR301–309; one ML course (any level); and three 300-level courses, of which no more than two can be chosen from among relevant courses in other departments.

Spanish majors should take SN201 and either SN203 or SN217. At the 300-level, Spanish majors should take a minimum of six courses, at least two of which are culture courses (SN301–307) and four of which are literature courses (SN335 and higher).

4. Sophomores should take two departmental courses in both the fall and spring terms.
5. All language majors are encouraged to spend a semester, junior year, or a summer abroad. *Students who major in the Department of Modern Languages and Literatures and study abroad must take half of their course requirements for the major at Loyola College. Upon their return from study abroad, all students with a Major in French, German, or Spanish must take one 300-level course in the language of their major at Loyola College.*
6. 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.
7. **General Requirements for Minors:** 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 (completion of a minor equivalency is not recorded on the Loyola College transcript). Minors are required to take six upper-division courses in the appropriate language area beyond the intermediate level, preferably two 200-level courses and four 300-level courses. One departmental elective

given in English (an ML course) may be included among the six courses.

Students who minor in the Department of Modern Languages and Literatures and study abroad must take half of their course requirements for the minor at Loyola College. Upon their return from study abroad, all students with a Minor in French, German, or Spanish must take one 300-level course in the language of their major at Loyola College.

8. Specific Requirements for Minors:

In **Spanish**, two or three 200-level courses and three or four 300-level courses are required. Minors studying abroad must take at least one SN300-level course after they return to Loyola. It is strongly recommended that minors take two SN200-level courses, two SN300-level culture courses, and two SN300-level literature courses. An ML course (any level) may be substituted for one of the SN300-level courses.

In **French**, minors studying abroad during the academic year must take at least one FR300-level course after they return to Loyola. All minors are required to take one or more 300-level literature courses.

Within the **German** minor, students can select an area studies concentration. Requirements are three 200-level courses; one ML course (any level); and two 300-level courses, one of which can be chosen from among relevant courses in other departments.

9. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

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 advisor and have it approved by the CCLS Steering Committee. Students are encouraged to participate in a study abroad program which usually consists of four courses for the major and two for the minor. They are also encouraged to choose a minor in a modern or classical language or in another discipline to complement the major. Students with a CCLS major and a second major or a minor may count only two courses from their second major or the minor as part of their CCLS major. The 12 courses and capstone paper required for the major are as follows:

- Topics in Comparative Cultural and Literary Studies (ML307).
- Two 200-level courses in a language taught at Loyola College.
- Four courses from the CCLS core offerings, with no more than two, 200-level courses taught in English.
- Two 300-level courses in literature or culture, taught in French, German, or Spanish **or** two 300-level CCLS core courses in English **or** two 300-level courses chosen from other departments.
- Three 300-level courses from other departments such as classics, communication, English, fine arts, history, philosophy, political science, or theology.
- CCLS Capstone Paper (ML 401; 1 credit), taken in the spring semester of the senior year. Seniors research and write a paper integrating the course topic into the specific orientation chosen for their comparative studies.

All courses must be approved by the CCLS advisor in consultation with the CCLS Steering Committee. Students interested in the program should contact the Committee chair 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:

- Topics in Comparative Culture and Literary Studies (ML307)
- Two 200-level courses in a language taught at Loyola College
- Two 300-level CCLS core courses
- One 300-level course in French, German, or Spanish **or** one 300-level course from another department

Students with a CCLS minor may count only one course from their major or another minor for the CCLS minor. All courses must be approved by the CCLS advisor in consultation with the CCLS Steering Committee.

COURSE DESCRIPTIONS

Chinese

CI101 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)*

CI102 Chinese II (3.00 cr.)

A continuation of CI101. An introduction to the modern Chinese language: speaking, listening, reading, and writing. *Counts toward Asian Studies minor.*

CI103 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)*

CI104 Chinese IV (3.00 cr.)

Practical vocabulary building for the world of work and professions. The use of idioms (classical “four-character expressions”). Characters as pure pronunciation indicators (i.e., divorced from their original morphemic meaning) in words imported from other languages, especially English. Continued introduction to grammatical patterns: the use of co-verbs; the expression of relative time; time-when versus time-spent; and the double negative for imperative action. Intensive reading practice: sentences, dialogues, and short narratives. Introduction to the use of the Chinese-English dictionary. Students completing the CI101–104 sequence with a grade of A will have mastered 400 characters, been exposed to 1,240 vocabulary items, and will have achieved a communicative competency of between “Intermediate-Low” and “Intermediate-Mid” as defined by the ACTFL guidelines. *Counts toward Asian Studies minor.*

CI150 Chinese in Context I (3.00 cr.)

Prerequisite: Placement by examination. Restricted to students studying in Beijing. Chinese language study with intensive oral practice and review of elementary language structures. Includes contemporary culture in Beijing and comprehensive strategies for five-skills abilities.

CI151 Chinese in Context II (3.00 cr.)

Prerequisite: Placement by examination. Restricted to students studying in Beijing. A continuation of CI150.

French

FR101 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. *Cannot be taken for credit by students who have taken three years of French during high school. (Lecture/Laboratory)*

FR102 Introductory French II (3.00 cr.)

A continuation of FR101.

FR103 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)*

FR104 Intermediate French II (3.00 cr.)

A capstone course reviewing and reinforcing language skills learned in FR101–103 to help students attain intermediate level as defined by ACTFL guidelines in the five skills: reading, writing, speaking, comprehension, and culture of France and the Francophone world. Course includes use of the language in context, with authentic readings, discussion in French, and film clips.

FR151 Accelerated Introductory French (3.00 cr.)

Prerequisite: Completion of the core in any language other than French or placement into a 200-level course in a modern language besides French or a 300-level course in a classical language. Designed for students interested in studying French as a second foreign language. The course covers the standard FR101 and FR102 coursework in one semester, concentrating on listening, reading, writing, speaking, and culture. Three class hours and one hour in the Language Learning Center are required per week. This course is an excellent opportunity for highly motivated students with a strong background in languages to acquire a second foreign language. *Closed to students who have studied French.*

FR161 Comprehensive Beginning French (6.00 cr.)

Prerequisite: Open to all students beginning a language or those who place into either the 101 or 102 level. A review course for students who have had three years of language study in high school and for students who wish to begin a second modern language. The material covered is essentially the same as for the FR101–102 sequence, except that it is covered in one semester instead of two. This includes a thorough grounding in the five language skills: reading, listening, speaking, writing, and cultural knowledge, as well as an understanding of the structure of the language, cultures, and literatures of the countries that speak French. Special emphasis is placed on preparing students to begin work at the intermediate language level. *Contact time includes six 50-minute class sessions per week. Counts as two, three-credit courses.*

FR201 French Composition and Conversation I (3.00 cr.)

Prerequisite: FR104. Develops writing and speaking ability in French through models of style, related grammar, composition exercises, and the World Wide Web. Comprehension and speaking are developed through the use of cinema, music, conversation, and other developing technologies.

FR202 The Living Language (3.00 cr.)

Prerequisite: FR104. A transition between language study on the lower-division to more advanced upper-division courses. Focuses on special topics, cultural events, and cultural issues. Media, such as television and the Internet, are accessed and used through state-of-the-art technology.

FR205 Living and Working in the French Caribbean Today (3.00 cr.)

Prerequisite: FR104. A volunteer and language immersion course offered in Baltimore and Guadeloupe, France. Students spend three weeks living with local families on the island of Marie Galante, part of the French overseas department of Guadeloupe, to organize and run volunteer activities in one of the island's small underprivileged communities. Participants apply their knowledge of French and other academic disciplines to real life situations as they live with and help a Creole French community. Coursework includes readings by writers from Guadeloupe such as Gisèle Pineau, Maryse Condé, and Jean Juraver. Students also conduct interviews with locals and plan, script, and film a short documentary. *Organized in collaboration with the Office Municipal de la Culture et des Sports de Capesterre. May be taken in either French (FR) or English (ML). Counts toward Latin American and Latino Studies minor.*

FR210 French Composition and Conversation II (3.00 cr.)

Prerequisite: FR201. 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.

FR216 Exploring the Text (3.00 cr.)

Prerequisite: FR201. Students are prepared to take advanced literature classes. By reading and analyzing plays, poems, and short novels, students improve their ability to read and comprehend literary texts in French. To better understand the context in which the literary texts studied were written, the course also introduces students to literary history. Through vocabulary acquisition, introduction to basic literary terms and genres, grammar review, and analysis and discussion of literary themes, students improve their speaking, reading, writing, and analytical skills in French. Writing assignments are keyed to the course readings and are designed to teach students both American and French styles of analyzing and critiquing literary texts, as well as how to conduct secondary research.

FR301 Culture and Civilization I (3.00 cr.)

Prerequisite: FR201. 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. *FR301–304 need not be taken in order. Counts toward Medieval Studies minor.*

FR302 Culture and Civilization II (3.00 cr.)

Prerequisite: FR201. A continuation of FR301. *FR301–304 need not be taken in order.*

FR303 Culture and Civilization III: France Today (3.00 cr.)

Prerequisite: FR201. 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. *FR301–304 need not be taken in order.*

FR304 Culture and Civilization IV: Introduction to Francophone Cultures (3.00 cr.)

Prerequisite: FR201. Introduces students to Francophone cultures outside of the *hexagone* and provides them with an historical overview of the international context of Francophonie. Topics include Negritude, cultural *métissage*, the dialogue between tradition and modernity, independence, post-colonial disillusionment, and the status of women in a changing society. *FR301–304 need not be taken in order.*

FR305 Living and Working in the French Caribbean Today (3.00 cr.)

Prerequisite: FR104. A volunteer and language immersion course offered in Baltimore and Guadeloupe, France. Students spend three weeks living with local families on the island of Marie Galante, part of the French overseas department of Guadeloupe, to organize and run volunteer activities in one of the island's small underprivileged communities. Participants apply their knowledge of French and other academic disciplines to real life situations as they live with and help a Creole French community. Coursework includes readings by writers from Guadeloupe such as Gisèle Pineau, Maryse Condé, and Jean Juraver. Upper-level students complete additional coursework, including one of the following: filming a documentary complete with its transcription and subtitles, writing a paper that investigates a social problem related to the course's community service project, or creating a business plan for a small sustainable enter-

prise in Guadeloupe. *Organized in collaboration with the Office Municipal de la Culture et des Sports de Capesterre. Counts toward Latin American and Latino Studies minor.*

FR306 The Reel Thing: French New Wave Cinema (3.00 cr.)

Prerequisite: FR201. Focuses on the works of French filmmakers Truffaut, Godard, Chabrol, Rivette, and Resnais who rebelled against the conventionality of their predecessors. This new generation of filmmakers sought to establish the notion of director as author. Students study the esthetic, thematic, and theoretical aspects of their works from 1958 to 1964.

FR310 Business French: A Functional Approach (3.00 cr.)

Prerequisite: FR201. Geared to students interested in acquiring functional language skills in the world of French business and business cultural competence. 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 Diplôme de Français des Affaires, 1e degré (DFA1).*

FR330 Introduction to Francophone Literature (3.00 cr.)

Prerequisite: FR216. An introduction to the literatures and cultures of several French speaking countries or regions including Morocco, Algeria, Senegal, Zaire, Lebanon, Quebec, Switzerland, and Belgium. Authors studied may include Tahar Ben Jelloun, Leopold Sedar Senghor, Mbala Ngombo, Georges Schehade, Kateb Yacine, Michel Tremblay, Charles-Ferdinand Ramuz, and Emile Verhaeren.

FR340 The Text and the Screen (3.00 cr.)

Prerequisite: FR216. Analyzes the relationship between text, film, sound, and images by studying masterpieces of French cinema as well as masterpieces of French literature and their screen adaptations. *Counts toward Film Studies minor.*

FR350 Sex and Violence/Sin and Repentance: Medieval French Literature for Modern Readers (3.00 cr.)

Prerequisite: FR216. 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). These may include Chrétien de Troyes,

early lyric poetry, Arthurian and/or epic literature, and historical documents, as well as films based on the texts. *Counts toward Medieval Studies minor.*

FR351 French Women Writers of the Renaissance (3.00 cr.)

Prerequisite: FR216 or written permission of the instructor. A study of French Renaissance women who wrote, their writings, and the social context in which they wrote. Includes lyric poetry, letters, short stories, and longer prose pieces of different literary genres. Marguerite de Navarre and Louise Labé are examples of authors read. *Counts toward Gender Studies and Medieval Studies minors.*

FR352 French Literary Perspectives I: From the Renaissance to Classicism (3.00 cr.)

Prerequisite: FR216. Readings drawn from representative works of the sixteenth and seventeenth centuries. Special emphasis on literary analysis, philosophical trends, historical background.

FR353 French Literary Perspectives II: Romanticism and Realism (3.00 cr.)

Prerequisite: FR216. Readings drawn from representative works of the nineteenth century. Special emphasis on literary analysis, philosophical trends, historical background.

FR354 French Literary Perspectives III: Contemporary Genres (3.00 cr.)

Prerequisite: FR216. Readings drawn from contemporary French and Francophone literatures. Special emphasis on social and philosophical thought, artistic trends, and historical background.

FR358 French Literature of the Eighteenth-Century (3.00 cr.)

Prerequisite: FR216. Readings drawn from representative works of the eighteenth century. Special emphasis placed on literary analysis, philosophical trends, and historical background.

FR360 Topics in French Theatre (3.00 cr.)

Prerequisite: FR216. Selected themes and/or periods in French theatre. Special attention is given to the philosophy and social history of the times and to critical theory of this genre. *Topic announced each time the course is offered.*

FR361 Topics in French Poetry (3.00 cr.)

Prerequisite: FR216. Selected themes and/or periods in French poetry. Special attention is given to the philoso-

phy and social history of the times and to critical theory of this genre. *Topic announced each time the course is offered.*

FR370 Special Topics in Medieval Literature (3.00 cr.)

Prerequisite: FR216. An intensive study of an author, theme, movement or genre in medieval literature in French. *Topic announced each time the course is offered.* *Counts toward Medieval Studies minor. May be repeated for credit with different topics.*

FR371 Love's Fatal Triangle: Courtly Love and the Development of Arthurian Literature in Medieval French Literature (3.00 cr.)

Prerequisite: FR216. A study of the earliest literature of Arthur and his knights in France and early French literature, where they came from and a consideration of modern representations. *Counts toward Medieval Studies minor. Closed to student who have taken ML371.*

FR375 Women's Voices in the Francophone World (3.00 cr.)

Prerequisite: FR216. 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.*

FR380 Special Topics in French and Francophone Literature (3.00 cr.)

Prerequisite: FR216. An intensive study of an author, theme, or movement in French and/or 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.*

FR381 Advanced French Grammar and Translation (3.00 cr.)

Prerequisite: Two FR200-level courses. The study of grammar at an advanced level combined with practice in translation from French to English and English to French, using a variety of literary and non-literary text types. Particular attention is given to questions of style and

levels of language, as well as the systematic analysis of differences between French and English usage.

German

GR101 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. *Cannot be taken for credit by students who have taken three years of German during high school. (Lecture/Laboratory)*

GR102 Introductory German II (3.00 cr.)

A continuation of GR101.

GR103 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)*

GR104 Intermediate German II (3.00 cr.)

A capstone course, reviewing and reinforcing language skills learned in GR101–103 to help students attain intermediate level as defined by ACTFL guidelines in the five skills: reading, writing, speaking, comprehension, and culture of Germany and German-speaking areas. Course includes use of the language in context, with authentic readings, discussion in German, and film clips.

GR144 German for Reading Knowledge (3.00 cr.)

An intensive introduction to German for reading for students with no previous knowledge of German. The course focuses on all elements of grammar and syntax so that students can read texts from business, the humanities, and the sciences. Pronunciation is not stressed. *Does not count toward the core, major, or minor.*

GR161 Comprehensive Beginning German (6.00 cr.)

Prerequisite: Open to all students beginning a language or those who place into either the 101 or 102 level. A review course for students who have had three years of language study in high school and for students who wish to begin a second modern language. The material covered is essentially the same as for the GR101–102 sequence, except that it is covered in one semester instead of two. This includes a thorough grounding in the five language skills: reading, listening, speaking, writing, and cultural knowl-

edge, as well as an understanding of the structure of the language, cultures, and literatures of the countries that speak German. Special emphasis is placed on preparing students to begin work at the intermediate language level. *Contact time includes six 50-minute class sessions per week. Counts as two, three-credit courses.*

GR201 German Composition and Conversation (3.00 cr.)

Prerequisite: GR104. Increases students' oral and writing ability through the assimilation of advanced structural patterns, stylistic analysis of literature, discussion of current events.

GR202 The Living Language: Techniques of Translation (3.00 cr.)

Prerequisite: GR201. 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.

GR204 German for Oral Proficiency (3.00 cr.)

Prerequisite: GR104. Intensive oral practice in the classroom and with audio-visual media to develop facility in oral expression and aural comprehension.

GR210 Advanced German Composition (3.00 cr.)

Prerequisite: GR201. An in-depth study of styles of written communication: advanced grammatical concepts applied to personal, business, and narrative/creative writing.

GR216 Venturing into the Text (3.00 cr.)

Prerequisite: GR201 or equivalent. This course prepares students to take advanced literature classes. By reading and analyzing poems, short stories, short novels and materials from the Internet, students improve their ability to read literary texts and analyze them. The course also introduces students to literary theory to help them to better understand the context in which literary texts were written. Through vocabulary acquisition, introduction to basic literary terms and genres, grammar review, essays as well as oral work, students can improve their written and spoken German.

GR250 Business German (3.00 cr.)

Prerequisite: GR201. 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.

GR301 German Culture and Civilization I (3.00 cr.)

Prerequisite: GR201. 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.*

GR302 German Culture and Civilization II (3.00 cr.)

Prerequisite: GR201. A continuation of GR301.

GR303 Germany Today (3.00 cr.)

Prerequisite: GR201. 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.

GR305 Dungeons, Dragons, and Damsels in Distress (3.00 cr.)

A study of the medieval epic in literature and film. Students study selections of medieval German, French, and Italian epic. They also compare the major epics to their filmed versions and examine popular stereotypes about the knights, women, love, and war in the Middle Ages. Lectures on the culture of the times are included. *Counts toward Medieval Studies minor. Same course as ML305.*

GR309 The Classic German Cinema (3.00 cr.)

Prerequisite: GR201 or equivalent. The course focuses on the function of film in the years between 1895 and 1945. Students discuss the role of filmmakers in the Weimar era and the use of film in the Third Reich. Special emphasis is placed on analyzing the films in relation to the artistic, societal, and historical currents at the time. Filmmakers include Lang, Murnau, Reizenstahl, Wilder, and Sirk. *Counts toward Film Studies Minor.*

GR341 Contemporary German Cinema (3.00 cr.)

A brief overview of classic German cinema and its contribution to the art of filmmaking. The main focus of the course is the development of German film from 1960 to the present. Students view and discuss works by von Trotta, Schlöndorff, Dorrie, Petersen, Wender, Herzog,

Fassbinder, Tykwer, Becker, Tim, and Akin, and investigate films in relation to the societal, historical, and political developments. *Counts toward Film Studies Minor.*

GR342 Vienna: Imperial Splendor and Fin-de-Siecle Decadence (3.00 cr.)

Prerequisite: GR201. 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.

GR344 Berlin: The Crucible of Europe (3.00 cr.)

Prerequisite: GR201. 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.

GR352 The Giants of German Literature (3.00 cr.)

Prerequisite: GR201. 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.

GR354 Confronting the Other in Contemporary German Literature (3.00 cr.)

Prerequisite: GR201. 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.

GR356 Enchanting the Listeners: The Art of Storytelling (3.00 cr.)

Prerequisite: GR201. 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.

GR358 Sexual Politics in German Drama (3.00 cr.)

Prerequisite: GR201. 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.*

**GR359 History and Development
of German Business (3.00 cr.)**

Prerequisite: One GR200-level course or written permission of the instructor. Introduces students to the history and development of German business practices. Special emphasis is placed on the economic, social, and political ramifications of unification and developments in the European Union. *Taught in German.*

Italian

**IT100 Study Strategies and Basic Skills
in Italian (1.00 cr.)**

Prerequisite: Students must be enrolled in an IT103- or 104-level course. Strategies for learning Italian coupled with a review of basic elements and terminology. Students in intermediate- and capstone-level courses receive training in a variety of study skills and practice those skills with specific oral and written materials. Includes review of basic grammar, vocabulary, and concepts. *May be repeated for twice for non-degree credit.*

IT101 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. *Cannot be taken for credit by students who have taken three years of Italian during high school. (Lecture/Laboratory)*

IT102 Introductory Italian II (3.00 cr.)

A continuation of IT101.

IT103 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)*

IT104 Intermediate Italian II (3.00 cr.)

A capstone course reviewing and reinforcing language skills learned in IT101–103 to help students attain intermediate level as defined by ACTFL guidelines in the five skills: reading, writing, speaking, comprehension, and culture of Italy and Italian-speaking areas. Course includes use of the language in context, with authentic readings, discussion in Italian, and film clips.

**IT111 Italian Language and Culture I:
Rome (3.00 cr.)**

Prerequisite: IT103 or placement by examination. *Restricted to students studying in Rome.* A continuation of Italian language study. Intensive oral practice with contemporary materials.

IT150 Italian in Context I (3.00 cr.)

Prerequisite: Placement by examination. *Restricted to students studying in Rome.* Italian language study with intensive oral practice and review of elementary language structures. Includes contemporary culture in Rome and comprehension strategies for five-skills abilities.

IT151 Italian in Context II (3.00 cr.)

Prerequisite: Placement by examination. *Restricted to students studying in Rome.* A continuation of IT150.

IT161 Comprehensive Beginning Italian (6.00 cr.)

Prerequisite: Open to all students beginning a language or those who place into either the 101 or 102 level. A review course for students who have had three years of language study in high school and for students who wish to begin a second modern language. The material covered is essentially the same as for the IT101–102 sequence, except that it is covered in one semester instead of two. This includes a thorough grounding in the five language skills: reading, listening, speaking, writing, and cultural knowledge, as well as an understanding of the structure of the language, cultures, and literatures of the countries that speak Italian. Special emphasis is placed on preparing students to begin work at the intermediate language level. *Contact time includes six 50-minute class sessions per week. Counts as two, three-credit courses.*

**IT201 Italian Composition
and Conversation (3.00 cr.)**

Prerequisite: IT104. Students develop their ability to write and speak correctly and creatively in Italian through models of advanced linguistic structural patterns, related grammar, examples of usage, and composition exercises. Oral practice enhanced through the use of videos. *A section of this course will be offered in Rome.*

IT202 The Living Language (3.00 cr.)

Prerequisite: IT104. 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. Special emphasis is put on the study of Italian immigration into the United States, considering different aspects

with the help of Italian literature, history, movies, and personal narratives.

IT205 Italian for Business (3.00 cr.)

Prerequisite: IT104. 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.

IT212 Italian Language and Culture II: Rome (3.00 cr.)

Prerequisite: IT111 or placement by examination. Restricted to students studying in Rome. A continuation of Italian language study. Intensive oral practice with contemporary materials.

IT213 Italian Language and Culture III: Rome (3.00 cr.)

Prerequisite: IT112 or placement by examination. Restricted to students studying in Rome. A continuation of Italian language study. Intensive oral practice with contemporary materials.

IT214 Oral Proficiency in Rome (3.00 cr.)

Prerequisite: IT202 or placement by examination. Restricted to students studying in Rome. Intensive oral practice in the classroom and with audiovisual media to develop facility in oral expression and aural comprehension.

IT301 Italian Literature and Civilization I: Origins to Reformation (3.00 cr.)

Prerequisite: One IT200-level course or written permission of the instructor. A study of the historical, political, and artistic development of the Italian peninsula from the first appearance of the Italian language to the Reformation (circa 960–1600), based upon literature. Major authors and movements of the Middle Ages and Renaissance are included. *Counts toward Medieval Studies minor.*

IT302 Italian Literature and Civilization II: Romanticism (3.00 cr.)

Prerequisite: One IT200-level course or written permission of the instructor. A continuation of IT301. A study of the historical, political, and artistic development of nineteenth century Italy—from the nationalistic movements to the first years of the country—based upon literary movements of the times. *Courses need not be taken in order.*

IT303 Italian Literature and Civilization II: Realism (3.00 cr.)

Prerequisite: One IT200-level course or written permission of the instructor. A continuation of IT302. A study of the historical, political, and artistic development of Italy from the end of the nineteenth century to approximately 1950—from the first years of the country through the post-war years—based upon literary movements of the times. *Courses need not be taken in order.*

IT304 Italian Literature and Civilization III: Contemporary Italy (3.00 cr.)

Prerequisite: One IT200-level course or written permission of the instructor. A continuation of IT301 and IT303. A study of the historical, political, and artistic developments in Italy since 1950, based upon literary and related movements of the times. Film of other genres may be included. *Courses need not be taken in order.*

IT321 Italy Today (3.00 cr.)

Prerequisite: IT201 (may be taken concurrently). Restricted to students studying in Rome. A study of modern Italian culture and society. Topics vary by semester. *Taught in Italian.*

IT333 Lyric, Epic, and Scientific: Survey of Italian Renaissance Literature (3.00 cr.)

Prerequisite: IT104. 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.*

IT352 Dante's Divine Comedy (3.00 cr.)

Prerequisite: One 200-level course or written permission of the instructor. 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. *Counts toward Catholic Studies and Medieval Studies minors. Closed to students who have taken ML332.*

Japanese

JP101 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)*

JP102 Japanese II (3.00 cr.)

A continuation of JP101. Introduction to the modern Japanese language: speaking, listening, reading, and writing. *Counts toward Asian Studies minor.*

JP103 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)*

JP104 Japanese IV (3.00 cr.)

A capstone course reviewing and reinforcing language skills learned in JP101–103 to help students attain intermediate level as defined by ACTFL guidelines in the five skills: reading, writing, speaking, comprehension, and culture of Japan and Japanese-speaking areas. Course includes use of the language in context with authentic readings, discussion in Japanese, and film clips. *Counts toward Asian Studies minor.*

Interdisciplinary**ML101 Introduction to European Culture and Civilization I (1.00 cr.)**

Prerequisite: Restricted to students studying in Leuven. A study of European cultural, social, political, and economic life, designed to complement the student's study abroad in Leuven. *Course focus varies based on the expertise and interest of the specific visiting professor.*

ML102 Introduction to European Culture and Civilization II (1.00 cr.)

Prerequisite: ML101. Restricted to students studying in Leuven. A continuation of ML101.

ML111 Study Abroad Immersion Research Project (0.00 cr.)

All students studying abroad through a Loyola program or exchange are required to complete an immersion research project. Students may choose to participate in a well-documented community service project while abroad or complete an independent research portfolio on their interaction with their host cultures. *The project must be submitted to the Office of International Programs no later than 30 days after the student's program abroad ends. Restricted to students participating in a Loyola study abroad program or exchange. May be repeated once for credit. (Pass/Fail)*

ML201 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.

ML205 Living and Working in the French Caribbean Today (3.00 cr.)

A volunteer and language immersion course offered in Baltimore and Guadeloupe, France. Students spend three weeks living with local families on the island of Marie Galante, part of the French overseas department of Guadeloupe, to organize and run volunteer activities in one of the island's small underprivileged communities. This course enables participants to apply their knowledge of French and of other academic disciplines to real life situations as they live with and help a Creole French community. Coursework includes readings by writers from Guadeloupe such as Gisèle Pineau, Maryse Condé, and Jean Juraver. Students also conduct interviews with locals and plan, script, and film a short documentary. *Organized in collaboration with the Office Municipal de la Culture et des Sports de Capesterre. May be taken in either French (FR) or English (ML). Counts toward Latin American and Latino Studies minor.*

ML210 The Continuing Allure of Magic: Fairytales from Perrault and Grimm to Walt Disney (3.00 cr.)

Close reading of fairytales to ascertain their meaning and purpose within the socio-historical context of the seventeenth through the nineteenth centuries; examination of the Perrault and Grimm tales against the background of the literary currents of their times; comparison of traditional fairytales with modern rewrites, with Walt Disney versions and with contemporary fairytale theatre productions (videos). Interpretation of fairytales from the anthropological, psychological, sociological, and political perspectives.

ML250 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.*

ML251 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.*

ML285 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.*

ML300 The Study Abroad Experience: Independent Study in Comparative Cultural and Literary Studies (1.00 cr.)

Students are acquainted with global issues related to the challenges and rewards of living in a foreign country and given the opportunity to share their international experience with others after returning to campus. Requirements before going abroad include: attending three ML 207 lectures (or equivalent) and attending three cultural orientations. Requirements while abroad include: writing a guided independent research project and conducting in-depth interviews of two native persons. Upon returning to Loyola, students must organize or help organize two international events. They must also present orally their independent research project. *For students planning to study abroad.*

ML302 Italian Romanticism and Western Literary Tradition (3.00 cr.)

Prerequisite: HSI101, WR100 or WR101. A study of the historical, political, and artistic development of nineteenth century Italy—from the nationalistic movements to the first years of the country—based upon literary movements of the times.

ML303 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 GR303.*

ML305 Dungeons, Dragons, Damsels in Distress (3.00 cr.)

A study of the medieval epic in literature and film. Students study selections of medieval German, French, and Italian epic. They also compare the major epics to their filmed versions and examine popular stereotypes about the knights, women, love, and war in the Middle Ages. Lectures on the culture of the times are included. *Counts toward Medieval Studies minor. Same course as GR305.*

ML307 Topics in Comparative Cultural and Literary Studies (3.00 cr.)

Students explore and discuss the norms, values, and beliefs of their own and other culture(s) to gain a better understanding of the world in the age of globalization. Literary texts, non-fiction texts, films, documentaries, student presentations, and lectures by scholars and experts from other cultures are used to help students to gain an awareness of the cultural diversity in a globalized world community. By studying the cultural “output” of cultures other than their own, students gain a clearer understanding of the forces that drive a particular culture. Some of the topics compared include the role of religion and tradition in shaping family values, social and political structures, education, and social classes. *CCLS majors and minors should take this course in the junior or senior year.*

ML320 Liberation Theology from Its Origins (3.00 cr.)

Examines the origins of liberation theology during the Renaissance, comparing European and Latin American paradigms developed in association with the European conquest of the Americas. The course concludes with a liberation theologian from the twentieth century. Themes studied are mortality; charity versus “charity”; charity and 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, Las Casas, and Guamán Poma de Ayala); immanence and transcendence; and revolutionary appropriations of Christ. *Taught in English. Materials are read in translation; however, students who desire to read them in the original languages (Latin, German, French, Spanish) may*

do so. *Counts toward Catholic Studies and Latin American and Latino Studies minors.*

ML322 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.*

ML325 Topics in Italian Literature in English Translation (3.00 cr.)

Prerequisite: Restricted to students studying in Rome. The Italian peninsula, from 960 A.D. to modern times, has an extensive literary and linguistic history. Some aspect of its literary history (e.g., medieval, Renaissance, romantic or theatre, short story, etc.) is examined, as determined by the expertise and interest of the specific visiting professor. It will attempt to maximize the advantages of Rome as its meeting place, while fulfilling the usual requirements of a 300-level literature course taught in English at Loyola College.

ML327 Myth of Childhood in Italian Cinema (3.00 cr.)

Familiarizes students with the theme of childhood in Italian cinema. The theme of childhood is analyzed in the neo-realism and post-modern periods. The child's point of view is often present and gives new perspective to childhood and Italian society in its transformations.

ML330 Bargaining with the Devil: The Faust Legend in Literature, Film, and Music (3.00 cr.)

The legend of a pact with the devil has long served as a metaphor for the desire to surpass the limits of human knowledge and power at any cost. Starting with the sixteenth century *Faust Book*—which recounts the story of a scholar, alchemist, and necromancer who sold his soul to the devil—to the most recent cinematic, musical, and literary versions of the devil's pact, this course explores man's enduring fascination with the forbidden: evil, devil worship, witchcraft, magic, and sexuality.

ML332 Dante's Divine Comedy (in translation) (3.00 cr.)

Prerequisite: EN101, WR100 or WR101. 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. Closed to students who have taken IT352.*

ML333 Witches, Giants, and Tyrants, Oh My! (3.00 cr.)

Prerequisite: CM100 or CM101, HS101. 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.*

ML335 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.

ML340 Xicanismos: An Introduction to Chicano/a Culture (3.00 cr.)

Examines the dynamic field of Chicano/a culture, from nineteenth century California's oral narratives to contemporary performances by the Chicano theater group "Culture Clash," and considers these cultural expressions within the historical frameworks that produced them. In addition, students are introduced to the 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. *Counts toward American Studies and Latin American and Latino Studies minors.*

ML341 New German Film (3.00 cr.)

The course offers a brief overview of classic German cinema and its contribution to the art of filmmaking, with its main focus being the development of German cinema from 1960 to the present. Students view and discuss works by von Trotta, Fassbinder, Herzog, Petersen, Tykwer, Becker, Tim, and Akin, and they investigate the films' relation to the societal, historical, and political developments in contemporary Germany and Europe. *Counts toward Film Studies minor.*

ML351 U.S. Latino/a Film and Literature (3.00 cr.)

A study of some of the most significant topics and literary trends within the field of Latino/a literature and film in the United States. Topics include questions of gender and sexuality; the representation of Latinos within mainstream media; the relationship between memory, history, and fiction; and the creation of trans-

national identities. *Counts toward American Studies and Latin American and Latino Studies minors.*

ML352 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 SN352.*

ML355 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.

ML358 Japanese Thought and Culture (3.00 cr.)

Japan is a country which remains mysterious and exotic for many; a country which both fascinates and puzzles. This course is intended to take students beyond the immediately observable and into the heart and mind of Japan. It provides a sociological overview of contemporary Japan and its culture by examining distinctive cultural patterns in many domains. Students explore issues relating to the physical environment; communication styles; the structure of a vertical society; modern mass media; marriage and family life; gender roles; education; the workplace; traditions and values; the Japanese perception of self; and how these various factors effect intercultural communication. *Offered at the College of Notre Dame (DLJA 358). Counts toward Asian Studies minor.*

ML362 The Early Latino Experience in the United States (3.00 cr.)

Traces early Latino experiences and history in the lands that would become the United States. Three milestones are included: the first encounters between the Spanish and indigenous Americans during the sixteenth and seventeenth centuries; the Anglo incorporation of California, New Mexico, and Texas, during which Spanish-speaking peoples suddenly found themselves to be citizens of the English-speaking United States; and the first Pan-American conference (the origins of the Organization of American States), when Puerto Ricans and Cubans began to realize that their struggle for independence from Spain was being diverted and that they, like the upper-Californians, were coming under United States control. *Counts toward Latin American and Latino Studies minor.*

ML363 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 SN370 must consult with the instructor before registering for this course. Counts toward American Studies and Latin American and Latino Studies minors.*

ML364 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.

ML371 Love's Fatal Triangle: Courtly Love and the Development of Arthurian Literature in Medieval French Literature (3.00 cr.)

Prerequisite: EN101, WR100 or WR101. A study of the earliest literature of Arthur and his knights in France and early French literature, where they came from and a consideration of modern representations. *Knowledge of French is helpful but not necessary. Counts toward Medieval Studies minor. Closed to students who have taken FR371.*

ML375 Women and Men in Twentieth-Century Hispanic Fiction (3.00 cr.)

Studies gender roles and representation along with specific topics which include romance, desire, honor, and politics. These topics are discussed in relation to fiction written by Spanish and Latin American writers (and directors) such as Maria Louisa Bombal, Elena Poniatowska, Jose Donoso, Federico Garcia Lorca, Pedro Almodovar, and Gabriel Garcia Marquez. All genres included although it will be mostly prose. Also discusses key artists such as Picasso and some films. Some issues particularly relevant for the Hispanic world and others discussed in relation to contemporary issues in the United States as they appear in current events and films among other sources. *The course and most readings are in English, however, some readings may be provided in Spanish for those majors and minors. Counts toward Gender Studies minor.*

ML385 Special Topics in Modern and Comparative Literature and Culture (3.00 cr.)

An intensive study of an author, theme, movement or genre in modern and comparative literature and culture. *Topic announced each time the course is offered. May be repeated for credit with different topics.*

ML392 Introduction to Latin American and Latino Studies (3.00 cr.)

A study of Latin America and Latino issues in the United States, with history and culture being of primary concern to determine how identities and nations are constructed and how they interact with each other. Students are encouraged to view these diverse realities through the lens of their major discipline. *Counts toward Latin American and Latino Studies minor.*

ML400 Medieval Studies Capstone Project (1.00 cr.)

Prerequisite: Written permission of the instructor. Restricted to Medieval Studies minors. An independent study accompanying a concurrently taken three-credit elective approved for the Medieval Studies minor. The interdepartmental subject and title must be approved by the instructor and Medieval Studies Consortium. *Counts toward Medieval Studies minor.*

ML401 CCLS Capstone Paper (1.00 cr.)

Prerequisite: Written permission of the CCLS director. Restricted to CCLS majors. An independent study accompanying a concurrently taken, three-credit elective approved for the CCLS major. Students research and write a senior project paper integrating the course topic into the specific orientation chosen for their comparative studies. *Topics must be approved by the CCLS director, in consultation with the CCLS Committee and the course instructor. (Pass/Fail)*

ML426 Foreign Language Teaching Methodology (4.00 cr.)

Prerequisite: One foreign language course beyond 104-level or written permission of the instructor. Students examine current methodologies, techniques, and educational goals for teaching foreign languages. Students observe and evaluate foreign language classes in a variety of school settings. Students also have several opportunities for participation in classroom teaching.

ML440 Special Topics in Latin American and Latino Studies (3.00 cr.)

An intensive investigation into a specific aspect of Latin American history, politics, culture, or literature. *Topic announced each time the course is offered. Counts toward*

Latin American and Latino Studies minor. May be repeated once for credit with different topic.

Spanish

SN100 Study Strategies in Spanish (1.00 cr.)

Teaches students strategies for learning a foreign language. Students receive training in a wide variety of study skills and practice them in the textbooks and on the assignments of the Spanish course in which they are enrolled. Students also learn how to adapt these skills for use in future language courses. *Students must be enrolled in a beginning or intermediate Spanish language course. For non-degree credit.*

SN101 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. *Cannot be taken for credit by students who have taken three years of Spanish during high school. (Lecture/Laboratory)*

SN102 Introductory Spanish II (3.00 cr.)

A continuation of SN101.

SN103 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)*

SN104 Intermediate Spanish II (3.00 cr.)

A capstone course reviewing and reinforcing language skills learned in SN101–103 to help students attain intermediate level as defined by ACTFL guidelines in the five skills: reading, writing, speaking, comprehension, and culture of Spain, Latin America, and other Spanish-speaking areas. Course includes use of the language in context, with authentic readings, discussion in Spanish, and film clips.

SN161 Comprehensive Beginning Spanish (6.00 cr.)

Prerequisite: Open to all students beginning a language or those who place into either the 101 or 102 level. A review course for students who have had three years of language study in high school and for students who wish to begin a second modern language. The material covered is essentially the same as for the SN101–102 sequence, except

that it is covered in one semester instead of two. This includes a thorough grounding in the five language skills: reading, listening, speaking, writing, and cultural knowledge, as well as an understanding of the structure of the language, cultures, and literatures of the countries that speak Spanish. Special emphasis is placed on preparing students to begin work at the intermediate language level. *Contact time includes six 50-minute class sessions per week. Counts as two, three-credit courses.*

SN201 Spanish Composition and Conversation (3.00 cr.)

Prerequisite: SN104. Increases students' oral and written proficiency through assimilation of advanced structural patterns, stylistic analysis, discussion of contemporary topics.

SN203 Introduction to Reading Literature (3.00 cr.)

Prerequisite: SN201. Transition from SN201 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 SN217.*

SN205 Spanish for Business (3.00 cr.)

Prerequisite: SN201. 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.

SN210 Advanced Spanish Composition (3.00 cr.)

Prerequisite: SN201. 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.*

SN217 Venturing into the Text: Reading Comprehension through Literature (3.00 cr.)

Prerequisite: SN201. Transition from SN201 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 SN203.*

SN301 The Culture and Civilization of Spain (3.00 cr.)

Prerequisite: SN201. Studies the historical, political, literary, and artistic development of Spain including an examination of the characteristic traditions and customs of their social context.

SN302 The Culture and Civilization of Latin America (3.00 cr.)

Prerequisite: SN201. Studies the historical, political, literary, and artistic development of Latin America including an examination of the characteristic traditions and customs of their social context. *Counts toward Latin American and Latino Studies minor.*

SN303 Hispanic Film (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. A study of key Spanish and Latin American directors such as Luis Buñuel, Carlos Saura, Pedro Almodóvar, María Luisa Bemberg, and Tomás Gutiérrez Alea. Students become familiar with cinematic terms and relate formal film aspects with socio-political events connected to the Spanish Civil War and the postwar, the "Guerra Sucia" in Argentina, and the Cuban Revolution.

SN304 Contemporary Central America (3.00 cr.)

Prerequisite: SN201. *Recommended Prerequisite:* SN203 or SN217. 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. *Counts toward Latin American and Latino Studies minor.*

SN306 Contemporary Mexico and Argentina (3.00 cr.)

Prerequisite: SN201. 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. *Counts toward Latin American and Latino Studies minor.*

SN307 Contemporary Spanish Civilization and Culture (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Examines the historical, political, and cultural aspects of Spain from the death of Dictator Francisco Franco in 1975 to the present. Students are given an

insight into Spain's cultural diversity and the Spanish way of life through readings in contemporary history, politics, and culture as well as contemporary film and music. Students consider such topics as Spain's transition to democracy, the cultural boom of the 1980s, and the current importance of regional politics.

SN335 Contemporary Spanish Literature: 1975 to the Present (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. A survey of literature in Spain from the death of Francisco Franco in 1975 to the present, covering the major figures in narrative, poetry, and theatre. Focuses on the relationship between literary structure and 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 Montalván, Paloma Pedrero, Antonio Gala, Pere Gimferrer, Ana Rossetti, and others. *Counts toward Gender Studies minor.*

SN345 Hispanic Caribbean Literature (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. An exploration of the literary responses to some of the most pressing political and cultural conflicts between dominant and peripheral forces in the Spanish speaking countries (e.g., Cuba, Dominican Republic, and Puerto Rico) of the Caribbean, and its diaspora. Particular emphasis is given to questions of gender and nation construction, (post) colonial interventions, the inclusion/exclusion of the diaspora from the national discourse, feminism, and the politics of representation. Readings represent a range of literary genres (e.g., autobiography, testimonial, short story, poem, and novel) from major and minor writers. In addition, numerous films and documentary videos acquaint students with the historical, social, and cultural context of the texts. *Counts toward Latin American and Latino Studies minor.*

SN350 Short Hispanic Fiction (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Reading and discussion of short stories and very short novels (novellas) by Spanish and Latin American writers. Topics include socio-political, familial, or imaginary worlds in relation to the strategies of fiction. Authors include García-Márquez, Borges, Cortázar, Sender.

SN351 Literature and Identity Politics in Peru (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Examines what Martín Stabb so aptly called

the "quest of identity." Works written over five centuries are compared to see how ethnicity, politics, religion, and gender negotiate with each other in their pursuit of identity. Five hundred years of scripted ideological activity is brought into focus: the Conquest, the Colonial Era, the Early Republican Era, and the twentieth century. A diverse sampling of genre types, chronicles, poetry, testimonio, fiction, and essay is included. Of special interest is the problem of representation when men and women of Criollo, Quechua, African, and Asian heritages embark on a quest to define themselves. *Counts toward Latin American and Latino Studies minor.*

SN352 The Golden Age (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. The most important period in this country's literary heritage surveys Spain's Golden Age through an examination of representative works such as the anonymous *Lazarillo de Tormes*, Cervantes' *Don Quijote*, Tirso de Molina's *El Burlador de Sevilla*, and Lope de Vega's *Peribáñez*. *Texts for the course are in the Spanish language of the period.*

SN354 Contemporary Latin American Literature (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Studies representative, contemporary Latin American writers such as Asturias, Borges, Cortázar, Fuentes, García, Márquez, and Vargas Llosa. Special attention given to works which exemplify innovation in form and the artist's involvement in contemporary social problems. *Counts toward Latin American and Latino Studies minor.*

SN355 Spanish Postwar Literature (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. A study of representative works which bear witness to and examine the contradictions of postwar Spain. Emphasis placed on socio-historical context and literary analysis.

SN357 Spanish Literature of the Eighteenth-Century (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. An overview of the development of Spanish literature during the Enlightenment. Particular attention is paid to the influence of Enlightenment philosophy and science on the most important figures in Spanish theatre, narrative, and poetry. Readings include works by Cadalso, Feijoo, Jovellanos, Iriarte, and Melendez Valdes.

SN358 A Survey of Spanish Theatre (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Surveys the theatre of Spain from its beginnings to the twentieth century. Aims at providing some insight into major periods in Spanish literature through the study of works by such representative writers as Miguel de Cervantes, Lope de Vega, Calderon de la Barca, Tirso de Molina, Jose Zorrilla, Federico Garcia Lorca, Alejandro Casona, and Antonio Buero Vallejo.

SN360 Latin American Short Story (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. A study of this important genre in Latin America from its development in the nineteenth century to the present. *Counts toward Latin American and Latino Studies minor.*

SN362 Spanish Literature at the Turn of the Century (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Examines the various literary and philosophical responses among Spanish writers to the loss of the last colonies after the war of 1898 and the paradoxical entrance of Spain into the twentieth century. Focuses on the major intellectual trends in Europe and the Americas which influenced radical changes of style and structure in the narrative, poetry, and theatre of the period. Readings include works by Miguel de Unamuno, Pío Baroja, Ramón María del Valle-Inclán, Juan Ramón Jiménez, and Antonio Machado.

SN363 Contemporary Spanish Literature: The Generations of 1910 and 1927 (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. A survey of Spanish literature at the beginning of the twentieth-century (1910–1936), covering the major figures in poetry, drama, and narrative fiction. Particular attention is paid to the relationship between literary structures and the innovations in technology and social and political organization which characterize the period. Readings include Ramón Gómez de la Serna, Carmen de Burgos, Ramón Pérez de Ayala, Pedro Salinas, Federico García Lorca, Ernestina de Champourcin, and others.

SN364 Spanish Literature of Exile, 1939–1975 (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. A survey of literature written by Spanish exiles after the Civil War (1936–1939), covering the major figures in narrative, poetry, and theater. Focuses on the meaning of exile and the relationship between

literary structure and political context of the period. Readings include Francisco Ayala, Rosa Chacel, Max Aub, Rafael Alberti, and others.

SN365 Latin American Essay (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Examines political, social, and philosophical thought of nineteenth and twentieth century Latin America. Studies authors such as Sarmiento (Argentina), Martí (Cuba), González Prada (Peru), Martíateguí (Peru), Hostos (Puerto Rico), and Castellanos (Mexico). Special emphasis given to the origins, form, and theory of the essay. *Counts toward Latin American and Latino Studies minor.*

SN370 Nineteenth-Century Latin American Novel (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Focuses on the relationship between love and social institutions in nineteenth century Latin America. Special attention given to the power of love, social norms, dictatorship, and institution of slavery. Also examines gender/racial issues within their social context. *Counts toward Gender Studies and Latin American and Latino Studies minors.*

SN371 Spanish Short Stories of the Nineteenth-Century (3.00 cr.)

Prerequisite: SN203 and SN217 or written permission of the instructor. The theory and evolution of the short story from Romanticism through realism and modernism. Students read representative short story collections from each of the important literary movements of the period with a focus on the evolution of aesthetic ideas and structures. Authors include the Duque de Rivas, Cecilia Böhl de Faber, Pereda, Clarín, Pardo Bazán, Baroja, and Valle-Inclán.

SN372 Realism and Naturalism in Spain (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Covers the development of the Spanish novel in the second half of the nineteenth century with particular attention paid to the historical development and interaction of these two major literary movements. Readings include works by Galdos, Pardo Bazan, Valera, Clarin, and Alarcon.

SN375 Women and Men in Twentieth-Century Hispanic Fiction (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Discusses gender roles and representation, along with specific topics which include romance, bodies,

and voice in relation to fiction by Hispanic writers such as María Luisa Bombal, Manuel Puig, José Donoso, Carmen María Gaité, Esther Tusquets, Gabriel García, Merce Rodoreda, Octavio Paz, and Rosario Ferré. Essays, poetry, short stories, and a few novels or novelas (short novels). *Counts toward Gender Studies minor.*

**SN376 Spanish Romantic Prose:
Freedom and Social Order (3.00 cr.)**

Prerequisite: SN203 or SN217 or written permission of the instructor. Focuses on the development of narrative prose in Spain during the period, 1800–1870, with special attention paid to the themes of freedom and order as they relate to the position of the individual in modern society. Readings include works by the major writers of the romantic and post-romantic movements in Spain including, among others, Larra, Bécquer, Alarcón, and Fernán Caballero.

**SN377 Spanish Romanticism:
Poetry and Theater (3.00 cr.)**

Prerequisite: SN203 or SN217 or written permission of the instructor. A survey of the theatre and poetry of Spanish romanticism, with particular attention given to the social and historical events which conditioned the rise to prominence of the Spanish middle-class during the nineteenth century. In addition to extensive readings from the major figures in each genre, the course focuses on the appearance of women writers and their contributions to the evolution of the literature of the period. Authors include Espronceda, Zorrilla, Bécquer, Carolina Coronado, Rosalía de Castro, and Gómez de Avelaneda, among others.

SN380 Modernismo (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Development, trends, and influences; study of the works of representative writers of this Latin American literary renaissance, from the initiators to Ruben Dario and the second generation of modernistas. *Counts toward Latin American and Latino Studies minor.*

**SN390 Chronicles of Conquest, Resistance
and Transculturation (3.00 cr.)**

Prerequisite: SN203 or SN217 or written permission of the instructor. Provides the building blocks for understanding the encounter between the Spanish and Native American cultures during the sixteenth century. The ideology of the Spanish conquistadores is compared with Native strategies for resistance. The predominant cultures examined are Nahua, Quiche, and Quechua. *Counts toward Latin American and Latino Studies minor.*

Contact: Ilona McGuiness, Dean of First-Year Students and Academic Services

Office: Maryland Hall, Room 145

Telephone: 410-617-5547

Through a special articulation agreement with the Johns Hopkins University School of Nursing (JHU SON), students at Loyola (LCM) may pursue a career in nursing within the context of a liberal arts education. The Loyola-Hopkins dual-degree program allows students to earn two degrees over a five-year period. In some cases, students may be able to complete their Loyola degree in four years.

Ordinarily, students choosing this program complete three years at Loyola and two at the JHU SON. After completing the first year at JHU SON, students who have completed all Loyola College degree requirements are eligible to receive a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) from Loyola College, typically with a biology major, a sociology major, or a biology/psychology interdisciplinary major. After the second year at JHU SON, students who have completed all JHU SON degree requirements are eligible to receive a Bachelor of Science in Nursing (B.S.N.) from Johns Hopkins University.

In order to receive a B.A. or B.S. from Loyola College, students must complete the first three years of the 3–2 program as outlined in Loyola's typical program, which includes summer school attendance during at least one of the years. Further summer study may be necessary if students wish to keep their semester course loads at 16 or fewer credit hours. This is especially the case for students majoring in biology or for students whose individual programs of study require more courses than are listed in the typical program. Before enrolling at the JHU SON, Loyola students accepted under the 3–2 program must have a Loyola-approved graduation plan, whereby courses taken at JHU SON will complete the student's course requirements for the Loyola degree.

The requirements for admission to the JHU SON are: completion of the 20-course prerequisite requirement with a grade of *B* or better in each course; a minimum 3.200 cumulative grade point average; an official transcript from LCM; a resume;

and at three letters of recommendation, as follows: one from the Loyola College pre-nursing advisor, at least one additional academic letter of recommendation, and one which may be from a superior of an appropriate pre-professional experience. An application for admission must be submitted to the JHU SON as early as possible during the first semester of the third year. Candidates seeking early admission should apply by **November 1** of the third year. Admission is competitive and each application will be reviewed individually.

The JHU SON prerequisite requirement and corresponding LCM courses used to fulfill it are as follows:

Humanities (3 total)

English Composition (1): Effective Writing (WR110)

English Literature (1): Understanding Literature (EN101)

Philosophy, Foreign Language, Math, Religion, Art History, Music History (1): Satisfied by the required LCM core courses in these areas. LCM theology courses can be used to fulfill the religion requirement.

Social Sciences (6 total)

Introductory Psychology (1): PY101

Introductory Sociology (1): Self and Society (SC101)

Developmental Psychology (1): Life Span Psychology (PY244)

Economics, Sociology, Psychology, History, Political Science (3): Satisfied by the LCM core courses and electives.

Natural Sciences (6 total)

General Chemistry and Lab (2): CH101/CH105; CH102/CH106

Human Anatomy and Physiology and Lab (2): BL206/BL207; BL208/BL209

Microbiology and Lab (1): BL332/BL334

Nutrition (1): Introduction to Human Nutrition (BL210)

Statistics (1 total)
Biostatistics (ST265)

General Electives (4 total)
Typically satisfied by the LCM core and major requirements.

MAJOR IN BIOLOGY

Loyola biology majors are required to take BL118, BL119, BL121, BL126, BL201, BL202, and seven upper-level biology electives. Of the seven biology electives, students must take at least one course from each of three categories (see Elective Restrictions under Biology). Selections for the seven biology electives must include BL206/BL207, BL208/BL209, BL210, and BL332/BL334, which the JHU SON requires as prerequisites for its courses.

Of the seven required electives for the biology major BL206/BL207, BL208/BL209, BL210, and BL332/BL334 fulfill the Category B distribution requirement. Additionally, completing NR110.313 (at JHU SON) will satisfy one biology elective course.

BACHELOR OF SCIENCE

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

First Year (LCM)

Fall Term

- BL118 Introduction to Cellular and Molecular Biology
- BL119 Introduction to Cellular and Molecular Biology Lab (1 credit)
- CH101 General Chemistry I
- CH105 General Chemistry Lab (1 credit)
- TH201 Introduction to Theology
- WR100 Effective Writing
- Language Core

Credit Hours = 17

Spring Term

- BL121 Organismal Biology
- BL126 Organismal Biology Lab (1 credit)
- CH102 General Chemistry II
- CH106 General Chemistry II Lab (1 credit)
- EN101 Understanding Literature
- HS101 History of Modern Western Civilization
- Language Core *or* Elective

Credit Hours = 17

Second Year (LCM)

Fall Term

- BL201 Ecology, Evolution, and Biodiversity
- BL202 Ecology, Evolution, and Biodiversity Lab (1 credit)
- CH301 Organic Chemistry I
- CH307 Organic Chemistry Lab I (1 credit)
- PL201 Foundations of Philosophy
- English Core
- Fine Arts Core

Credit Hours = 17

Spring Term

- CH302 Organic Chemistry II
- CH308 Organic Chemistry II Lab (1 credit)
- PL200-Level Philosophical Perspectives Course
- SC101 Self and Society
- BL Elective** (Category A)

Credit Hours = 13–14

Summer Session I

- BL206 Human Anatomy and Physiology I
- BL207 Human Anatomy and Physiology I Lab (1 credit)
- BL210 Introduction to Human Nutrition

Credit Hours = 7

Summer Session II

- BL208 Human Anatomy and Physiology II
- BL209 Human Anatomy and Physiology II Lab (1 credit)
- Ethics Core

Credit Hours = 7

Third Year (LCM)*Fall Term*

- BL332 Microbiology
- BL334 Microbiology Lab (1 credit)
- PH101 Introductory Physics
- PH191 Introductory Physics Lab (1 credit)
- PY101 Introductory Psychology
- ST265 Biostatistics
- Theology Core
- BL Elective** (Category C)

*Credit Hours = 20–21**Spring Term*

- PH102 Introductory Physics II
- PH192 Introductory Physics II Lab (1 credit)
- PY244 Life Span Psychology
- History Core
- BL Elective
- Elective

*Credit Hours = 16–17***Fourth Year (JHU SON)***Fall Term*

- NR110.301 Nursing Trends and Issues
- NR110.302 Foundations of Nursing Practice
- NR110.303 Health Assessment
- NR110.304 Principles and Application of Nursing Technology
- NR110.305 Issues in Aging

*Credit Hours = 14**Spring Term*

- NR110.311 Nursing the Childbearing Family
- NR110.312 Psychiatric/Mental Health Nursing
- NR110.313 Principles of Pathophysiology
- NR110.314 Principles of Pharmacology

*Credit Hours = 15***Fifth Year (JHU SON)***Fall Term*

- NR110.401 Adult Nursing
- NR110.402 Nursing for Child Health
- NR110.403 The Research Process in Nursing
- NR110.404 Information Technologies in Nursing

*Credit Hours = 14**Spring Term*

- NR110.405 Public Health Nursing
- NR110.406 Transitions Practicum
- NR110.407 Transitions into Practice
- NR110.410 Selected Topics in Nursing

Credit Hours = 13

** Terms may be interchanged.

1. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

**INTERDISCIPLINARY MAJOR
IN BIOLOGY/PSYCHOLOGY**

All biology/psychology majors must take a total of eight psychology courses, eight biology courses, and four additional cognate courses. Psychology courses include PY101, PY201 or PY202 or PY203, PY244, PY261, PY291, PY292, NR110.312 (taken at the JHU SON; fulfills a PY requirement), and one psychology elective (chosen with advisor assistance).

Students must also complete a neuroscience requirement by taking one of the following courses: PY331 or PY332 or BL403/BL404. PY331, PY332, and PY333 may not be used to fulfill a PY elective. The neuroscience course will count as one of the aforementioned cognate courses, along with ST265 and two chemistry courses (with labs).

Biology courses include BL118/BL119, BL121/BL126, BL201/BL202, and five upper-level courses. BL206/BL207, BL208/BL209, BL210, and BL332/BL334 are needed as prerequisites for admission to the JHU SON, and these courses can count as biology electives. Additionally, NR110.313 (taken at the JHU SON) will count as one of the five biology electives.

To register for six (3 or 4 credit courses) in the spring semester of freshman year, a student must have achieved a minimum 3.000 cumulative grade point average at the conclusion of the first semester of freshman year.

BACHELOR OF ARTS

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

First Year (LCM)*Fall Term*

- BL118 Introduction to Cellular and Molecular Biology
- BL119 Introduction to Cellular and Molecular Biology Lab (1 credit)
- PY101 Introductory Psychology†
- WR100 Effective Writing
- Fine Arts Core
- Language Core

Credit Hours = 16

Spring Term

- BL121 Organismal Biology
- BL126 Organismal Biology Lab (1 credit)
- PY201 Social Psychology *or*
- PY202 Abnormal Psychology *or*
- PY203 Psychology of Personality
- ST265 Biostatistics†
- TH201 Introduction to Theology
- Language Core *or*
- Elective

Credit Hours = 16

Summer Session

- HS101 History of Modern Western Civilization

Credit Hours = 3

Second Year (LCM)*Fall Term*

- BL201 Ecology, Evolution, and Biodiversity
- BL202 Ecology, Evolution, and Biodiversity Lab (1 credit)
- CH101 General Chemistry I
- CH105 General Chemistry Lab (1 credit)
- EN101 Understanding Literature
- PL201 Foundations of Philosophy
- PY291 Research Methods I with Lab† (4 credits)

Credit Hours = 18

Spring Term

- CH102 General Chemistry II
- CH106 General Chemistry II Lab (1 Credit)
- PL200-Level Philosophical Perspectives Course
- PY261 Health Psychology
- PY292 Research Methods II with Lab† (4 credits)

English Core

Credit Hours = 17

Summer Session I

- BL206 Human Anatomy and Physiology I
- BL207 Human Anatomy and Physiology I Lab (1 credit)
- BL210 Introduction to Human Nutrition

Credit Hours = 7

Summer Session II

- BL208 Human Anatomy and Physiology II
- BL209 Human Anatomy and Physiology II Lab (1 credit)

Ethics Core

Credit Hours = 7

Third Year (LCM)*Fall Term*

- BL332 Microbiology
- BL334 Microbiology Lab (1 credit)
- BL403 Neurobiology with Lab *or*
- PY331 Biopsychology *or*
- PY332 Introduction to Behavioral Neuroscience *or*
- PYElective
- PY244 Life Span Psychology
- SC101 Self and Society
- Elective

Credit Hours = 16–17

Note: Psychology Competency Examination must be taken this semester. This exam must be passed. Any remediation for sections not passed must be completed before the end of the spring semester.

Spring Term

BL403 Neurobiology with Lab
 PY331 Biopsychology *or*
 PY332 Introduction to Behavioral
 Neuroscience *or*

PY Elective
 History Core
 Theology Core
 Elective

Credit Hours = 13

Fourth Year (JHU SON)*Fall Term*

NR110.301 Nursing Trends and Issues
 NR110.302 Foundations of Nursing Practice
 NR110.303 Health Assessment
 NR110.304 Principles and Application
 of Nursing Technology
 NR110.305 Issues in Aging

Credit Hours = 15

Spring Term

NR110.311 Nursing the Childbearing Family
 NR110.312 Psychiatric/Mental Health Nursing
 NR110.313 Principles of Pathophysiology
 NR110.314 Principles of Pharmacology

Credit Hours = 12

Fifth Year (JHU SON)*Fall Term*

NR110.401 Adult Nursing
 NR110.402 Nursing for Child Health
 NR110.403 The Research Process in Nursing
 NR110.404 Information Technologies
 in Nursing

Credit Hours = 12

Spring Term

NR110.405 Public Health Nursing
 NR110.406 Transitions Practicum
 NR110.407 Transitions into Practice
 NR110.410 Selected Topics in Nursing

Credit Hours = 12

† Terms may **not** be interchanged.

1. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

MAJOR IN SOCIOLOGY

Requirements for the Loyola major are as follows:

- SC101, SC102, SC106, SC342, SC343 or SC344 or SC345, SC355, SC401
- One SC360–499-Level Course
- One SC400-Level Seminar
- Three SC Electives (one of which is satisfied at the JHU SON: NR110.301)

BACHELOR OF ARTS

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

First Year (LCM)*Fall Term*

BL118 Introduction to Cellular and
 Molecular Biology
 BL119 Introduction to Cellular and
 Molecular Biology Lab (1 credit)
 SC101 Self and Society *or*
 SC102 Societies and Institutions
 TH201 Introduction to Theology
 WR100 Effective Writing
 Language Core

Credit Hours = 16

Spring Term

BL121 Organismal Biology
 BL126 Organismal Biology Lab (1 credit)
 HS101 History of Modern Western Civilization
 PY101 Introductory Psychology
 SC101 Self and Society *or*
 SC102 Societies and Institutions
 Language Core *or*
 Elective

Credit Hours = 16

Summer Session

PL201 Foundations of Philosophy

Credit Hours = 3

Second Year (LCM)*Fall Term*

- CH101 General Chemistry I
 CH105 General Chemistry Lab (1 credit)
 EN101 Understanding Literature
 PY244 Life Span Psychology
 SC106 Health and Society
 ST265 Biostatistics

Credit Hours = 16

Spring Term

- CH102 General Chemistry II
 CH106 General Chemistry II Lab (1 Credit)
 PL200-Level Philosophical Perspectives Course
 English Core
 History Core
 SC Elective

Credit Hours = 16

Summer Session I

- BL206 Human Anatomy and Physiology I
 BL207 Human Anatomy and Physiology I
 Lab (1 credit)
 BL210 Introduction to Human Nutrition

Credit Hours = 7

Summer Session II

- BL208 Human Anatomy and Physiology II
 BL209 Human Anatomy and Physiology II
 Lab (1 credit)

Ethics Core

Credit Hours = 7

Third Year (LCM)*Fall Term*

- BL332 Microbiology
 BL334 Microbiology Lab (1 credit)
 SC342 Social Research Methods
 SC355 Sociological Theory
 SC400-Level Seminar
 SC Elective

Credit Hours = 16

Spring Term

- SC343 Survey Design and Analysis *or*
 SC344 Qualitative Sociological Inquiry *or*
 SC345 Social Work Methods
 SC401 Sociology Practicum and Seminar
 Fine Arts Core

Theology Core

SC Elective (SC360–499 Level)

Credit Hours = 15

Fourth Year (JHU SON)*Fall Term*

- NR110.301 Nursing Trends and Issues
 NR110.302 Foundations of Nursing Practice
 NR110.303 Health Assessment
 NR110.304 Principles and Application
 of Nursing Technology
 NR110.305 Issues in Aging

Credit Hours = 15

Spring Term

- NR110.311 Nursing the Childbearing Family
 NR110.312 Psychiatric/Mental Health Nursing
 NR110.313 Principles of Pathophysiology
 NR110.314 Principles of Pharmacology

Credit Hours = 12

Fifth Year (JHU SON)*Fall Term*

- NR110.401 Adult Nursing
 NR110.402 Nursing for Child Health
 NR110.403 The Research Process in Nursing
 NR110.404 Information Technologies
 in Nursing

Credit Hours = 12

Spring Term

- NR110.405 Public Health Nursing
 NR110.406 Transitions Practicum
 NR110.407 Transitions into Practice
 NR110.410 Selected Topics in Nursing

Credit Hours = 12

1. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

COURSE DESCRIPTIONS

LCM course descriptions and prerequisites can be found within the sponsoring department's section of this catalog. JHU SON course descriptions are available at <http://www.son.jhmi.edu/academics/registrar/coursebook/>.

Office: Humanities Building, Room 050r

Telephone: 410-617-2010

Website: www.loyola.edu/academics/alldepartments/philosophy

Chair: Paul J. Bagley, Associate Professor

Professors: Paul Richard Blum; Richard P. Boothby; Malcolm G. Clark (emeritus); Drew L. Leder; Graham James McAleer

Associate Professors: Paul J. Bagley; Francis J. Cunningham; Catriona Hanley; Irmgard Braier Scherer (emerita); Gary Alan Scott; Dale E. Snow; Timothy J. Stapleton

Assistant Professors: Bret W. Davis; Michael McShane; William A. Welton (visiting); Eric E. Wilson

Affiliate Faculty: 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 another subject. Students may also incorporate philosophy in an interdisciplinary major, or may choose to minor in philosophy by taking, in addition to PL201, 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

PL201 Foundations of Philosophy*
 WR100 Effective Writing**
 Language Core
 Math/Science Core
 Social Science Core

Spring Term

HS101 History of Modern Western Civilization**
 PL200-Level Philosophical Perspectives Course*
 Language Core *or*
 Elective
 Math/Science Core
 Social Science Core

Sophomore Year

Fall Term

EN101 Understanding Literature
 TH201 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

TH201 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 PL200-level core sequence which consists of PL201 and a second 200-level Philosophical Perspectives course or the Honors equivalent.
2. **PL201 is a prerequisite for all other philosophy courses. Two PL200-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 (PL300–319) or from the courses in Christian ethics offered by the Theology Department (TH300–319).

4. **Major Requirements:** In addition to PL201, one other PL200-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 PL300–319.
5. **Minor Requirements:** Five philosophy courses must be taken in addition to PL201 and one other PL200-level offering. One course may be the ethics core requirement, provided this course is chosen from PL300–319.
6. PL202–250 may be taken as free electives. They do not count toward a philosophy major or minor.
7. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

COURSE DESCRIPTIONS

PL201 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].

PL202 Philosophical Perspectives: The Project of Modernity (3.00 cr.)

Prerequisite: PL201. 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.

**PL210 Philosophical Perspectives:
Politics and Society (3.00 cr.)**

Prerequisite: PL201. 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.

**PL214 Philosophical Perspectives:
The Utopian Imagination (3.00 cr.)**

Prerequisite: PL201. 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.

**PL216 Philosophical Perspectives:
Asian Thought (3.00 cr.)**

Prerequisite: PL201. 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.*

**PL218 Philosophical Perspectives:
Philosophies of Love (3.00 cr.)**

Prerequisite: PL201. Considers various interpretations of the nature and destiny of love.

**PL220 Philosophical Perspectives:
Art and Imagination (3.00 cr.)**

Prerequisite: PL201. An exploration of the parallel development of philosophy and art as truth-disclosing activities.

**PL222 Philosophical Perspectives:
Education and Enlightenment (3.00 cr.)**

Prerequisite: PL201. Examines philosophical assumptions about the ends and means of education.

**PL224 Philosophical Perspectives:
Soul and Psyche (3.00 cr.)**

Prerequisite: PL201. An examination of the philosophical foundations of psychology from Plato to Freud.

**PL230 Philosophical Perspectives:
Humanity and Divinity (3.00 cr.)**

Prerequisite: PL201. A philosophical investigation of the nature and meaning of the religious life.

**PL232 Philosophical Perspectives:
Gender and Nature (3.00 cr.)**

Prerequisite: PL201. Examines the history of Western concepts of nature and science with particular attention to how ideas about hierarchy, gender, and violence have

affected our relationship to the natural world. *Introductory course for the Gender Studies minor.*

**PL234 Philosophical Perspectives:
Philosophy of Culture (3.00 cr.)**

Prerequisite: PL201. What defines culture and in what sorts of ways can we think about cultural difference? The American Dream is the major paradigm for cultural self-definition in the United States, but is it a dream or rather, an illusion? Some thinkers see it merely as an interpretation of capitalist economic theory. This course challenges the solidity, utility, and morality of the American Dream by setting it against competing paradigms. Students take a critical look at American culture through the eyes of some modern and contemporary critics, such as Marx, Chomsky, Fussell, and Schlosser.

PL302 General Ethics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL310 Business Ethics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL311 Bio-Ethics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL314 Environmental Ethics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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. *Fulfills ethics core requirement.*

PL315 Honors Ethics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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. *Fulfills the ethics core requirement.*

PL316 Media Ethics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
An introduction to the social and ethical issues relevant to the practice of journalism and other communications professions, as well as the consumption and understanding of the media's role in our lives. Issues for discussion include privacy, plagiarism, fairness and bias, freedom of the press, and serving the public interest. *Fulfills ethics core requirement.*

PL317 The Experience of Evil (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
What is the nature of evil? What are its causes? In what forms or guises has it appeared in human history? How is our understanding of evil influenced and informed by concepts like fate, guilt, freedom, responsibility, providence, God, and human nature itself? This course explores such questions by drawing upon a variety of philosophical, religious, and literary sources in an attempt to better understand the all too common *experience* of evil. *Fulfills ethics core requirement.*

PL320 Logic (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL321 Cross-Cultural Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
What are the unique challenges and opportunities for philosophy in an age of cross-cultural encounter? Are there other methods and aims of philosophizing than those developed in the West? How do cultural and linguistic differences affect the way we think? Some of the fundamental issues involved in doing comparative philosophy are examined. Texts from both Western and Asian authors are used, including some from the Kyoto School of modern Japanese philosophy. *Counts toward Asian Studies minor.*

PL322 Nature: Mundane and Sacred (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
Materialism and science have, historically, prospered together since the Enlightenment, but science in itself neither denies nor endorses a materialistic ontology. One danger of modernity is to accept materialism uncritically while at the same time allowing it to coexist with religious faith, unexamined. Students explore the issues that surround investing nature with a spiritual and sacred aspect yet not abandoning a scientific worldview. This course explores how these two outlooks are rooted in the history of Western thought, and how the two worldviews might be seen to form a coherent understanding of the world. *Same course as PHI32.*

PL323 Survey of Metaphysics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
An examination of the 'big questions' of philosophy through an historical survey of thinkers in the Western tradition. Topics include whether time and space have a beginning, the relationship of being to God, the problem of finitude and eternity, death and nothingness, the human search for meaning, the foundations of truth.

PL324 Philosophy of Service (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
What does it mean to be of service to another? This course explores the issues of social justice, community, the personal search for meaning, and the recognition of difference and mutuality which all come into play when we seek to serve.

PL325 Philosophy of Asian Thought (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.*

PL326 Philosophy of Religion (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL327 Philosophy of Language (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
What is language itself? How have different philosophers answered the question of the nature of language and our relation to it? Theories of language from antiquity

to the present are examined. Readings include works from, among others, Plato, Hobbes, Wittgenstein, Saussure, Jakobson, Lacan, and Derrida.

PL328 Philosophy of the Body (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL329 Philosophical Foundations of Catholic Social Thought (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. A survey of the philosophical foundations and development of Catholic social thought. The survey begins with a study of ancient and medieval sources which is followed by an analysis of important nineteenth and twentieth century Catholic statements on questions of economics, politics, society, and culture in conjunction with significant traditions of the period—Catholic and non-Catholic—such as Marxism, phenomenology, existentialism, neo-scholasticism, and contemporary views of the nature of person and community. *Counts toward Catholic Studies minor.*

PL330 Social and Political Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL331 Natural Law and Natural Right (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. An examination of the foundation and arguments for “rights doctrines” as developed from the natural law or natural rights traditions. The difference between the two traditions is illustrated through a study of the political philosophies of Plato, Aristotle, Machiavelli, Hobbes, and Locke. Close attention is given to the writings of Saint Thomas Aquinas and their pragmatic influence on numerous papal encyclicals. *Counts toward Catholic Studies minor.*

PL332 Skepticism: Ancient and Modern (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. A look at skepticism, ancient and modern. Students study Gorgias, Proragoras, Plato, Sextus, Descartes, Hume, and Wittgenstein as they seek to understand the focuses and methods of the various skepticisms; the continuities

and discontinuities between ancient and modern skepticism; and the various ways in which their critics have attempted to disarm the skeptics.

PL333 Philosophy of Law (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. An examination of some basic systems of law, including legal positivism, common law, and natural law. Places where these systems come into conflict—for example, the tort law of wrongful birth—are a special focus of this course. By way of a central theme, students are introduced to the kinds and scope of laws governing homicide and how these apply domestically and internationally. The course is historical—covering authors such as Bentham, Blackstone, and de Vitoria—as well as topical.

PL334 Political Power and Platonic Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL335 Philosophy of Pope John Paul II (3.00 cr.)

Prerequisite: PL201, one additional PL200-level course. An introduction to the background, development, and main problems of the philosophy of Karol Wojtyła (Pope John Paul II), principally through the investigation of some parts of his *The Acting Person* and the encyclical letter *Fides et ratio*. The more general problem of the possibility of a Christian philosophy is considered. Some study of the connection between the two philosopher-popes—John Paul II and Benedict XVI (Josef Ratzinger), using especially the latter's *Truth and Tolerance*—is provided.

PL336 Comparative Philosophy: East-West Dialogues (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. Places in dialogue western philosophical topics or figures with those drawn from Asian traditions; for example, the theme of a given semester might be one of the following; Heidegger and Asian thought; eastern and western philosophies of religion; Kant and Indian philosophy; mind and body in western and eastern thought; or eastern and western dialectic and deconstruction.

PL337 Philosophy and Feminism (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.*

PL338 Psychoanalysis and Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL339 Twentieth-Century Women Philosophers (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.*

PL341 Philosophy of Education (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL342 Feminism and Psychoanalysis (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.*

PL343 Physics and Philosophy of Light, Space, and Time (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL346 Philosophy of Peace (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.

A study of the nature, aims, and possibility of peace. Students read what philosophers have had to say about peace and war from ancient to contemporary times. Some of the issues examined include just war theory, conscientious objection, non-violent protest, and the current Iraq war. In general, the course asks the question of whether humans are condemned to eternal war or can hope—as Kant did—for perpetual peace.

PL347 The Morals and Mechanics of Modern Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL348 Exoteric/Esoteric Distinction in Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL 200-level course.

Examines the philosophical practice of esotericism, or the habit of secret teaching, in ancient and modern forms. Pertinent themes include noble lying, accommodation, protection from harm and social responsibility, philosophical communication of 'dangerous' truths, and exoteric/esoteric literature. Figures considered include Plato, Aristotle, Maimonides, Galileo, Machiavelli, Bacon, Descartes, Hobbes, Spinoza, Locke, Toland, and others.

PL349 Latin Jesuit Drama and the Philosophy of Peace and War (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.

The topics of peace and war in Jesuit drama, Renaissance humanist culture, Jesuit education and ethics, and war theory are explored using texts by sixteenth and seventeenth century Jesuits and their contemporaries. This interdisciplinary seminar uses original research

by Loyola undergraduates (namely, the first English translation of a Jesuit Latin play), and students contribute to a volume in Loyola's *Aperio* series on the play and its themes. Students also prepare a public performance of this play, reviving an educational tool long used in the Jesuit tradition. The course will interest students in classics, philosophy, Catholic Studies, and theatre, along with those curious about the history of Jesuit education and ideas concerning war and peace. *Counts toward Catholic Studies minor: Same course as CL349.*

PL350 Sexual Ethics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.*

PL351 Virtue Ethics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. An advanced course for students who want to continue their thinking about moral theory. Virtue theory is a school of ethical reflection associated with Aristotle and Aquinas. This course asks why Aquinas thought Aristotle's account of the virtues insufficient. Aquinas' approach has been much criticized by moral theologians. Careful consideration is given to these criticisms as well as how Aquinas might reply. *Counts toward Catholic Studies minor.*

PL352 Catholic Political Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.*

PL353 Modern Moral Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. Students add to their knowledge of foundational ethical theories. Aware of the contributions to ethical theory made by thinkers like Aristotle, Aquinas, Kant and Mill, students learn about the moral philosophy of Max

Scheler. Writing in early twentieth century Germany, Scheler is credited with developing an entirely original phenomenological theory of values. Attention is also given to the ethical writings of a student of Scheler, the Hungarian, Aurel Kolnai. *Counts toward Catholic Studies minor.*

PL354 East Asian Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. A focus on the philosophies of China, Korea, and Japan. The course may take the form of a survey or examine in depth a particular text or tradition, for example, concentrating on Confucianism, Taoism, or Buddhism. *Counts toward Asian Studies minor.*

PL355 Philosophy of History (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. History is a central theme of philosophical inquiry. The study of the philosophy of history raises the question as to whether there is meaning in events over time and space, granting regularity and human freedom. Some key authors are Cicero, Augustine, Vico, Kant, Herder, Hegel, Marx, Dilthey, Ricoeur, and Danto, each of whom contributed to shaping the understanding of history. *Counts toward Catholic Studies minor.*

PL356 Philosophical Aesthetics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL357 Philosophy and Literature (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. Literature gives concrete expression to our sense of reality and in its history 're-presents' the status of man and human events as each age presupposes it. Herein resides the intimate relationship which has always existed between literature and philosophy. The history of this relationship explains both the continuity and the discontinuity which is present in Western literature. Focuses on one (or more) special topics, such as tragedy, modernism, aesthetic theories of literature, and existentialism.

PL358 Ancient Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. From the early inquiries of the Milesians to the elabo-

rately 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.

PL359 The Presocratics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL360 Epistemology (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL361 Socrates and His Modern Interpreters (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. A study of the monumental figure of Socrates in philosophy. The figure of Socrates in Aristophanes, Xenophon, and Plato is examined before looking to the use and abuse of Socrates in modern philosophy, including that of Kierkegaard, Nietzsche, Gadamer, Derrida, and Foucault.

PL362 Hellenistic Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL363 Post-Modern Platos (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. The study of post-modern interpreters of Plato's dialogues. The course centers around Catherine Zuckert's book, *Postmodern Platos* and treats such interpreters as Nietzsche, Strauss, Gadamer, Heidegger, Derrida, Foucault, and Deleuze.

PL364 Renaissance Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. Discussion of the foundations of modern thought: the turn towards human interest and to language, the

reassessment of the classical heritage, and the crisis of Christianity. Renaissance philosophy shows current issues of philosophy in the making. *Counts toward Catholic Studies minor.*

PL365 Japanese Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. Students are introduced to some of the major themes and figures of philosophical thought in Japan. The focus is on traditional thought, such as that of the Zen Buddhist philosopher Dogen, and/or on modern thought, such as that of the Kyoto School.

PL366 Studies in Plato (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL367 Plato's Republic (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL368 Introduction to Aristotle (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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*.

PL369 Introduction to Saint Thomas Aquinas (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.*

PL370 Medieval Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.*

PL371 Introduction to Descartes (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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’.

PL372 Introduction to Spinoza (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL373 Philosophy/The Enlightenment (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. Studies the major questions of seventeenth and eighteenth century thinkers, such as Descartes, Voltaire, Spinoza, Leibniz, Locke, Hume, Rousseau.

PL374 Continental Rationalism (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL376 Introduction to Kant (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL377 Kant’s Moral Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL378 Marxism after Marx (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. Contemporary problems in the relation of polity and economy are explored by way of an intensive re-reading of Marx and several of his most insightful successors. By surveying the contemporary economic landscape through the lens of his work, students will judge how much of Marx is either vital or vitiated today. *Same course as PS387.*

PL380 Marx and Marxism (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. A study of the philosophical writings of Marx and of the views on man and society presented by some contemporary Marxist authors.

PL381 German Idealism (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. German idealism is the name usually given to the explosive series of developments 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 seminal role of Kant’s thought as it influenced three of the most important thinkers of the time—Fichte, Schelling, and Hegel.

PL382 Existentialism (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
A study of some of the philosophical and literary works of thinkers such as Kierkegaard, Heidegger, Sartre, Marcel, and Camus.

PL384 Phenomenology (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
An introduction to phenomenology through a study of its major representatives, notably Husserl, Heidegger, Merleau-Ponty, and Sartre.

PL385 The Thought of Heidegger (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL387 Twentieth-Century Analytic Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
A study of the writings of Moore, Russell, Wittgenstein, Ayer, Ryle, Strawson, Hampshire, and Hare.

PL388 Contemporary Continental Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL389 Nietzsche (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
Nietzsche is the first major figure in the history of philosophy to repudiate the tradition of Western thought that began with Plato. The nature of this repudiation and Nietzsche's attempt to inaugurate a new mode of philosophical thinking are examined.

PL390 American Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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. *Counts toward American Studies minor.*

PL392 William James (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
An examination of the basic writings of William James with special attention to his discussion of freedom, consciousness, pragmatism, and religious experience. *Counts toward American Studies minor.*

PL394 Process Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.

PL395 Fiction, Film, and Political Thought of the 1980s (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
The intellectual and artistic climate of the 1980s—a decade of influential cultural, economic, and technological change—is examined through focus on philosophical texts, novels, essays, and relevant films. Requirements include weekly analytical and interpretive writing assignments. *Same course as WR395.*

PL396 Community Versus Critique: The Case of Socrates (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
A team-taught exploration of the competing claims of critical independence and civic cohesion, focused on the case of Socrates. Political analysis and philosophical inquiry are brought to bear on the core issue: How are we to balance the need for political solidarity with the rights of citizens to criticize their governments? *Same course as PS394.*

PL398 Philosophy and Film (3.00 cr.)

Prerequisite: PL201 and one additional PL200-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.*

**PL401 Morals and Politics of
the *Lord of the Rings* (3.00 cr.)**

Prerequisite: PL201 and one additional PL200-level course. A thorough examination of the moral and political philosophy of Tolkien's masterpiece. Students are required to read the trilogy and are expected to be familiar with the film. Primarily, students read philosophical texts covering the themes of friendship, virtue, privilege, liberty, sovereignty, war, justice, rebellion, family, moral failure, commerce and industry, sacrifice, and love. *Counts toward Catholic Studies minor.*

PL402 Shakespeare and Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. William Shakespeare, the greatest writer of the English language, wrote a number of plays that dramatize philosophical questions. Such questions include the following: What is justice? What is the relationship between religion and politics? What is a good education? What are the limits of love? What is virtue? What is the logic of becoming? What is happiness? In this course, students read a new Shakespearian plays, slowly, and discuss such issues as they arise.

**PL404 Reason, Science, and Faith
in the Modern Age (3.00 cr.)**

Prerequisite: PL201 and one additional PL200-level course. A philosophical-historical examination of the rise of science in the modern age (1500–present), and the impact this has had on religion, drawing from such thinkers as Luther, Pope John Paul II, Bacon, Copernicus, Galileo, Descartes, Newton, Hume, Kant, Darwin, and various contemporary scientific, religious, and philosophical works that have been important in informing the relationship between science and religion. *Counts toward Catholic Studies minor.*

PL405 Aristotle's Ethics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. An examination of the ethical writings of Aristotle, with an emphasis on the *Nicomachean Ethics*.

**PL407 Marriage and Family through the Lens
of Catholic Social Thought
and Developmental Psychology (3.00 cr.)**

Prerequisite: PL201 and one additional PL200-level course. An intensive exploration of major milestones of adulthood through the study of scholarship in developmental psychology and Catholic social thought. Topics may include sex and the body, fertility, marriage, parenting, sexual orientation, divorce, marital infidelity, and diverse family structures. Students become proficient in read-

ing and assessing contemporary psychological research and original philosophical and theological documents published by the Church. After evaluating the intellectual strengths of each medium, the degree to which the writings from each discipline intersect are examined. *Counts toward Catholic Studies minor.*

PL411 Philosophy of Culture (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. What defines culture? Where do we start in thinking about cultural difference? A wider discussion of the meaning of culture eventually alights on discussion of the 'American dream'—the major paradigm for cultural self-definition in the United States. Is the American cultural binder a dream or an illusion? The solidity, utility, and morality of the American dream is challenged by setting it against competing paradigms. Students should be prepared to encounter a very critical look at American culture through the eyes of some modern and contemporary critics of cultural norms. Possible authors for study include Nietzsche, Marx, Goldman, Gadamer, Adorno, Horkheimer, Chomsky, Baudrillard, Fussell, Zinn, and Berry.

**PL450 Seminar: Renaissance Philosophy
of Religion (3.00 cr.)**

Prerequisite: PL201, one additional PL200-level course, and *written permission of the instructor.* An overview of the approach to philosophical theology by Renaissance thinkers including Nicholas of Cusa, Lorenzo Valla, Tommaso Campanella, and others. Leaving the more famous reformers aside, the study focuses on the continuity of philosophy of religion from late medieval thinkers through Humanists, to late Renaissance philosophers that paralleled the growth of tensions between the denominations. *Counts toward Catholic Studies minor.*

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Chair: Randall S. Jones, Associate Professor

Professors: Gregory N. Derry; Joseph Ganem;

Frank R. Haig, S.J. (emeritus); Mary L. Lowe;

Bernard J. Weigman (emeritus)

Associate Professors: Randall S. Jones;

Helene F. Perry (emerita)

Assistant Professor: Andrea Erdas

Affiliate Faculty: Guillermo H. Bozzolo;

Charles A. Gehrman

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, 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 one of three tracks: analytic, applied science, or general.

The analytic track consists of three advanced physics courses, a senior laboratory course, and another advanced physics or math course. This track is ideally suited as preparation for graduate study in physics or a related field. It provides the broadest physics background in preparation for any career choice.

The applied science and general tracks require that the student take a coherent program of six courses (a concentration) from other departments together with physics. This concentration can be tailored to the interests and career goals of the student. The details of the concentration must be planned with the physics advisor and approved by the department. The applied science track is for majors interested in technical subjects such as computing, engineering, or the health professions, while the general track allows a concentration in

non-technical areas such as finance, education, or science writing.

Physics majors may participate in a 3–2 combined degree program leading to two bachelor's degrees: a Bachelor of Science (B.S.) in Physics from Loyola College and a Bachelor of Science (B.S.) in Engineering from Columbia University. Students take courses from Loyola College for the first three years and then from Columbia for two years. This track enables students to obtain a strong liberal arts education and training in an engineering discipline from a major engineering institution. Students with a 3.000 average at Loyola are guaranteed admission to Columbia. For more information on the curriculum, consult the department chair and the department's website.

Physics majors may participate in a five-year program resulting in a Bachelor of Science (B.S.) in Physics and a Master of Science (M.S.) in Computer Science. This program enables students to take graduate computer science courses in the senior year that count toward both the bachelor's and master's degrees. CS201 and CS202 should be taken in the freshman year. Interested students should speak with the physics department chair as soon as possible, preferably in the freshman year. For more information on the , consult the graduate catalogue.

In the event a student is interested in a physics or astronomy course that is not offered at Loyola, the student may take that course at one of the participating colleges in the Baltimore Student Exchange Program at no additional tuition charge (fees are not included) during the fall and spring semesters. For more information, see the Baltimore Student Exchange Program under Curriculum and Policies.

Requirements for the major are as follows:

- CS201 Computer Science I
- MA251 Calculus I
- MA252 Calculus II
- MA304 Ordinary Differential Equations
- MA351 Calculus III
- PH201 General Physics I
- PH202 General Physics II
- PH291 General Physics Lab I (1 credit)

- PH292 General Physics Lab II (1 credit)
 PH293 Intermediate Laboratory I (1 credit)
 PH294 Intermediate Laboratory II (1 credit)
 PH307 Mathematical Methods in Physics
 PH312 Modern Physics
 PH316 Classical Mechanics
 PH317 Thermal Physics
 PH391 Physics Research (analytic track only)
 PH397 Experimental Methods I (2 credits)
 PH398 Experimental Methods II (2 credits)
 PH415 Quantum Mechanics I
 PH417 Electricity and Magnetism I
 PH450 Quantum Mechanics II
 (analytic track only)
 PH474 Electricity and Magnetism II
 (analytic track only)
 PH480 Advanced Topics in Physics
 (analytic track only) *or*
 PH484 Methods of Theoretical Physics
 PH493 Advanced Laboratory I
 (analytic track only)

BACHELOR OF SCIENCE

Requirements for the major and an example of a typical program of courses in the analytic track are as follows:

Freshman Year

Fall Term

- MA251 Calculus I*
 PH201 General Physics I*
 PH291 General Physics Lab I*
 WR100 Effective Writing
 Language Core
 Social Science Core

Spring Term

- CS201 Computer Science I*
 HS101 History of Modern Western Civilization
 MA252 Calculus II*
 PH202 General Physics II*
 PH292 General Physics Lab II*
 Language Core *or*
 Elective

Sophomore Year

Fall Term

- EN101 Understanding Literature
 MA351 Calculus III*

- PH293 Intermediate Laboratory I*
 PH307 Mathematical Methods in Physics*
 PH317 Thermal Physics*
 PL201 Foundations of Philosophy

Spring Term

- MA304 Ordinary Differential Equations*
 PH294 Intermediate Laboratory II*
 PH312 Modern Physics*
 PH316 Classical Mechanics*
 PL200-Level Philosophical Perspectives Course
 English Core

Junior Year

Fall Term

- PH397 Experimental Methods I*
 PH415 Quantum Mechanics I*
 PH417 Electricity and Magnetism I*
 TH201 Introduction to Theology
 Fine Arts Core
 Elective

Spring Term

- PH398 Experimental Methods II*
 PH474 Electricity and Magnetism II*†
 Ethics Core
 History Core
 Theology Core
 Non-Departmental Elective

Senior Year

Fall Term

- PH493 Advanced Laboratory*†
 Social Science Core
 Non-Departmental Elective
 Elective
 Elective

Spring Term

- PH391 Physics Research*†
 PH450 Quantum Mechanics II*†
 PH480 Advanced Topics in Physics *or*
 PH484 Methods of Theoretical Physics*†
 Non-Departmental Elective
 Elective

* Required for major

† For the applied science or general track, these courses are replaced by six courses approved by the Physics Department. It is possible to com-

plete either track in three years with careful planning.

1. PH202 (or PH102 *with written permission of the department chair*) is a prerequisite for all PH300-level courses.
2. PH120, PH122, PH140, PH141, PH160, PH165, PH170, and PH185 count toward the natural science core requirement.
3. EG302 may be counted in lieu of PH316 *with written permission of the department chair*. EG031 may be counted in lieu of PH397.
4. PH450 and PH474 may not be offered every year, so it is important to plan ahead, particularly if the student is considering spending a semester abroad.
5. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

The following are a few examples of concentrations within the applied science and general tracks. More examples can be found on the department's. Students should consult an advisor in the Physics Department to design their particular program.

Applied Science Track: Engineering Concentration

CH101 General Chemistry I *and*
 CH105 General Chemistry Lab I
 EG031 Linear Circuit Analysis Lab* *and*
 EG331 Linear Circuit Analysis
 EG051 Materials Science Lab *and*
 EG351 Introduction to Engineering Materials
 EG300- or 400-level Course (3 credit)
 EG300- or 400-level Course (3 credit)
 EG300- or 400-level Course (3 credit)

* EG031 may be taken in lieu of PH397.

Note: In lieu of the courses stated above, 3–2 program students must take CH101 and CH102 at Loyola and four applied science courses at Columbia University. Additional courses are required by Columbia to fulfill their graduation requirements.

Applied Science Track: Natural Sciences Concentration

BL118 Introduction to Cellular and Molecular Biology *and*
 BL119 Introduction to Cellular and Molecular Biology Lab
 BL121 Organismal Biology *and*
 BL126 Organismal Biology Lab
 CH101 General Chemistry I *and*
 CH105 General Chemistry Lab I
 CH102 General Chemistry II *and*
 CH106 General Chemistry Lab II
 CH301 Organic Chemistry I *and*
 CH307 Organic Chemistry Lab I
 CH302 Organic Chemistry II *and*
 CH308 Organic Chemistry Lab II

Applied Science Track: Mathematical Sciences Concentration:

MA301 Introduction to Linear Algebra
 MA302 MATLAB Laboratory *and*
 MA427 Numerical Analysis *or*
 Two MA400-Level Courses
 MA395 Discrete Methods
 MA424 Complex Analysis
 ST210 Introduction to Statistics

General Track: Physics Teaching Concentration

ED205 Educational Psychology
 ED422 The Teaching of Science
 ED432 Internship I and Seminar (Secondary/Middle) (1 credit)
 ED452 Internship II: Student Teaching (Secondary Level): Science (12 credits)
 Two of the following: BL118/BL119, BL121/BL126, CH101/CH105, CH102/CH106, education courses

Note: To complete the coursework required to become certified to teach on the secondary level, additional courses that fulfill a Minor in Secondary Education must be taken (see requirements under Education).

General Track: Commercial Concentration

AC201 Financial Accounting
 EC102 Microeconomics
 EC103 Macroeconomics
 MG201 Organizational Behavior
 Two of the following: AC202, EC320, FI320, IB282, MK240, or other course with written permission of the physics department chair.

**INTERDISCIPLINARY MAJOR
IN BIOLOGY/PHYSICS**

This major is jointly offered by the Physics and Biology Departments. The curriculum allows students to apply the principles of physics, math, and chemistry to their study of the molecular mechanisms of biological systems. This major prepares students for careers in medicine, other health-related professions, and graduate school in biophysics. For program details and course requirements, visit the department's website.

MINOR IN PHYSICS

MA251 Calculus I
 MA252 Calculus II
 MA304 Ordinary Differential Equations
 MA351 Calculus III
 PH201 General Physics I
 PH202 General Physics II
 Four PH300- or 400-Level Courses*
 Four Laboratory course credits (any combination)

* MA427 may replace one of these courses *with written permission of the physics department chair.*

COURSE DESCRIPTIONS
PH101 Introductory Physics I (3.00 cr.)

Corequisite: PH191 required for science majors. A non-calculus-based introduction to physics. Fundamental concepts of classical physics including mechanics, fluids, heat and thermodynamics.

PH102 Introductory Physics II (3.00 cr.)

Prerequisite: PH101. Corequisite: PH192. A continuation of PH101 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.

PH110 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.

PH111 Physical Science II (4.00 cr.)

Prerequisite: BL106 or PH110. Restricted to elementary education majors. Corequisite: ED430. Selected topics from

chemistry and physics, which are a continuation of PH110. Also included are topics from the earth sciences: minerals, historical geology, and climate.

PH120 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 PH140 or PH141.*

PH122 Life in the Universe (3.00 cr.)

Are we alone in the Universe? Finding the answer to this question would be one of the most important discoveries in human history. This course explores how humans go about the search for life on other worlds. Topics include, but are not limited to, the study of the origin and evolution of life on Earth; the search for microbial and intelligent life elsewhere in the universe; the relatively new science of astrobiology; expansion of humans beyond Earth; and the societal and philosophical implications of the search for life. *Fulfills one math/science core requirement for non-science majors.*

PH132 Nature: Mundane and Sacred (3.00 cr.)

Materialism and science have, historically, prospered together since the Enlightenment, but science in itself neither denies nor endorses a materialistic ontology. One danger of modernity is to accept materialism uncritically while at the same time allowing it to coexist with religious faith, unexamined. Students explore the issues that surround investing nature with a spiritual and sacred aspect yet not abandoning a scientific worldview. This course explores how these two outlooks are rooted in the history of Western thought, and how the two worldviews might be seen to form a coherent understanding of the world. *Does not fulfill science core requirement. Same course as PL322.*

PH140 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 PH120.*

PH141 The Stellar Universe (3.00 cr.)

The life of stars is discussed: 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 PH120.*

PH150 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.

PH155 The Making of the Atomic Bomb (3.00 cr.)

A survey of scientific discoveries that lead to the creation of the atomic bomb. Topics include atomic and nuclear structure, relativity, electromagnetic and nuclear forces, and early quantum mechanics. Also considers political and ethical implications of nuclear weapons.

PH160 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.*

PH165 How Things Work (3.00 cr.)

Demystifies the working of everyday objects such as compact disc players, microwave ovens, lasers, computers, roller coasters, rockets, light bulbs, automobiles, clocks, and copy machines. Focus is on the principles of operation of these objects as well as their histories and relationships to one another. *Fulfills one math/science core requirement for non-science majors.*

PH170 Music and Sound (3.00 cr.)

An introduction to the physical basis of sound in general and of music in particular. The nature of sound as a wave in air is treated first, and the physical quantities which correspond to pitch, volume, and timbre are examined. Topics include sound production in wind, stringed, and electronic instruments; underlying basis of harmony, dissonance and scales; and the human auditory detection system. *Fulfills one math/science core requirement for non-science majors.*

PH185 Nature of Scientific Inquiry (3.00 cr.)

An examination of the central theories and paradigms of modern science and the methodology by which these results came to be accepted. Includes historical narratives of scientific discoveries, comparisons of science with other forms of inquiry, major transdisciplinary ideas in the sciences, and characteristics of a scientific approach to the world. *Fulfills one math/science core requirement for non-science majors.*

PH191 Introductory Physics Lab I (1.00 cr.)

Corequisite: PH101 or written permission of the department chair: A laboratory course to accompany PH101 which serves as an introduction to basic principles of experimentation, error analysis and report writing. Experiments are taken from mechanics, heat, and sound.

PH192 Introductory Physics Lab II (1.00 cr.)

Corequisite: PH102 or written permission of the department chair: A laboratory course to accompany PH102. Experiments taken from sound, wave motion, electrostatics, DC and AC circuits, optics, and nuclear physics. Introduces basic electronic instrumentation.

PH201 General Physics I (4.00 cr.)

Corequisite: MA251, PH291 or written permission of the department chair: Designed for majors in the physical sciences. Topics include vectors, kinematics, Newton's laws and dynamics, conservation laws, rigid body equilibrium, rotational mechanics, oscillatory motion, fluid mechanics and motion in a gravitational field, and wave motion. Fundamental concepts of vector analysis and calculus are developed.

PH202 General Physics II (4.00 cr.)

Prerequisite: PH201. Corequisite: MA252, PH292. A continuation of PH201 which includes classical electromagnetic theory and geometrical optics.

PH291 General Physics Lab I (1.00 cr.)

Corequisite: PH201 or written permission of the department chair: An introduction to experimental physics stressing principles of measurement, treatment and presentation of data and error analysis with experiments taken primarily from mechanics.

PH292 General Physics Lab II (1.00 cr.)

Prerequisite: PH291. Corequisite: PH202 or written permission of the department chair: A continuation of PH291 with experiments taken from sound, wave motion, electrostatics, DC and AC circuits, and geometrical optics. Basic electronic instrumentation introduced.

PH293 Intermediate Laboratory I (1.00 cr.)

Prerequisite: PH202, PH292. 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.

PH294 Intermediate Laboratory II (1.00 cr.)

A continuation of PH293, 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.

PH307 Mathematical Methods in Physics (3.00 cr.)

Prerequisite: PH202. *Corequisite:* MA351. Development of the mathematical methods needed to describe waves and vector fields. Topics include power series, complex numbers, linear algebra, Fourier series, and vector calculus. Physical examples cover harmonic oscillations, coupled oscillations, and traveling waves. The course provides a solid mathematical foundation for studying electricity and magnetism and quantum mechanics.

PH312 Modern Physics (3.00 cr.)

Prerequisite: PH202. 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.

PH316 Classical Mechanics (3.00 cr.)

Prerequisite: PH202, MA351 or written permission of the department chair. Foundations and applications of Newtonian dynamics are applied to single particle systems, many particle systems, and rigid bodies in two and three dimensions, at the level of *Analytical Mechanics* by Fowles.

PH317 Thermal Physics (3.00 cr.)

Prerequisite: PH202. 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.

PH371 Introduction to Scientific Programming (3.00 cr.)

Prerequisite: PH101 or PH201. An introduction to computer programming and applications in physics. Topics include numerical solution of problems in classical mechanics, use of computer algebra systems, and work with numerical packages. *No prior programming experience is required.*

PH382 Biomechanics of Sports and Exercise (3.00 cr.)

Prerequisite: PH101. 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 sports and exercise.

PH388 Independent Project in Physics or Astronomy (1.00 cr.)

Prerequisite: Written permission of the instructor. A supervised project.

PH391 Physics Research (3.00 cr.)

Prerequisite: PH202 and written permission of the instructor. Supervised research projects. *May be repeated for credit.*

PH397 Experimental Methods I (2.00 cr.)

Prerequisite: PH202. A combined lecture/laboratory course treating the methods and instrumentation used in contemporary physics (along with other technological fields). The major emphasis of the course is on analog and digital electronics.

PH398 Experimental Methods II (2.00 cr.)

Prerequisite: PH202. A continuation of PH397, including an extended treatment of computer interfacing and automated data acquisition.

PH415 Quantum Mechanics I (3.00 cr.)

Prerequisite: PH307, PH312. 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.

PH417 Electricity and Magnetism I (3.00 cr.)

Prerequisite: MA351, PH307. An examination of Maxwell's equations and their implications, restricted to cases not including dielectrics and magnetic materials. Includes the calculation of electric and magnetic fields from charge and current distributions, as well as the creation/propagation of electromagnetic waves.

PH450 Quantum Mechanics II (3.00 cr.)

Prerequisite: PH415. 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.

PH474 Electricity and Magnetism II (3.00 cr.)

Prerequisite: PH417. A continuation of PH417.

PH480 Advanced Topics in Physics (3.00 cr.)

Prerequisite: PH307, PH312. An advanced course in one or more areas of special interest. Possible topics include solid state physics, nuclear and particle physics, general relativity, astrophysics, thermal physics, statistical mechanics, advanced mechanics, optics, or computational physics. *May be repeated for credit.*

PH484 Methods of Theoretical Physics (3.00 cr.)

Prerequisite: MA351, PH307, PH312. 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.

PH493 Advanced Laboratory (3.00 cr.)

Prerequisite: PH312 or written permission of the department chair. A laboratory which emphasizes extended experiments requiring some equipment design and originality.

PH497 Senior Honors Thesis I (3.00 cr.)

Prerequisite: PH307, PH312, and written permission of the department chair. 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. Must be followed by PH498.*

PH498 Senior Honors Thesis II (3.00 cr.)

Prerequisite: PH497. A continuation of PH497.

Office: Beatty Hall, Room 305

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Website: www.loyola.edu/dept/politics/home.html

Chair: Kevin W. Hula, Associate Professor

Professors: Michael G. Franz; Diana J. Schaub

Associate Professors: Douglas B. Harris; Janine

P. Holc; Kevin W. Hula; William I. Kitchin;

Donald T. Wolfe (emeritus)

Instructor: Carsten T. Vala

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, American government and politics, comparative government and politics, and international relations. Within those subfields are more specialized areas of study such as political behavior and public opinion, political parties and interest groups, legislative process, the executive and public administration, public law and judicial behavior, 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

PL201 Foundations of Philosophy

PS101 Politics* *or*

PS102 American Politics*

WR100 Effective Writing

Language Core

Math/Science Core

Spring Term

HS101 History of Modern Western Civilization

PS101 Politics* *or*

PS102 American Politics*

PL200-Level Philosophical Perspectives Course

Language Core *or*

Elective

Non-Departmental Elective

Sophomore Year

Fall Term

EN101 Understanding Literature

TH201 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

TH201 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. PS101, PS102, and any eleven PS300- or 400-level courses are required for the major.
2. Majors are advised, but not required, to take at least one upper-level course in each of the four main subfields of the discipline: political theory, American politics, comparative politics, and international relations.
3. Majors are advised, but not required, to take CS111 as one of the three course mathematics/science requirement.
4. Students are encouraged to study abroad, and the department is flexible in its acceptance of courses from foreign schools.

5. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

MINOR IN POLITICAL SCIENCE

PS101 Politics
 PS102 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 substantial paper are standard requirements.

INTERNSHIPS

The department sponsors internships related to national, state, and local government and politics in the public, private, and non-profit sectors. Although students are encouraged to consult with the department's internship coordinator and to avail themselves of the resources of Loyola's Career Center, the burden of applying for and securing an internship rests with the student. Examples of such internship opportunities might include the United States Congress; the White House and the executive branch; state and local legislative and executive branch offices; interest groups and public advocacy organizations; research groups and think tanks; media organizations; political campaigns; and various legal and judicial offices (individual attorneys, judges, courts, public defenders, etc.).

The internship's "on-site" component is integrated with appropriate academic assignments including assigned readings, a weekly journal of experience and reflection, frequent contacts with the department's internship coordinator, occasional class meetings, and a research paper due at the end of the semester. Approval of the department is required. Students with a cumulative grade point average below 3.000 generally are not recommended for internships. Only one internship can be counted toward fulfillment of the major.

COURSE DESCRIPTIONS

PS101 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.

PS102 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. *Counts toward American Studies minor.*

PS301 Asian Politics (3.00 cr.)

The politics of Asia in comparative perspective.

PS303 Latin American Politics (3.00 cr.)

The politics of Latin America in comparative perspective. *Counts toward Latin American and Latino Studies minor.*

PS304 The Middle East Today (3.00 cr.)

The politics of the Middle East in comparative perspective.

PS305 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.

PS314 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. *Counts toward American Studies minor.*

PS316 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. *Counts toward American Studies minor.*

PS317 Contemporary Campaigns and Elections (3.00 cr.)

A thorough examination of modern campaigns, electoral strategy, and campaign finance.

PS318 Media and Politics (3.00 cr.)

What impact do media institutions and actors have on public opinion, governing, and the substance of public policy? Students examine how media routines affect what constitutes news; how political elites use media strategies for campaigning and governing; and how the public consumes and perceives media messages about politics. *Counts toward American Studies minor.*

PS319 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. *Counts toward American Studies minor.*

PS321 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”? *Counts toward American Studies minor.*

PS326 Congress: The Legislative Process (3.00 cr.)

Explores the political and institutional factors that determine how and whether legislation becomes law. The role of parties, committees, and other House and Senate legislative institutions in the legislative process are examined. What factors promote and hinder Congress’ ability to pass laws in the public interest? *Counts toward American Studies minor.*

PS327 Congressional Politics (3.00 cr.)

Explores the politics of Congress, both as a collection of individual members and as an institution. Using the whole of congressional history, students examine changes in congressional representation and elections, the politics of lawmaking, the role of Congress in the separation of powers, and Congress’ impact on society. *Counts toward American Studies minor.*

PS328 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, Bismarck, Lincoln, Lenin, Churchill, DeGaulle.

PS329 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. *Counts toward American Studies minor.*

PS330 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. *Counts toward American Studies minor.*

PS331 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 onset of the First World War, and 9/11. Is the “energy in the executive” touted by Hamilton up to the challenges of the twenty-first century? *Counts toward American Studies minor.*

PS333 Politics and Science: The Biotech Revolution (3.00 cr.)
Students examine the political and ethical questions arising from advances in biotechnology. Possible topics include cloning, stem cell research, animal-human chimeras, genetic engineering, and nanotechnology.

PS341 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. Counts toward American Studies minor.*

PS342 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. *Counts toward American Studies minor.*

PS343 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. *Counts toward American Studies minor.*

PS344 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. Counts toward American Studies minor.*

PS345 Civil Liberties II (3.00 cr.)
Freedoms of the first and fourteenth amendments of the United States Constitution. Focuses on the controversies regarding speech, press, religion, assembly, racial discrimination, and voting rights. *A visit to the Supreme Court is planned. Counts toward American Studies minor.*

PS350 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.

PS351 Third World Politics (3.00 cr.)
The difficulties and complexities of the long trek from tradition to modernity. *Counts toward Asian Studies minor.*

PS352 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.

PS353 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.

PS355 Religion and the State in Asia (3.00 cr.)

Students grapple with the contentious relationship between religion and politics, analyzing ways that states have made use of, attempted to keep apart from, and tried to exterminate religious beliefs among their populations. Three sociological approaches to religion are studied and applied to cases of religion-state interaction. By tracing the religious and political histories of Japan, India, and China, students grasp the commonalities between religious and nationalist mobilization; identify beliefs and organization of three religions practiced in Asia (Shinto, Hinduism, and Christianity); and analyze the points of conflict that emerge as a consequence of different religion-state arrangements.

PS357 The Politics of Globalization (3.00 cr.)

In globalization flows of people, ideas, and resources across state borders affect politics, power, and wealth in often unpredictable ways. Through film, supplemented by written texts, students study transnational issues such as international trade, the environment, social movements, and immigration.

PS358 The Break-Up of Yugoslavia in International Context (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.

PS359 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. *Counts toward American Studies minor.*

PS362 American Political Economy (3.00 cr.)

Students explore the theoretical foundations and policy debates in a number of areas of U.S. political economy. Students consider topics such as the politics of fiscal and monetary policy; international trade policy; regulatory policy making; globalization; and the relationships between business, labor, and government. *Counts toward American Studies minor.*

PS364 International Relations through Non-Western Lenses (3.00 cr.)

Students study global politics through the lenses of gender, race, and ethnicity. Suspending the traditional view of international relations as the study of how nation-states make war, this course emphasizes the processes by which gendered and racialized local communities act to challenge dominant cultures, ideologies, and institutions. Students are encouraged to question the role of their own social locations and identities in their interpretations of the world. *Counts toward Gender Studies minor.*

PS365 International Politics (3.00 cr.)

Methodological approaches to the international system of today and its historical antecedents.

PS366 International Political Economy I (3.00 cr.)

Students consider the evolution of the theory and practice of the interplay between politics and economics. They also gain an understanding of the competing arguments in current policy debates.

PS369 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.

PS370 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.

PS372 Political Pathology: Terrorism (3.00 cr.)

A broad-based examination of modern terrorism, inquiring into historical roots, cross-civilizational dimensions, internal rationales, personal motivations, underlying spiritual disorders, political ramifications, and future prospects.

PS373 International Political Economy II (3.00 cr.)

Students examine major issues and policy debates. Topics typically include globalization, trade, development, public and private organizations, and the relationship between domestic and international interests. The course compliments the more historical and theory-based PS366, but neither is a prerequisite for the other.

PS379 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.

PS380 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 CL380.*

PS381 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 CL381.*

PS382 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.

PS383 Contemporary French Political Thought (3.00 cr.)

An examination of current French political philosophy, including the writings of Claude Lefort, Raymond Aron, Pierre Manent, Philippe Beneton, and Chantal Delsol. The course focuses on some of the most penetrating students of contemporary liberal democracy.

PS384 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. *Counts toward American Studies minor.*

PS385 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.

PS386 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.

PS387 Marxism after Marx (3.00 cr.)

Contemporary problems in the relation of polity and economy are explored by way of an intensive re-reading of Marx and several of his most insightful successors. By surveying the contemporary economic landscape through the lens of his work, students will judge how much of Marx is either vital or vitiated today. *Same course as PL378.*

PS388 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.” Students examine Socrates’ quarrels with poets, the Sophists, and the political community itself. Was the Athenian democracy right to put Socrates to death? Finally, Socrates’ relations with his friends and students—how and what did he teach them—is examined.

PS389 African-American Political Thought (3.00 cr.)

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. *Counts toward American Studies minor.*

PS391 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 (Kant, Hegel, Marx, Nietzsche, and Heidegger).

PS392 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.*

PS394 Community Versus Critique:**The Case of Socrates (3.00 cr.)**

A team-taught exploration of the competing claims of critical independence and civic cohesion, focused on the case of Socrates. Political analysis and philosophical inquiry are brought to bear on the core issue: How are we to balance the need for political solidarity with the rights of citizens to criticize their governments? *Same course as PL396.*

PS395 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 hundred years, given what we know about ourselves and our technology?

PS396 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.

PS397 Politics of Western Europe (3.00 cr.)

An examination of the politics, economics, and history of the region of western Europe.

PS401 Seminar: Research Methods in Political Science (3.00 cr.)

Prerequisite: Written permission of the instructor. Is political science really a science? Students read works on the underlying philosophy of science, as well as the nature of hypothesis, evidence, and theory in the social sciences. Research strategies and techniques that can serve students when writing papers, theses, pursuing graduate degrees, or in future careers are developed.

PS410 Seminar: Modern Constitutional Theory (3.00 cr.)

Prerequisite: Written permission of the instructor. Allows students who have had an introduction to constitutional law to explore more deeply the theoretical foundations that animate contemporary constitutional doctrine. Focuses on discussion of some of the debates surrounding the fundamental premises underlying various constitutional issues, including the nature of and justification for judicial review, methods of constitutional interpretation, federalism, equal protection, and substantive due process. *Counts toward American Studies minor.*

PS420 Seminar: American Political Development**(3.00 cr.)**

Prerequisite: Written permission of the instructor. Examines the historical development of the American state by focusing on key moments of state-building in the nineteenth and twentieth centuries. An emerging subfield in political science, American Political Development treats political institutions and practices as embedded in social and economic changes and as consequential for future political developments. *Counts toward American Studies minor.*

PS462 Seminar: Iraq**(3.00 cr.)**

Prerequisite: Written permission of the instructor. An investigation of Iraq, its people and governments, and its important role in Middle East and global politics. Special consideration is given to the U.S. and international role in Iraq since 1990 and Iraq after Saddam Hussein.

PS468 Seminar: Rousseau**(3.00 cr.)**

Prerequisite: Written permission of the instructor. An intensive study of the political philosophy of Jean-Jacques Rousseau.

PS469 Seminar: Montesquieu**(3.00 cr.)**

Prerequisite: Written permission of the instructor. An intensive study of the political philosophy of Montesquieu, with special emphasis on *The Spirit of the Laws* and *The Persian Letters*. Also considers the implications of Montesquieu's writings for liberalism and modernity, and their broader significance within the history of political philosophy.

PS470 Seminar: Tocqueville**(3.00 cr.)**

Prerequisite: Written permission of the instructor. An intensive study of Alexis de Tocqueville's "Democracy in America." *Counts toward American Studies minor.*

PS471 Seminar: The Politics of Spiritual Disorder**(3.00 cr.)**

Prerequisite: Written permission of the instructor. A theoretical and historical examination of the convergence of spiritual disorientation and political disorder. Readings focus on the doctrines and political activities of apocalyptic cults in the ancient world, millenarian sects in the Middle Ages, and the revolutionary Communist and Fascist parties in the nineteenth and twentieth centuries. Students explore the extent to which patterns of continuity can be found among these groups, and offer presentations to the seminar based upon extensive research papers.

PS472 Seminar: Warfare and Human Nature**(3.00 cr.)**

Prerequisite: Written permission of the instructor. An intensive examination of leading theories regarding the causes of war and of their implications for the mutability or immutability of organized combat between human groups.

PS474 Seminar: Eastern Europe between Nationalism and Democracy**(3.00 cr.)**

Prerequisite: Written permission of the instructor. Focuses on different ways of interpreting the collapse of Communism in Eastern Europe in 1989. Explores the roles of nationalist and democratic politics in the establishment of new forms of governing in Poland, Hungary, Czechoslovakia, Romania, and former Yugoslavia.

PS476 Intelligence, Secrecy, and Governmental Reform**(3.00 cr.)**

Prerequisite: Written permission of the instructor. This seminar examines the purposes and limitations of the U.S. intelligence community and explores the role of secrecy and covert action in a democratic regime. Special emphasis is placed upon opportunities and impediments to fundamental reforms in the intelligence community. *Counts toward American Studies minor.*

PS477 Intelligence and the Executive Branch**(3.00 cr.)**

Prerequisite: Written permission of the instructor. This seminar examines the unique relationship between the United States intelligence community and the president. Students explore the historical patterns of interaction between the White House and the intelligence community, with special emphasis on the use of intelligence, intelligence related activities, and covert action to achieve the president's national security goals. *Counts toward American Studies minor.*

PS480 Seminar: Poland and the Holocaust**(3.00 cr.)**

Prerequisite: Written permission of the instructor. While Nazi Germany initiated the Holocaust, Poland was the territory on which it was carried out. Almost half of the Jews killed in the Holocaust were Polish. This seminar focuses on the relationships between Catholic and Jewish citizens of Poland during the Nazi occupation and terror. Recent scholarship, memoirs, and films are used to understand the politics of the Holocaust in Poland, both in the past and today.

**PS488 Research Seminar:
National Policy-Making (3.00 cr.)**

Prerequisite: Written permission of the instructor. Does the United States have a good policy-making process? Does the process typically make “good” policy? Students focus on the roles of various institutions (public and private), on how policies are made, and the “merits” of various policies that have been (or could be) proposed and implemented. *Counts toward American Studies minor.*

**PS490 Capstone Project
in American Studies (3.00 cr.)**

Prerequisite: Written permission of the instructor. As the capstone experience for the American Studies minor, each student develops an independent research project, internship, or service-based project, to be advised by two professors from different departments and presented at an end-of-year American Studies Symposium. The project constitutes the culmination of the student’s work in American Studies and provides an opportunity for the student to bring together the perspectives of two different disciplines on a research area of particular interest. A project proposal must be submitted to and approved by the American Studies committee prior to registration for either the fall or spring semesters of senior year. The project must contain both a research and a formal writing component (the equivalent of a 20–25 page research paper). *Counts toward American Studies minor.*

PS499 Honors Thesis Research (3.00 cr.)

Prerequisite: Written permission of the instructor and the department chair. Students are invited into this optional program by the department during the spring of the junior year and are ordinarily required to complete one course at the 400-level before undertaking honors work. Eligible students who accept the invitation must prepare a formal proposal of their honors project and secure an advisor 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 advisor 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 advisor then determines if the student is to receive honors.

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Associate Chair: Jeffrey M. Lating, Professor

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Matthew W. Kirkhart

Director, Undergraduate Field Education:

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Director, Clinical Training: Jeffrey M. Lating

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Haskins; Elizabeth E. MacDougall; Anthony Parente

MAJOR IN PSYCHOLOGY

Psychology is the scientific study of behavior and mental processes. The undergraduate program in psychology endorses the educational mission of Loyola College to “challenge students to learn, lead, and serve in a diverse and changing world.” To that end, courses in the major offer students exposure to many specialty areas of psychology, while providing a solid, broad-based appreciation of the discipline as a whole.

LEARNING AIMS

Complementary to the learning aims of the College, graduates of the undergraduate psychology major are expected to demonstrate the following competencies:

Goal 1: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Goal 2: Students will understand and apply basic research methods in psychology, including research design, data analysis, and report findings.

Goal 3: Students will use critical and creative thinking, skeptical inquiry, and, when possible, a scientific approach to solve problems related to behavior and mental processes.

Goal 4: Students will understand and apply psychological principles to individual, social, and organizational issues.

Goal 5: Students will be able to communicate effectively in a variety of formats.

Goal 6: Students will be able to weigh evidence, tolerate ambiguity, act ethically, and recognize and understand the complexity of individual and societal diversity.

CURRICULUM

In accordance with the learning aims of the undergraduate psychology major, students are provided with a unique degree of flexibility in selecting courses from six required areas to best prepare them for graduate programs or careers of their choice. The following six courses are required for all psychology majors:

PY101	Introductory Psychology
PY201	Social Psychology
PY202	Abnormal Psychology
PY203	Psychology of Personality
PY291	Research Methods I (with Lab)
PY292	Research Methods II (with Lab)

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

Group I: Capstone Courses (choose three)

PY300	Independent Study in Psychology I
PY400	Independent Study in Psychology II
PY412	Evolutionary Psychology
PY413	Psychological Tests and Measurements
PY414	Advanced Statistics with Computer Applications
PY415	Psychological Systems and Theories

- PY418 Special Topics in Psychology
 PY419 Advanced Special Topics Research in Psychology

Group II: Learning and Cognition (choose one)

- PY221 Psychology of Learning
 PY222 Cognitive Psychology

Group III: Biopsychology (choose one)

- PY331 Biopsychology
 PY332 Introduction to Behavioral Neuroscience
 PY333 Sensation and Perception

Group IV: Developmental (choose one)

- PY241 Child Psychology
 PY242 Adolescent Psychology
 PY243 Adult Development
 PY244 Life Span Psychology

Group V: Social/Multicultural (choose one)

- PY253 Multicultural Issues in Psychology
 PY254 Psychology of Women
 PY255 Psychology of Religion
 PY353 Contemporary Issues in Psychology

Group VI: Clinical/Applied (choose one)

- PY261 Introduction to Health Psychology
 PY262 Industrial/Organizational Psychology
 PY323 Introduction to Counseling
 PY325 Controlling Stress and Tension
 PY326 Substance Abuse: Diagnosis and Treatment
 PY351 Interpersonal Behavior
 PY352 Group Process
 PY420 Applications in Psychology
 PY435 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

- BL105 Introduction to Anatomy and Physiology* (with Lab)
 PY101 Introductory Psychology*
 WR100 Effective Writing**
 Fine Arts Core**
 Language Core

Spring Term

- HS101 History of Modern Western Civilization**
 PY201 Social Psychology*
 ST110 Introduction to Statistical Methods and Data Analysis* *or*
 ST210 Introduction to Statistics *or*
 ST265 Biostatistics
 Language Core *or*
 Elective
 Elective**

Sophomore Year

Fall Term

- EN101 Understanding Literature
 PL201 Foundations of Philosophy
 PY203 Psychology of Personality*
 PY291 Research Methods I (with Lab)*
 Non-Departmental Elective

Spring Term

- PL200-Level Philosophical Perspectives Course
 PY202 Abnormal Psychology*
 PY292 Research Methods II (with Lab)*
 English Core
 History Core

Junior Year

Fall Term

TH201 Introduction to Theology or
Elective
PYGroup II Course**
PYGroup IV Course**
PYGroup V Course**
Math/Science Core (CS111 recommended)

Spring Term

PYGroup I Course**
PYGroup III Course**
Ethics Core (PL/TH300-or 400-Level)
Theology Core
Elective

Note: Psychology Competency Examination is taken this semester.

Senior Year

Fall Term

PYGroup I Course**
PYGroup VI Course**
PYElective*
Non-Departmental Elective
Elective

Spring Term

PYGroup I Course**
Non-Departmental Elective
Elective
Elective

* Required for major.

** Terms may be interchanged.

1. PY101 is a prerequisite for all other PY courses.
2. ST110 or ST210 or ST265 is required prior to taking PY291. **These are the only math courses that fulfill the prerequisite for PY291.**
3. Psychology majors and interdisciplinary majors (except BL/PY) are required to take BL105. BL/PY interdisciplinary majors take BL105 or BL121/BL126. In the psychology major, BL105 serves as the prerequisite for Group III courses.

4. All PY200-level courses (except PY291/PY292) may be used by the non-psychology major as social science core courses, provided the PY101 prerequisite is met.
5. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

ACCELERATED B.A./M.S. PROGRAM

Majors intending to pursue graduate studies who achieve a GPA of 3.500 or better become eligible to apply for the department's accelerated B.A./M.S. thesis track program. This program enables students to take graduate courses during their senior year which count toward both the bachelor's and master's degrees. Students accepted into the accelerated program take the following graduate courses during their senior year, in addition to the necessary undergraduate courses:

Fall Semester

PY620 Theories of Counseling and
Psychotherapy (3 credits)
PY746 Research Methods in Psychology I
(3 credits)
PY761 Thesis Guidance I (1 credit)

Spring Semester

PY621 Principles and Practices of
Psychotherapy (3 credits)
PY747 Research Methods in Psychology II
(3 credits)
PY762 Thesis Guidance II (1 credit)

Students enrolled in the accelerated program may count: PY746 and PY747 as fulfilling Group I requirements; PY621 as fulfilling a Group VI requirement; and PY620 as fulfilling the psychology elective requirement.

If the aforementioned course requirements have been satisfied at the time of enrollment in the accelerated program, the above courses will count as "free electives" toward the graduation requirement for the bachelor's degree. Students are also strongly encouraged to take Advanced Statistics with Computer Applications (PY414) as part of the undergraduate curriculum.

Students with an interest in the accelerated program, who meet the GPA requirement, are encouraged to apply. Candidates are selected based on GPA, letters of reference, GRE scores, and participation in departmental and college activities, such as conducting research or holding an office in Psi Chi. Applications may be obtained from the Office of Graduate Admission or on-line (general graduate psychology programs application). Completed applications should be returned to the program manager in the Department of Psychology by **February 1** of the student's **junior year**. Questions should be addressed to the director of the master's program, thesis track.

INTERDISCIPLINARY MAJOR

Students may choose psychology as one component of an interdisciplinary major. Eight psychology courses and two cognate courses are required to fulfill the psychology portion of the interdisciplinary major:

- PY101
- PY201 or PY202 or PY203
- PY291 and PY292
- One Group IV Course (Developmental)
- Three other courses chosen with the guidance of the academic advisor

Psychology/sociology majors may take SC342/SC343 (with labs) to fulfill the PY291/PY292 requirement. In this instance, students should select two additional PY courses to fulfill the eight course requirement for the interdisciplinary major.

Interdisciplinary majors also take a statistics course (ST110, ST210, or ST265) as a math core requirement, and Introduction to Anatomy and Physiology (BL105) as one of their core natural science requirements (except biology/psychology majors who take a specific set of biology courses). The remainder of the major courses are selected according to the requirements of that discipline, and certain interdisciplinary combinations stipulate courses that must be taken.

The popular combination of biology/psychology is often chosen by those students who would like to eventually pursue medical school, graduate school in health psychology, or a career in research. For those students interested in a career in nursing, a specific form of the biology/psychology interdisciplinary major may be used to fulfill the Loyola portion of an accelerated joint program with the Johns Hopkins University School of Nursing. A summary of the major requirements can be found under Nursing.

PSYCHOLOGY COMPETENCY EXAMINATION

In order to be eligible for graduation, all psychology majors must pass the Psychology Competency Examination that measures knowledge in ten areas of psychology. Students are required to sit for the examination in either the spring of the junior year or fall of the senior year (at the latest). They must choose one of these two examination times; spring senior year is not an option, and there are no make-up examinations. Students who are studying abroad at the time of testing arrange with the director of undergraduate education in psychology to take the test in the fall of their senior year.

Students who have a disability that is documented with the College's Disability Support Services (DSS) office may request special testing accommodations for the examination. Students should bring a letter from DSS to the director of undergraduate education in psychology at least **three weeks prior** to the designated testing date to request accommodations.

Interdisciplinary majors must complete four psychology courses *prior to the spring of their junior year* to be eligible to sit for the examination. Therefore, it is highly recommended that interdisciplinary majors work with their advisors early in their careers to ensure that they have completed their coursework in order to take the examination in a timely manner. Interdisciplinary majors' scores are assessed individually.

A passing score is deemed as a score of at least 300 or better on each subject area. Students whose scores fall below 300 (two standard deviations below the national mean) in any area, are required to meet with the director of undergraduate education in psychology to determine the appropri-

ate remediation to be completed before being eligible to apply for graduation. Possible remediation may include, but is not limited to: taking a course in the subject area of difficulty or independently studying material in the designated area and successfully completing a psychology department-administered multiple choice examination.

Students whose scores are above 600 (one standard deviation above the national mean) will be recognized as passing the examination with distinction, and those with scores above 700 (two standard deviations above the national mean) will be recognized as passing with great distinction.

COURSE DESCRIPTIONS

PY101 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. *Fulfills social science core.*

PY201 Social Psychology (3.00 cr.)

Prerequisite: PY101. A social psychological perspective is used in examining such issues as prejudice, attitude change, interpersonal attraction, attributions, altruism, aggression, conformity, and cultural diversity. *Fulfills social science core.*

PY202 Abnormal Psychology (3.00 cr.)

Prerequisite: PY101. A study of abnormal behavior, cognition, and affect. The definition of abnormality is explored, as well as the concept of what constitutes a mental disorder. Classification of abnormality and theories regarding the development of disorders are discussed. Current research findings concerning specific mental disorders, ethical issues, and cultural diversity are explored. *Fulfills social science core.*

PY203 Psychology of Personality (3.00 cr.)

Prerequisite: PY101. 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. *Fulfills social science core.*

PY221 Psychology of Learning (3.00 cr.)

Prerequisite: PY101. An in-depth survey of classical, instrumental, and cognitively-based theories with emphasis on human and clinical applications. *Fulfills social science core and Group II requirement. (Fall only)*

PY222 Cognitive Psychology (3.00 cr.)

Prerequisite: PY101. Reviews various theories of cognitive psychology including memory, information processing, and artificial intelligence. Focuses on human information processing as it is related to memory, concept formation, problem solving, and other complex processes, as well as the influences of conscious and unconscious information on behavior. Primarily, psychological theories are discussed; however, brain/behavior relations are also covered, especially as related to brain injury, amnesia, and dementia. Practical and clinical applications are discussed. *Fulfills social science core and Group II requirement. (Spring only)*

PY241 Child Psychology (3.00 cr.)

Prerequisite: PY101. 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. *Fulfills social science core and Group IV requirement. (Fall only)*

PY242 Adolescent Psychology (3.00 cr.)

Prerequisite: PY101. 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. *Fulfills social science core and Group IV requirement.*

PY243 Adult Development (3.00 cr.)

Prerequisite: PY101. 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. *Fulfills social science core and Group IV requirement.*

PY244 Life Span Psychology (3.00 cr.)

Prerequisite: PY101. 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. *Fulfills social science core and Group IV requirement. (Spring only)*

PY253 Multicultural Issues in Psychology (3.00 cr.)

Prerequisite: PY101. Designed to critically examine major multicultural issues in psychology. Conceptual, historical, philosophical, and theoretical issues are reviewed. Guidelines for psychological practice with ethnic and culturally diverse populations and the current status of multicultural psychology are examined. Self-reflection is emphasized as a means of learning about the dimensions of culture that each person possesses (e.g., racial identity, sexual orientation). *Fulfills social science core and Group V requirement.*

PY254 Psychology of Women (3.00 cr.)

Prerequisite: PY101. 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. *Fulfills social science core and Group V requirement. Counts toward Gender Studies minor. (Spring only)*

PY255 Psychology of Religion (3.00 cr.)

Prerequisite: PY101. 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. *Fulfills social science core and Group V requirement.*

PY261 Introduction to Health Psychology (3.00 cr.)

Prerequisite: PY101. An introduction to the nature and practice of health psychology. Topics include the roles of diet, exercise, stress, smoking, weight, and environmental pollutants in health and disease. Focuses on the role of self-responsibility in health care as well as non-traditional approaches to medicine. *Fulfills social science core and Group VI requirement. (Spring only)*

PY262 Industrial/Organizational Psychology (3.00 cr.)

Prerequisite: PY101. 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. *Fulfills social science core and Group VI requirement.*

PY291 Research Methods I (with Lab) (4.00 cr.)

Prerequisite: PY101, ST110 or ST210 or ST265. First half of an integrated course wherein students are instructed in all phases of the research process, from its beginning in the formulation of a research question, through the write up of a finished study. Students are provided with the tools and skills needed to conduct their own studies. In this semester, students work in small groups as they research literature, learn to select and/or construct questionnaires and conduct surveys, select appropriate research designs, and understand basic statistical techniques. *(Fall only)*

PY292 Research Methods II (with Lab) (4.00 cr.)

Prerequisite: PY291. 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)*

PY300 Independent Study in Psychology I (3.00 cr.)

Prerequisite: PY101. *Recommended Prerequisite:* PY292 for a research independent study. Advanced study in an area of psychology which is supervised by a faculty member. Students must arrange for supervision with the faculty member prior to registration. *May be used as a Research Independent Study to fulfill a Group I requirement.*

PY323 Introduction to Counseling (3.00 cr.)

Prerequisite: PY203. Students are introduced to the basic principles, theories, techniques, and experiences of counseling and psychotherapy. Students learn about the history and basic skills of counseling, the key domains of counseling, and different professions which include counseling. They are also exposed to the theory and techniques of several approaches to psychotherapy and

to what occurs in an actual counseling/psychotherapy session. *Fulfills Group VI requirement.*

PY325 Controlling Stress and Tension (3.00 cr.)

Prerequisite: PY101. How to manage stress and tension. A practical overview of stress and coping with an emphasis on students learning to apply course material to everyday living. The applied nature of the class is enhanced by students practicing EMG biofeedback in a laboratory setting. *Fulfills Group VI requirement.*

PY326 Substance Abuse: Diagnosis and Treatment (3.00 cr.)

Prerequisite: PY101. Provides an introduction to diagnosis and treatment of substance abuse and dependence. Information includes an overview of classes of psychoactive drugs and their effects; definitions and diagnosis of substance use disorders; treatment models and interventions; effects of addiction on family; and the role of twelve-step programs in treatment. The emphasis is on practical clinical application of material presented. *Fulfills Group VI requirement.*

PY331 Biopsychology (3.00 cr.)

Prerequisite: BL105 or BL121, PY101. A study of the relationships between physiological processes and behavior. Areas covered include anatomy of the brain, human and animal behavior, sensation, perception, emotion, and learning. Covers methodological issues as well as content. *Fulfills Group III requirement. (Fall only)*

PY332 Introduction to Behavioral Neuroscience (3.00 cr.)

Prerequisite: BL105 or BL121, PY101. 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. *Fulfills Group III requirement. (Spring only)*

PY333 Sensation and Perception (3.00 cr.)

Prerequisite: BL105 or BL121, PY101. 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. *Fulfills Group III requirement.*

PY351 Interpersonal Behavior (3.00 cr.)

Prerequisite: PY101. Introduces concepts involving basic communication skills, motivational theory, and interpersonal learning theory. More specifically, friendships, love, dating, marital relationships, sex, parenting skills, and relationships in the work environment are explored through lectures, discussions, and guest speakers. *Fulfills Group VI requirement. Counts toward Gender Studies minor. (Fall only)*

PY352 Group Process (3.00 cr.)

Prerequisite: PY101. 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. *Fulfills Group VI requirement.*

PY353 Contemporary Issues in Psychology (3.00 cr.)

Prerequisite: PY101. 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. *Fulfills Group V requirement. Counts toward Gender Studies minor. (Spring only)*

PY400 Independent Study in Psychology II (3.00 cr.)

Prerequisite: PY300. A continuation of PY300. *May be used as a research independent study to fulfill a Group I requirement.*

PY412 Evolutionary Psychology (3.00 cr.)

Prerequisite: PY101. 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. *Fulfills Group I requirement.*

PY413 Psychological Tests and Measurements (3.00 cr.)

Prerequisite: PY203, PY291. 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. *Fulfills Group I requirement.*

PY414 Advanced Statistics with Computer Applications (3.00 cr.)

Prerequisite: PY292. Designed to teach students to use Statistical Package for the Social Sciences (SPSS). Students learn to organize basic psychological data for statistical analysis and execute various statistical procedures (e.g., descriptive statistics and inferential statistics). Survey data are collected and analyzed via the techniques learned. *Previous computer experience not required. Fulfills Group I requirement.*

PY415 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. *Fulfills Group I requirement.*

PY418 Special Topics in Psychology (3.00 cr.)

Prerequisite: PY292 and written permission of the instructor. An intensive exploration of a selected topic in psychology through a review of the literature and/or research using a small group seminar approach. *Prerequisites may vary according to topic. Fulfills Group I requirement. May be repeated once for credit with different topic.*

PY419 Advanced Special Topics Research in Psychology (3.00 cr.)

Prerequisite: PY418 and written permission of the instructor. Individual research guidance in selected areas. *Fulfills Group I requirement. Enrollment limited to ten students. May be repeated once for credit with different topic.*

PY420 Applications in Psychology (3.00 cr.)

Prerequisite: PY101. Advanced study in an applied area of psychology. Course content varies by semester and/or year. *Fulfills Group VI requirement. May be repeated for credit with different topics.*

PY435 Field Experience in Psychology (3.00 cr.)

Prerequisite: Junior or senior standing in psychology and written permission of the director of undergraduate field education. By special arrangement with an individual and a selected agency, the student will engage in a supervised experience designed to develop psychological skills in a practical setting. *Fulfills Group VI requirement.*

PY440 Leadership Seminar (1.00 cr.)

Prerequisite: Written permission of the instructor. The purpose of the course is to improve the effectiveness of student instructors of FE100 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.*

Office: Beatty Hall, Room 314

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Website: www.loyola.edu/sociology

Chair: Barbara H. Vann, Associate Professor

Professors: Michael G. Burton; Mark F. Peyrot;
Jai P. Ryu

Associate Professors: M. Antonia Keane;
Amanda Konradi (visiting); Barbara H. Vann

Assistant Professors: William C. Rickle, S.J.
(visiting); H. Lovell Smith

Affiliate Faculty: Suzanne Gordon; Jane L.
Hegstrom; Jana Kopelentova-Rehak;
Mary McNeish-Stengel

Sociology incorporates 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, systematically, and empirically. Students also learn to apply basic sociological research techniques and skills, which graduates have found useful in a variety of career tracks. 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, non-profit organizations, or social work.

Sociology majors and minors have a wide range of interesting and useful courses to choose from, and they have considerable freedom to design programs of study that match their academic and career goals. Because of its integrative, synthesizing nature and because it offers key social research skills, sociology nicely complements other disciplines, as in a double or interdisciplinary major. Students are urged to talk with faculty members in the department to learn more about the field and its opportunities.

MAJOR IN SOCIOLOGY

BACHELOR OF ARTS

Requirements for a major and an example of a typical program of courses are as follows:

Freshman Year

Fall Term

SC101 Self and Society* *or*
SC102 Societies and Institutions*
WR100 Effective Writing
Fine Arts Core
Language Core
Non-Departmental Elective

Spring Term

EN101 Understanding Literature
HS101 History of Modern Western Civilization
SC101 Self and Society* *or*
SC102 Societies and Institutions*
Language Core *or*
Elective
Math/Science Core

Sophomore Year

Fall Term

PL201 Foundations of Philosophy
SC342 Social Research Methods
ST110 Introduction to Statistical Methods
and Data Analysis*
TH201 Introduction to Theology *or*
Non-Departmental Elective
English Core

Spring Term

PL200-Level Philosophical Perspectives Course
SC343 Survey and Design Analysis *or*
SC344 Qualitative Sociological Inquiry *or*
SC345 Social Work Methods*
History Core
Theology Core *or*
Elective
Sociology Elective*

Junior Year*Fall Term*

SC355 Sociological Theory*
 TH201 Introduction to Theology or
 Math/Science Core
 Non-Departmental Elective
 Sociology Elective* (SC360–499 Level)
 Sociology Elective*

Spring Term

Theology Core or
 Elective
 Sociology Elective* (SC360–499)
 Sociology Elective*
 Elective
 Elective

Senior Year*Fall Term*

SC400-Level Seminar*
 Ethics Core
 Elective
 Elective
 Elective

Spring Term

SC401 Sociology Practicum and Seminar*
 Elective
 Elective
 Elective
 Elective

* Required for major.

1. **Major in Sociology:** Twelve courses are required: SC101, SC102, SC342, SC343 or SC344 or SC345, SC355, SC401, three courses at the SC360–499 level (one of which must be a 400-level seminar), and three electives.

For those students interested in a career in nursing, Loyola College has an articulation agreement with the Johns Hopkins School of Nursing. A summary of the sociology major requirements can be found under Nursing.

2. Introduction to Statistical Methods and Data Analysis (ST110) or equivalent statistics course (e.g., EC220) is required for the major. Introduction to Computers with Software Applica-

tions (CS111) is strongly recommended. ST110 and CS111 can be used to fulfill the mathematics/natural science core requirements.

3. **Minor in Sociology:** SC101 and SC102, plus five additional sociology courses, one of which must be at the SC360–499 level.
4. **Interdisciplinary Major:** Students wishing to combine sociology with some other field for an interdisciplinary major must take SC101, SC102, SC342, SC355, and four sociology electives, two of which must be SC360–499 level (and one of those must be a 400-level seminar).
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.
7. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

COURSE DESCRIPTIONS**SC101 Self and Society (3.00 cr.)**

A microsociological 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 social interaction. Through this interaction we learn the roles, norms, and values of our society—we learn to be social beings.

SC102 Societies and Institutions (3.00 cr.)

A macrosociological view of major types of societies that have existed in the past or exist currently. Students are exposed to the major patterns, causes, and consequences of social change in societies and institutions through comparative sociology.

SC103 American Society (3.00 cr.)

Examines 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 prob-

lems, political behavior, and the role of public policy in changing society. *Counts toward American Studies minor.*

SC104 Cultural Anthropology (3.00 cr.)

An introduction to anthropology through the study of diverse past and present cultures: hunting and gathering, horticultural, agrarian, industrial, and contemporary global culture patterns. Examines various anthropological approaches to understanding human behavior, and highlights the insights other cultures offer about our own culture. *Counts toward Gender Studies minor.*

SC106 Health and Society (3.00 cr.)

An introduction to macro-, micro-, and meso-sociology with particular emphasis on the social causes, social distribution, and social responses to health/illness. Topics include cultural conceptions of disease and its treatment (including roles and norms); the consequences of social inequality (especially race/ethnicity, class, and gender); and the social organization of care. Historical-evolutionary and cross-national comparisons supplement a primary focus on the contemporary situation in the United States.

SC204 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 American Studies and Gender Studies minors.*

SC205 Social Problems (3.00 cr.)

Looks at disapproved behavior which has aroused major societal concern. After a survey of the major social problems, theories of deviance including social learning theory are examined. Various types of deviant behavior are examined from the perspectives of sociological theory. The behaviors examined include crime, sexual deviations, drug addiction, and alcohol abuse. *Counts toward American Studies minor.*

SC206 Introduction to Sociology of Healthcare and Professions (3.00 cr.)

Healthcare issues are an important item of U.S. domestic policy. Students explore how these issues reflect and impact American society. Following the tradition in medical sociology, students examine a variety of sociological relationships—health and illness, quality of life and health disparities, policy making and healthcare institutions, family and community care, managed care

and financing, bioterrorism and the role of the health-care industry, and so on. Recognizing the importance of these topics to students seeking careers in health-care, special attention is accorded to education, professionalism, and institutionalization of key professions (medicine, nursing, pharmacy, HMO, hospital and public health administration, health research, and consulting).

SC207 Protest: Legacy of the Sixties (3.00 cr.)

An examination of protest movements in the United States and western Europe with emphasis on movements originating in the 1960s. Particular attention given to the civil rights movement, protest against the Vietnam War, the women's liberation movement, and the broader countercultural rebellion as reflected in psychedelics, the hippie phenomenon, and revolutionary activity. Sociological perspectives on protest provide the interpretive framework. Films, music, literature, and firsthand reports are used to depict the mood and legacy of the sixties. *Counts toward American Studies and Gender Studies minors.*

SC210 Introduction to Gender Studies (3.00 cr.)

A broad overview of the role 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 the myriad of ways gender, race/ethnicity, and social class intersect. Although the main focus is on the sex/gender system of contemporary U.S. society, cross-cultural and historical perspectives are incorporated. *Introductory course for the Gender Studies minor.*

SC211 Political Commentary in Popular Media (3.00 cr.)

An examination of the form and content of political commentary in contemporary society, with a focus on print and electronic media that are accessible to the general public. The full spectrum of political ideologies is considered. Students are encouraged to bring examples of political commentary into class discussions. The goal of the course is to help students to think critically about this aspect of popular culture.

SC214 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.

SC220 Sociology of Sexuality (3.00 cr.)

Prerequisite: Any PY100- or PY200-level course or any SC100-level course, or SC210 or equivalent. A sociological perspective is used to examine human sexuality, focusing on how sexuality reflects the societies in which we live. Although it is often assumed that sexual attitudes and behaviors are biologically based, they are strongly shaped by society. This course examines the history of sexuality in Western society, the acquisition of sexuality, and alternative forms of sexuality. *Counts toward Gender Studies minor.*

SC221 Sociology of Race, Class, and Gender (3.00 cr.)

The social construction and intersection of race, social class, and gender is examined. Particular attention is paid to privilege, economics, historical and legal contexts, and systems that act to perpetuate these categories. *Counts toward Gender Studies minor.*

SC224 Sociology of Religion (3.00 cr.)

This course focuses on religious beliefs and practices and how they interact with political, economic, and social dimensions of people's lives. While emphasis is placed on Christianity in modern America, other religious traditions (including the nonreligious), historical eras, and societies also are considered.

SC225 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.

SC230 Introduction to Czech Culture and Society (3.00 cr.)

Students are introduced to Czech culture and society. Although based primarily on the disciplines of sociology and political science, the course uses an interdisciplinary perspective to examine Czech history, art, literature, music, architecture, and film. Class consists of lectures and discussion as well as experiential components. *Taught as part of the Loyola summer program in Prague, Czech Republic. (Summer only)*

SC309 Child Welfare (3.00 cr.)

Exploration of issues related to the child welfare (social service) system which responds to children who have service needs as a result of a dysfunctional family or from experiencing traumatic events in their childhood. Issues addressed include child abuse and neglect, foster care, adoption, impact of chemical dependent or mentally ill caretakers on childhood development, impact of family violence on childhood development, and teen suicide. Highlights the role of the social worker and response by child welfare agencies and the juvenile court for each topic discussed.

SC310 Sociology of Migration in the United States (3.00 cr.)

Historical, economic, and political contexts of immigration; the relations between immigrants and existing ethnic/racial groups; and American political, cultural, religious, and economic institutions, and the changing processes of incorporation and ethnic/racial formation.

SC331 Deviance and Social Control (3.00 cr.)

An examination of the relationship between deviance and social control, including how and why certain forms of behavior come to be defined as deviant, the nature of formal and informal response to deviance, and the interaction of different social control institutions. An overview of general theories of deviance and the particular forms it takes, with special attention to issues that cut across the whole range of deviance. *Counts toward American Studies minor.*

SC332 The Sociology of Crime and Criminals (3.00 cr.)

An historical and contemporary overview of the nature of crime and the causes of criminal behavior. Examination of the measurement of crime and crime trends. *Counts toward American Studies minor.*

SC333 Juvenile Delinquency (3.00 cr.)

An introduction to the field of juvenile delinquency. Covers the history of juvenile crime and its treatment, major developments in the law, trends in youth crime and victimization, theories of causation and the current status of treatment programs. *Counts toward American Studies minor.*

SC340 Individual Study Project (3.00 cr.)

Prerequisite: Written permission of the instructor. May be repeated for credit.

SC341 Independent Study in Gender Studies (3.00 cr.)

Prerequisite: SC210 and written permission of the *Gender Studies coordinator*. Gender Studies minors may arrange to do independent study with a member of the Committee on Gender Studies or another approved instructor. *Counts toward Gender Studies minor. May be repeated for credit with different topics.*

SC342 Social Research Methods (3.00 cr.)

Prerequisite: SC101, SC102. *Recommended Prerequisite:* ST110. An introduction to the logic, ethics, and techniques of social research. Students learn research design, sampling, and measurement. Tasks include a review of literature on a specific research topic. *(Fall only)*

SC343 Survey Design and Analysis (3.00 cr.)

Prerequisite: EC220 or ST110 or ST265 or written permission of the instructor. 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.

SC344 Qualitative Sociological Inquiry (3.00 cr.)

Prerequisite: SC101, SC102, SC342. Examines the ways sociologists use qualitative methods to develop and evaluate research. Students learn principles of sociological reasoning and research, including the relationship between theory and methods. Students pursue independent research project to produce a paper and presentation.

SC345 Social Work Methods (3.00 cr.)

Prerequisite: SC101, SC102, SC214. Students learn the skills and multiple levels used by social workers 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 learned and practiced.

SC349 Special Topics in Sociology (3.00 cr.)

An overview of issues of current concern in sociology, for example: Who is running America?; sociology of the future; sociology of international conflicts; religion of China; and sociology of the corporation. *May be repeated for credit with different topics.*

SC355 Sociological Theory (3.00 cr.)

Prerequisite: SC101, SC102. An overview of classical, modern, and contemporary theories. Classical theory stresses

the contributions of scholars whose work most strongly influenced modern theory. Modern theory includes functionalism, varieties of Marxian theory, symbolic interactionist theories, and various middle-range theories. Contemporary theory includes feminist theory, postmodern social theory, globalization theory, and others. *(Fall only)*

SC361 Social Inequality (3.00 cr.)

Prerequisite: SC101, SC102. *Restricted to juniors and seniors.* Examines economic, political, gender, racial, and ethnic inequality in the United States. Extensive descriptive materials are presented on various systems of social inequality, and the major theoretical and ideological perspectives on inequality are considered. *Counts toward American Studies and Gender Studies minors.*

SC362 Global Inequality (3.00 cr.)

Prerequisite: SC102. Examines patterns of economic, political, and social inequality within and among the world's societies. Topics include theories of economic development and underdevelopment; origins of dictatorship and democracy; racial, ethnic, and gender inequalities; consequences of globalization for patterns of inequality; and anti-globalization movements.

SC365 Neighborhood and Community in Urban America (3.00 cr.)

Prerequisite: SC101, SC102. *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). *Counts toward American Studies minor.*

SC367 Criminal Justice (3.00 cr.)

Prerequisite: SC101, SC102. 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. *Counts toward American Studies minor.*

SC370 Population Studies (3.00 cr.)

Prerequisite: SC101, SC102. *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 com-

ponents are: major sources of demographic information and theories; population characteristics such as fertility, mortality, and migration; the place of population in contemporary social issues; and application of demographics in business, social policy, and political planning. *Counts toward American Studies minor.*

SC375 Political Sociology (3.00 cr.)

Prerequisite: SC101, SC102. *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.

SC376 Work, Life and Society (3.00 cr.)

This course examines how work is related to the lives of individuals, institutions, and societies. While it briefly traces the historical evolution of work and occupations since antiquity, its primary focus is on the momentous restructuring of work since the mid-1970s. Special attention is given to globalization and technological changes and their relationship to work. The structure of today's work environment and its implications for fulfillment on and off the job also are considered.

SC377 Social Change (3.00 cr.)

Prerequisite: SC101, SC102. *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.

SC400 Seminar(s) in Special Topics (3.00 cr.)

Prerequisite: SC101, SC102. *Restricted to juniors and seniors.*

The study of a topic area through intensive review of the literature and/or research. *Seminar format with enrollment limited to 15 students. May be repeated for credit with different topics.*

SC401 Sociology Practicum and Seminar (3.00 cr.)

Prerequisite: SC101, SC102. *Restricted to juniors and seniors.*

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 weekly seminars. 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)*

SC402 Social Work Practicum and Seminar (3.00 cr.)

Prerequisite: SC101, SC102, SC214. *Students develop social work skills through participation in supervised social work setting. A weekly seminar provides a forum for discussion of relevant issues and professional development toward a career in social work. Seminar format with enrollment limited to 10 students. Interested students should contact the department chair or the instructor early in the fall semester before registering. Students will not be permitted to enroll once the semester has started.*

Students develop social work skills through participation in supervised social work setting. A weekly seminar provides a forum for discussion of relevant issues and professional development toward a career in social work. Seminar format with enrollment limited to 10 students. Interested students should contact the department chair or the instructor early in the fall semester before registering. Students will not be permitted to enroll once the semester has started.

SC403 SumServe Practicum and Seminar (3.00 cr.)

Prerequisite: *Written permission of the instructor. Restricted to students enrolled in the SumServe Program.*

This seminar, required for participants in Loyola's SumServe Program, integrates students' community work with academic learning from a social justice perspective. *Seminar format with enrollment limited to 10 students. (Summer only)*

SC410 Seminar: Social Organization of Everyday Life (3.00 cr.)

Prerequisite: SC101, SC102. *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.*

SC414 Seminar: Psychosocial Factors in Health, Illness, and Medicine (3.00 cr.)

Prerequisite: SC101 and SC102 or SC210. *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.*

SC421 Seminar: Race, Class, Gender, Sexuality (3.00 cr.)

Prerequisite: SC101, SC102 or SC210. A seminar organized around the themes of gender, race, class, and sexuality that is designed to familiarize students with the theory and methods of studying these categories. The focus is on how these categories are socially constructed. Particular attention is paid to privilege, economics, historical and legal contexts, and systems that operate to perpetuate these categories. Throughout, the course relies on the voices of individuals to tell their stories via readings, personal interactions, and class visits. *Seminar format with enrollment limited to 15 students. Counts toward Gender Studies minor.*

SC434 Seminar: Women and Deviance (3.00 cr.)

Prerequisite: SC101, SC102. 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.*

SC440 Seminar: Global Sociology (3.00 cr.)

Prerequisite: SC101 and SC102 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.*

SC448 Seminar: Analyzing Race, Class, and Gender (3.00 cr.)

Prerequisite: SC101 or SC210. Familiarizes students with the theory and methods of studying race, class, and gender. The focus is on the social construction of these categories, particularly the role of privilege, economics,

historical and legal contexts, and other systems that operate to perpetuate them. Individual voices inform students via readings, personal interactions, and class visits. *Seminar format with enrollment limited to 15 students. Counts toward Gender Studies minor.*

SC471 Minority Group Conflict (3.00 cr.)

Prerequisite: SC101, SC102. 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. Counts toward American Studies minor.*

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Chair: Kathleen Siren, Assistant Professor

Professor: Lisa Schoenbrodt

Associate Professors: Marie Kerins; Janet Preis

Assistant Professors: Claudia A. Morelli;
Kathleen Siren

Affiliate Faculty: Donna Pitts; Kara Tignor;
Lura Vogelman; Kathleen Ward

Coursework in the major typically begins in the freshman year with introductory courses on normal and disordered communication. Following the introductory courses, students enroll in a variety of courses including those that address the anatomical structures and functions as well as the normal development of speech and hearing. Additionally, the disorders of speech, language, and hearing are addressed for both pediatric and adult populations. In the senior year, students may qualify for a clinical placement in speech pathology (SP417) or audiology (SP443/SP444) that will grant them direct clinical experience. All students complete a capstone clinical/ethical seminar (SP412) preparing them for entry into a graduate program. Seniors whose academic achievements distinguish them may be elected into Loyola's chapter of the National Student Speech-Language-Hearing Association's Honor Society.

Many courses contain experiential components including service-learning, clinical observations, and field experience. Some of these experiences are conducted through the Loyola Clinical Centers, located in Baltimore and Columbia, Maryland. There are also a myriad of off-campus settings used for observation, service-learning, and/or course-related field experiences. These settings include general and specialized school programs; child and adult rehabilitation centers; and acute and chronic care hospitals such as Sinai Hospital, Johns Hopkins Hospital, Maryland General Bryn Mawr Rehabilitation Hospital, United Cerebral Palsy, Mt. Washington Pediatric Center, and the Kennedy Krieger Institute.

The undergraduate program provides the academic foundation and clinical exposure to prepare students to pursue a graduate degree in speech-language pathology and/or audiology. It is important that students consider this since most graduate programs require at least a *B* average for acceptance. Students may also use the knowledge for employment in other health-related fields. Typically, students continue their academic and clinical training in a master's program in speech-language pathology or in a doctoral program in audiology. Students who have a bachelor's degree but have not completed the requirements for a Major in Speech-Language Pathology/Audiology must complete prerequisite courses (Foundation Program) before they can apply to the graduate program. For more information on the graduate program in speech-language pathology/audiology, see the graduate catalogue.

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

- SP202 Introduction to Human
Communication*
- WR100 Effective Writing
Language Core
- Mathematics Core**
- Social Science Core

Spring Term

- HS101 History of Modern Western Civilization
- SP203 Introduction to Communication
Disorders*
- Language Core *or*
Elective
- Science Core
- Social Science Core

Sophomore Year

Fall Term

- EN101 Understanding Literature
 PL201 Foundations of Philosophy
 SP301 Anatomy and Physiology:
 Speech and Voice*
 SP305 Phonetics*
 SP308 Professional and Technical Writing in
 Speech-Language Pathology/
 Audiology*

Spring Term

- PL200-Level Philosophical Perspectives Course
 SP302 Fundamentals of Hearing*
 SP303 Sociolinguistics*
 English Core
 Science Core

Junior Year

Fall Term

- SP306 Observation Methods and Techniques
 in Speech-Language Pathology/
 Audiology*
 SP307 Speech and Language Development*
 TH201 Introduction to Theology
 Fine Arts Core
 Non-Departmental Elective

Spring Term

- SP403 Articulation and Phonology*
 SP405 Organic Bases of Childhood
 Communication Disorders*
 History Core
 Theology Core
 Elective

Senior Year

Fall Term

- SP400 Speech and Voice Science*
 SP440 Clinical Audiology*
 Ethics Core
 Non-Departmental Elective
 Elective***

Spring Term

- SP406 Organic Bases of Adult
 Communication Disorders*
 SP412 Clinical/Ethical Seminar in Speech-
 Language Pathology/Audiology*
 Non-Departmental Elective
 Elective***
 Elective

* Required for major.

** ST110 is recommended.

*** May be used for possible clinical placement.

1. Majors must complete one mathematics course (ST110 recommended) and two science courses (one natural science and one biology) to fulfill the math/science core requirement. (Note: For admission into most Au.D. programs, one of the science courses must have an associated lab.)
2. The following courses are electives within the major: SP214, SP312, SP314, SP414, SP417, SP441, SP443, SP444.
3. The curriculum includes primarily core courses for the freshman and sophomore years. Students often complete two major courses in the freshman year, and four or five major courses in the sophomore year. Students should be able to complete the majority of core courses by the end of the junior year. Students planning to study abroad should talk with International Programs, the Academic Advising and Support Center, and the department's director of undergraduate studies or their academic advisor during their freshman or sophomore year to plan their course of study.
4. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies). Currently, SP303 and SP312 fulfill the diversity requirement for the Class of 2010 and beyond.

COURSE DESCRIPTIONS

SP202 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.*

SP203 Introduction to Communication Disorders**(3.00 cr.)**

A survey of 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. *A service-learning module may be included at the discretion of the instructor. Open to majors and non-majors.*

SP214 Introduction to Sign Language**(3.00 cr.)**

Students master the basics of communicating with finger spelling and American sign. Lab group 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. American sign language and signed English are introduced. *Open to majors and non-majors.*

SP301 Anatomy and Physiology: Speech and Voice**(3.00 cr.)**

Prerequisite: SP202 (may be taken concurrently). The study of the structures and functions that support the processes of normal voice and speech production. The speech systems of respiration, phonation, articulation are studied in depth. There is an introduction to neuroanatomy as it relates to human communication and an introduction to swallowing. *Closed to students who have taken BL105.*

SP302 Fundamentals of Hearing**(3.00 cr.)**

Prerequisite: SP202 (may be taken concurrently). 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 pathological conditions that can/may affect those mechanisms is presented.

SP303 Sociolinguistics**(3.00 cr.)**

The field of sociolinguistics deals with the ways in which language serves to define and maintain group identity and social relationships among speakers. Students learn to describe relationships between language and society, including regional and social variation and gender differences. Language variations are compared through the lens of phonology, morphology, syntax, semantics, and pragmatics. *Open to majors and non-majors.*

SP305 Phonetics**(3.00 cr.)**

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.

SP306 Observation Methods and Techniques in Speech-Language Pathology/Audiology**(3.00 cr.)**

Prerequisite: SP202, SP203, and sophomore standing or above. Restricted to majors. Students gain knowledge and experience in clinical practice methods, both in the classroom and through outside clinical observations across a wide range of ages and variety of speech, language, swallowing, 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. Upon satisfactory completion of this course, students will have fulfilled the observation requirements of the American Speech-Language-Hearing Association for professional certification.

SP307 Speech and Language Development**(3.00 cr.)**

Prerequisite: SP202. A study of the normal processes of speech and language development. Theoretical constructs and application of theory are discussed.

SP308 Professional and Technical Writing in Speech-Language Pathology/Audiology**(3.00 cr.)**

Prerequisite: Sophomore standing or above. Restricted to majors. Students gain knowledge and experience in the area of professional writing for the field of speech-language pathology/audiology. Students develop skills for writing goals and objectives, individualized educational plans, and diagnostic reports. Students also learn the process

for writing technical papers and are required to research and write a professional literature review. A *service-learning module* may be included.

SP312 Cultural Diversity in Communication (3.00 cr.)

Focuses on the role and impact of communication in a multicultural society. The course specifically examines systems and characteristics of culture, as well as the role of perception and bias on intercultural communication. The students are required to examine their own biases and are expected to learn, expand, and develop more successful means of communication with members across a variety of societies. *Open to majors and non-majors.*

SP314 Intermediate Sign Language (3.00 cr.)

Prerequisite: SP214 or written permission of the instructor. Expands the student's sign language vocabulary and increases speed, accuracy, and fluency of sign language communication. Students give several signed presentations to the class. ASL word order and idioms are highlighted. Discussion of sign language interpreters and the laws governing interpreters in the fifty states are addressed. Lectures focus on deaf culture. *Open to non-majors and majors.*

SP400 Speech and Voice Science (3.00 cr.)

Prerequisite: SP202, SP301, SP305. Restricted to majors. 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.

SP403 Articulation and Phonology (3.00 cr.)

Prerequisite: SP202, SP305. Restricted to majors. 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, phonological awareness, and dialectal variations.

SP405 Organic Bases of Childhood Communication Disorders (3.00 cr.)

Prerequisite: SP202, SP203. Restricted to majors. A survey of the physical and neurological bases of communication disorders in young children. Topics may include the overview of special education for children and the identification, definition, and description of the impact of communication disorders related to learning disabilities, attention deficit disorder, mental retardation, autism

spectrum disorders, physical disabilities, emotional and behavioral disorders, and sensory disorders. A *service-learning and/or field experience* may be included.

SP406 Organic Bases of Adult Communication Disorders (3.00 cr.)

Prerequisite: SP202, SP301, and junior standing or above. Restricted to majors. Assessment and treatment of acquired adult neurogenic communication and swallowing disorders. Stroke, traumatic brain injury, apraxia, dementia, dysarthria, right hemisphere disorder, dysphagia, and other related topics are covered.

SP412 Clinical/Ethical Seminar in Speech Pathology/Audiology (3.00 cr.)

Prerequisite: SP202, SP306, and senior standing. Restricted to majors. 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. Clinical case presentations are used. *Service-learning and/or field experience may be included. (Spring only)*

SP414 Advanced Intermediate Sign Language (3.00 cr.)

Prerequisite: SP214, SP314, 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.*

SP416 Independent Study in Speech-Language Pathology/Audiology (3.00 cr.)

Prerequisite: Admission by approval of department committee. Enables students to pursue advanced study on topics of individual interest under faculty supervision. *May be repeated once for credit.*

SP417 Clinical Practice in Speech-Language Pathology (3.00 cr.)

Prerequisite: SP306, SP308 (may be taken concurrently), senior standing, and written permission of the instructor or undergraduate program director. Restricted to majors. Supervised clinical practice in speech-language pathology; clinical experience at an off-campus setting, to include direct services with clients and possible screenings and/or evaluations. Clinical practice involves participation during the fall and/or spring terms. *Admission by application to the undergraduate program director or the instructor. May be repeated for credit.*

SP440 Clinical Audiology (3.00 cr.)

Prerequisite: SP202, SP302. *Restricted to majors.* 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. Students participate in lab exercises and clinical report writing to reinforce the lectures regarding the diagnostic procedures.

SP441 Aural Habilitation (3.00 cr.)

Prerequisite: SP440. *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, including hearing aids, assistive technology aids, and cochlear implants. Pediatric populations are covered including educational options, assessment, and intervention methods. An overview of syndromes associated with hearing impairment is presented. (*Spring only*)

SP443 Clinical Practice in Audiology I (3.00 cr.)

Prerequisite: SP306, SP440, senior standing, and written permission of the clinical placement director. *Restricted to majors.* Supervised clinical practice; clinical experience at the on-campus clinical centers and off site screening settings. Students administer diagnostic procedures and produce clinical reports and document contact in client records. Students are expected to adhere to all HIPAA confidentiality guidelines. Clinical practice involves participation during the fall and/or spring terms. *Admission by application to the director of clinical placements in spring of junior year.*

SP444 Clinical Practice in Audiology II (3.00 cr.)

Prerequisite: SP306, SP440, senior standing, and written permission of the clinical placement director. *Restricted to majors.* Advanced supervised clinical practice; clinical experience at on-campus clinical centers and off-site screening settings. Clinical practice involves advanced participation in clinical diagnostic and assessment procedures as well as administering preventative hearing screenings. Students are expected to interpret results of audiological test procedures. Students are expected to adhere to all HIPAA guidelines regarding confidentiality. *Admission by application to the director of clinical placements. (Spring only)*

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Chair: Stephen E. Fowl, Professor

Professors: James J. Buckley; Angela Christman; John J. Conley, S.J.; Stephen E. Fowl; Vigen Guroian; Brian F. Linnane, S.J.; Claire Mathews-McGinnis

Associate Professors: Frederick Bauerschmidt; John Renner Betz; R. Trent Pomplun; Joseph S. Rossi, S.J.; Arthur M. Sutherland; Wilhelmus G.B.M. Valkenberg

Assistant Professor: Chad Pecknold (visiting)

Affiliate Faculty: Christopher M. Barczak; Rose M. Beal; John Buchner; Will Cohen; John R. Donahue, S.J.; Edwin C. Hostetter; Robert Koerpel; Brian McDermott, S.J.; James F. Salmon, S.J.; Anne Seville; Theodora J.M. van Gaal; Joel Zaiman

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

Beginning with the Class of 2012 and beyond, requirements for the major and an example of a typical program of courses are as follows:

- Introduction to Theology (TH201)
- Second Theology Core (TH202–299)
- Ethics Core (TH300–319)
- Ten (10) additional courses in theology, including at least: two courses from Bible (TH221–239, TH341–360); two courses from History (TH202–220, TH321–340); one course from Christian Theology (TH240–260, TH361–380); one course from Theology, Ethics and Culture (TH261–280, TH381–399); and Senior Seminar (TH400). Note: Selected students may also take Senior Honors Thesis (TH401).

Normally, majors take courses at the 300-level. Up to three courses beyond the core may be taken at the 200-level to complete the major.

BACHELOR OF ARTS

Freshman Year

Fall Term

- PL201 Foundations of Philosophy*
 TH201 Introduction to Theology *or*
 Elective
 WR100 Effective Writing**
 Language Core
 Math/Science Core

Spring Term

- HS101 History of Modern Western
 Civilization**
 PL200-Level Philosophical Perspectives Course*
 Language Core *or*
 Elective
 Theology Core *or*
 Elective
 Elective

Sophomore Year*Fall Term*

EN101 Understanding Literature
 History Core**
 Math/Science Core
 Social Science Core
 Elective**

Spring Term

English Core
 Math/Science Core
 Social Science Core
 Theology Elective*
 Elective**

Junior Year*Fall Term*

Ethics Core
 Fine Arts Core
 Theology Elective*
 Elective*
 Elective**

Spring Term

Theology Elective*
 Theology Elective or
 Elective
 Non-Departmental Elective
 Elective
 Elective**

Senior Year*Fall Term*

Theology Senior Seminar
 Theology Elective*
 Theology Elective**
 Non-Departmental Elective
 Elective

Spring Term

Theology Elective*
 Theology Elective*
 Theology Elective**
 Non-Departmental Elective
 Elective

* Required for major.

** Terms may be interchanged.

1. **Core Requirements:** All students are required to take two courses in Theology: Introduction to theology (TH201), followed by a second theology core course (TH202–299).
2. TH201 is the prerequisite for all courses TH200-level and above.
3. **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 (PL300–319) or Theology Departments (TH300–319). Organically related to TH201, 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.
4. Honors students take a course in the Honors historical sequence, taught by a theology instructor, in place of TH201, a TH300-level elective in place of TH202–299, and HN300 in place of the core ethics course.
5. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

INTERDISCIPLINARY MAJOR IN THEOLOGY

Theology requirements for the interdisciplinary major are as follows:

- Introduction to Theology (TH201)
- Second Theology Core (TH202–299)
- Ethics Core (TH300–319)
- Four (4) additional theology courses, as follows: one course from Bible (TH221–239, TH341–360); one course from History (TH202–220, TH321–340); one course from Christian Theology (TH240–260, TH361–380); one course from Theology, Ethics and Culture (TH261–280, TH381–399)
- Two Theology Electives

Up to two of these courses can be taken at the 200-level. Students pursuing an Interdisciplinary Major in Theology should plan their course of study in consultation with a major advisor in theology and a major advisor in the other relevant department. Students with an Interdisciplinary Major in Theology who are interested in graduate work in theology may also consider taking TH401 as one of their electives.

MINOR IN THEOLOGY

- Introduction to Theology (TH201)
- Second Theology Core (TH202–299)
- Ethics Core (TH300–319)
- Four (4) additional theology courses, as follows: one course from Bible (TH221–239, TH341–360); one course from History (TH202–220, TH321–340); one course from Christian Theology (TH240–260, TH361–380); one course from Theology, Ethics and Culture (TH261–280, TH381–399)
- Two Theology Electives

Up to two of these courses can be taken at the 200-level. Students with a Minor in Theology who are interested in graduate work in theology may also consider taking TH401 as one of their electives.

COURSE DESCRIPTIONS

TH201 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.

TH202 Theology and Catholic Autobiography (3.00 cr.)

Prerequisite: TH201. 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.*

TH205 Christian Rome: Understanding Jesus Christ in Rome (3.00 cr.)

Prerequisite: TH201. Restricted to students studying in Rome. Christians confess Jesus of Nazareth to be the Messiah or Christ awaited by Israel and the Son of God made flesh. Different ages have had different ways of expressing this understanding, both in theological discourse as well as in art, monuments, and the lives of saints. Students explore the various ways that Christians have spoken and represented their belief in and the devotion to Jesus. In this way, they encounter the riches of theological reflection on Jesus, using the history, art, and architecture of the city of Rome as a means of focusing their discussion. *Counts toward Catholic Studies minor.*

TH206 The Gospels and the Earliest Churches (3.00 cr.)

Prerequisite: TH201. 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.*

TH211 Women in the Christian Tradition (3.00 cr.)

Prerequisite: TH201. 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.*

TH214 Friends and Foes: Jews and Christians through the Ages (3.00 cr.)

Prerequisite: TH201. 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.*

TH215 Biographical Tales of the Bible (3.00 cr.)

Prerequisite: TH201. Explores stories of various individuals from the Old and New Testaments (Abraham, Joseph, Moses, David, Ruth, Esther, Jesus, etc.); analyses struc-

ture, 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.

TH216 Ignatius and the Jesuits: History and Spirituality (3.00 cr.)

Prerequisite: TH201. 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.*

TH218 Sacred Journeys: The History and Theology of Christian Pilgrimage (3.00 cr.)

Prerequisite: TH201. From the Church's earliest days, pilgrims have taken lengthy, sometimes dangerous journeys to visit holy places—to walk where Jesus walked and to see where saints lived and died. The development of Christian pilgrimage, from its beginnings to the present day, is studied with emphasis on the theological concepts behind pilgrimage practices. Visits to local pilgrimage sites are included. *Counts toward Catholic Studies minor.*

TH220 The Catholic Church in the United States (3.00 cr.)

Prerequisite: TH201. 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 American Studies and Catholic Studies minors.*

TH221 Catholic Church: Life and Thought (3.00 cr.)

Prerequisite: TH201. 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.

TH222 The Kingdom of God (3.00 cr.)

Prerequisite: TH201. 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.

TH223 The History and Theology of the Papacy (3.00 cr.)

Prerequisite: TH201. *Restricted to students studying in Rome.* Presents the theological and historical development of the Papacy. The course is linked with various places in the city of Rome that were of particular importance in this history.

TH229 Images of God in Scripture (3.00 cr.)

Prerequisite: TH201. 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.

TH231 Story and Revelation:**The Art of Biblical Narrative (3.00 cr.)**

Prerequisite: TH201. 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.

TH242 A History and Theology of Saints (3.00 cr.)

Prerequisite: TH201. 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.*

TH243 Heaven and Hell (3.00 cr.)

Prerequisite: TH201. 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.*

TH244 Forgiveness and Reconciliation (3.00 cr.)

Prerequisite: TH201. 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.*

TH245 Eucharist (The Mass)**in Ordinary Time (3.00 cr.)**

Prerequisite: TH201. 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.*

TH246 Who is Jesus? (3.00 cr.)

Prerequisite: TH201. 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.*

TH247 The Presence of God: Christian Mysticism, East and West (3.00 cr.)

Prerequisite: TH201. 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.*

TH249 Christian Sacraments (3.00 cr.)

Prerequisite: TH201. 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.*

TH260 Theology of Eating (3.00 cr.)

Prerequisite: TH201. The theology of eating is addressed through a study of the Bible and Christian tradition from early Christianity to contemporary Catholicism. The complex religious issues associated with eating are examined through discussions concerning the significance of eating in the Bible and dietary regulations within Judaism, Christianity, and other religions. Students look at eating as a Christian metaphor and examine the contemporary culture of eating against the backdrop of Christian moral tradition. *Counts toward Catholic Studies minor.*

TH261 Introduction to Judaism (3.00 cr.)

Prerequisite: TH201. Evolution of Jewish belief and practice from Abraham to modern times; the historical relationship between Judaism and Christianity.

TH262 African-American Religious Thought (3.00 cr.)

Prerequisite: TH201. 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. *Counts toward American Studies minor.*

TH265 World Christianity (3.00 cr.)

Prerequisite: TH201. Christianity is a global phenomenon. There are far more Christians living outside of the United States than inside of it. Diverse forms of Christianity from around the world are presented. In addition, the impact of the immigration of Christians from other countries on U.S. churches is explored.

TH266 Christian Theology and World Religions (3.00 cr.)

Prerequisite: TH201. 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.*

TH269 Theology and Literature (3.00 cr.)

Prerequisite: TH201. A study of major themes in Christian theology which juxtaposes works of modern fiction and poetry with theological writing. *Counts toward Catholic Studies minor.*

TH270 Creation and Evolution (3.00 cr.)

Prerequisite: TH201. 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.*

TH272 The Christian Imagination (3.00 cr.)

Prerequisite: TH201. 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.

TH301 Ethics: Theology and Ethics of Hospitality (3.00 cr.)

Prerequisite: TH201. 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.*

TH302 Ethics: Matters of Life and Death (3.00 cr.)

Prerequisite: TH201. 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.

TH303 Ethics: Ancient, Modern, and Christian Approaches to Ethics (3.00 cr.)

Prerequisite: TH201. 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.*

TH304 Ethics: Introduction to Christian Ethics (3.00 cr.)

Prerequisite: TH201. 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.*

TH305 Ethics: Contemporary Moral Issues (3.00 cr.)

Prerequisite: TH201. 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.

TH306 The Moral Theology of Pope John Paul II (3.00 cr.)

Prerequisite: TH201. John Paul II is one of the most prolific popes in history and one of the greatest intellectuals of the twentieth century. This course explores his development as a philosopher and theologian, giving special focus to his distinctive and compelling view of the human person. Against that background, it examines his understanding of the nature and significance of the moral life in relation to persons and communities and in the context of the call of God to be fully human. Students study John Paul's insights about freedom, law, virtue, and grace; their relevance to his thinking about sex, marriage, and the family; reconciliation; abortion, euthanasia, and capital punishment; work and Sabbath rest. Students also learn from critics of John Paul's moral theology who seek to build upon his work and contribute to a more wholly satisfying understanding of the moral life. *Counts toward Catholic Studies minor. (Fall only)*

TH307 Ethics: Marriage and Sexuality (3.00 cr.)

Prerequisite: TH201. 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.*

TH308 Ethics: Justice and the Church in the World (3.00 cr.)

Prerequisite: TH201. What does faith have to do with politics, economics and ethics in general? Can we say or do anything that will move forward the debates about abortion and sexuality, friendship and the shape of the political commonwealth? In terms of theory, the course looks to Christian Scripture, philosophers and theologians to study what has come to be known as "Catholic Social Teaching." This theory is then applied to contemporary ethical questions. *Counts toward Catholic Studies minor.*

TH309 Ethics: Theology and Politics in America (3.00 cr.)

Prerequisite: TH201. An examination of the historical and contemporary debate about the place of religion in American democracy. The course thesis is that Christians have always been important interlocutors in American politics and continue to play a significant role in sustaining, criticizing, and transforming national and local political life. Students engage selections from several historical texts central to contemporary debates in political ethics, including Plato, Augustine, Calvin, Hobbes, the Puritans, and the framers of the American Constitution. The second half of the course treats the increasingly complicated place of religion in American political life from 1945 to 2005, where students read selections from Reinhold Niebuhr, John Rawls, Nicholas Wolterstorff, Cornel West, Stanley Hauerwas, and William Cavanaugh. Students learn to differentiate abstract terms such as 'liberalism' and 'democracy,' and identify the theological questions about freedom and power that these terms raise for Christians.

TH313 Ethics: Being Moral in America (3.00 cr.)

Prerequisite: TH201. 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 American Studies and Catholic Studies minors.*

TH315 Ethics: Catholic Social Thought in the United States (3.00 cr.)

Prerequisite: TH201. 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.

**TH316 Ethics: Catholic Spiritual Life
in the United States (3.00 cr.)**

Prerequisite: TH201. Spirituality is understood in its functional connotation, as referring to the world of the American Catholic Church in its social, ethnographic, geographical, and even political and economic dimensions and ramifications as they related to formal ecclesiastical life, sacramental practice, ritual activity, contemporary theologies, popular piety—common and persistent beliefs and practices, the line where religion shadows off into superstitions, attitudes toward death, conceptions of hell and visions of the after life, parish life, and regional contrasts among different parts of America. Accents what it was like to be an ordinary Catholic in diverse places at various points in American history. *Counts toward American Studies and Catholic Studies minors.*

TH317 Ethics: The Face of the Other (3.00 cr.)

Prerequisite: TH201. What does it mean to confront the 'face of the other'? Dostoevsky's character, Ivan Karamazov, complains that it is impossible to love one's neighbor for they have 'smelly, ugly faces.' Theologians, however, have argued that it is only in embracing the other that one's divine image is most fully realized. This course investigates various writings on this theme throughout recent centuries.

TH318 Ethics: New Testament Ethics (3.00 cr.)

Prerequisite: TH201. 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.

**TH319 Ethics: The Church
and the Human Body (3.00 cr.)**

Prerequisite: TH201. 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.

TH321 The Theology of John Paul II (3.00 cr.)

Prerequisite: TH201. 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.*

TH322 Christianity and Its Critics (3.00 cr.)

Prerequisite: TH201. Beginning with the earliest followers of Jesus, Christianity has responded to criticism from those outside the faith and from dissenters within. This course investigates historical, theological, political, socio-cultural, and philosophical problems related to Christianity and asks students to evaluate ancient and modern critiques of Christianity and judge the adequacy of Christianity's response. *Counts toward Catholic Studies minor.*

TH323 Religion in Children's Literature (3.00 cr.)

Prerequisite: TH201. 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.*

**TH324 Faith and Film: The Apostle's Creed
in the American Cinema (3.00 cr.)**

Prerequisite: TH201. 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 American Studies, Catholic Studies, and Film Studies minors.*

TH325 Christian Faith and Economic Justice (3.00 cr.)

Prerequisite: TH201. 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.*

TH326 Hope, Death, and the End of the World (3.00 cr.)

Prerequisite: TH201. This seminar studies the partly overlapping and partly opposed claims about the end-time among Catholics and Protestants, Christians and Jews, members of other religions, and unbelievers. Will everyone be saved, or will some go to heaven and some to hell? What do Christians mean when they confess that Jesus Christ will come again to judge the living and the dead or that they look forward to the resurrection of the body and eternal life? Why have Catholics, Orthodox, and Protestants disagreed over purgatory and prayers for the dead? What end does God intend for the world, and how can this end justify hope in a world so deeply wounded by our own indifference and despair, wars, and deaths? Traditional and contemporary books on these issues are read; students, as individuals and a group, develop their own answers to these questions as they learn the answers of others. *Counts toward Catholic Studies minor.*

TH327 The Virgin Mary in Scripture and Tradition (3.00 cr.)

Prerequisite: TH201. Devotion to Mary is an essential element of Catholicism. This course studies Marian devotion from the early Church to Pope John Paul II. Topics include Mary's divine motherhood, immaculate conception and assumption, and the (very controversial) doctrines of her role in salvation history as coredematrix and mediatrix of grace. *Counts toward Catholic Studies minor.*

TH328 Learn to Do Right: Biblical Perspectives on Social Justice (3.00 cr.)

Prerequisite: TH201. Significant texts from both the Old and New Testaments are covered, providing religious foundation for social ethics. Biblical writings provide the primary texts along with assigned secondary readings. The principle requirements are a term paper, frequent shorter papers, and class reports. *Seminar format with class participation expected. Counts toward Catholic Studies minor.*

TH330 Sacraments and the Christian Life (3.00 cr.)

Prerequisite: TH201. Examines how Christian worship, especially the sacramental worship of Catholics, shapes and is shaped by commitments regarding the ethical and political action of Christians.

TH331 Finding God in All Things: Spirituality and Prayer in the Christian Tradition (3.00 cr.)

Prerequisite: TH201. How do we find God? How does God find us? Introduces students to a wealth of prayerful practices, from the traditional to the innovative (e.g., 'Jesuit breadmaking'). Classic and contemporary texts, media, and practical exercises. *No prior experience in prayer or spiritual practice is presumed. Counts toward Catholic Studies minor.*

TH332 Christianity and Islam (3.00 cr.)

Prerequisite: TH201. Students explore the nature, shape, and prospects of dialogue between Christianity and Islam.

TH334 The 'Theological' and the 'Religious' in International Cinema (3.00 cr.)

Prerequisite: TH201. Going beyond a narrow evaluation of the morality of films or the mere recognition of their explicit religious subject matter, this course considers specifically religious or theological issues raised in non-American cinema. It also explores the theological implications of some international films that do not deal explicitly with religious issues, events, or even symbols. Finally, recurring theological and religious references are investigated, such as cinematic analogues of both redemption and damnation and figures of 'Christ' and 'Satan'. *Counts toward Catholic Studies and Film Studies minors.*

TH335 An Introduction to the Theology of Saint Augustine (3.00 cr.)

Prerequisite: TH201. 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.*

TH336 Catholic Intellectual Life in the United States: Two Hundred Years of American Catholic Opinion (3.00 cr.)

Prerequisite: TH201. 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 American Studies and Catholic Studies minors.*

TH338 The Theology of Thomas Aquinas (3.00 cr.)

Prerequisite: TH201. 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.*

TH339 Prophets and Peacemakers (3.00 cr.)

Prerequisite: TH201. 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.

TH340 Genesis: Exploring the Bible's First Book (3.00 cr.)

Prerequisite: TH201. Genesis: the first and most famous book of the Bible, containing its earthiest and its most famous stories. Sex, sibling rivalry, love and heartbreak, folklore, and folk magic—it is all there, even Joseph and his "amazing technicolor dreamcoat." The course takes students through Genesis slowly and carefully, along with history's memorable interpretations.

TH341 Medieval Women Authors (3.00 cr.)

Prerequisite: TH201. An exploration of the social setting and theologies of medieval women authors. *Counts toward Catholic Studies, Gender Studies, and Medieval Studies minors.*

TH343 International Catholic Literature in the Twentieth-Century (3.00 cr.)

Prerequisite: TH201. As the twentieth century comes to a close, perceptive readers of world literature are confronted with an amazing, some might even say bewildering, reality: a sizeable amount of this 'secular' century's most significant and compelling literary works have been penned by confessing Catholic authors. Far from ignoring or even masking their beliefs, these writers go to great lengths to portray and dramatize them, frequently over or against the prevailing cultural and ethical theories, philosophies, and ideologies of the day. Stellar examples of such authors are Georges Bernanos, Paul Claudel, Shusaku Endo, Graham Greene, Flannery O'Connor, and Evelyn Waugh. Students examine outstanding literary attempts by these writers, and other less well-known Catholics, that deal with a wide variety of encounters between Catholic religious life and thought and contemporary culture. *Counts toward Catholic Studies minor.*

TH344 The Tradition of Catholic Radicalism (3.00 cr.)

Prerequisite: TH201. The first half of the course examines the scriptural and theological foundations of counter-cultural forms of Christianity, as well as such figures as Francis of Assisi and Pascal. The second half of the course looks at such twentieth century figures as Thomas Merton and Dorothy Day. *Counts toward Catholic Studies minor.*

TH345 Euthanasia and the Problem of Suffering (3.00 cr.)

Prerequisite: TH201. 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.*

TH346 Disputing the Bible (3.00 cr.)

Prerequisite: TH201. Examines a selection of arguments from the first through the twentieth centuries about how to interpret the Bible. *Counts toward Catholic Studies minor.*

TH347 Jesus and the Gospels (3.00 cr.)

Prerequisite: TH201. Students examine a variety of issues surrounding Jesus, including the ways in which Jesus portrayed in contemporary media and film. *Counts toward Catholic Studies minor.*

TH348 Old Testament Theology and Ethics (3.00 cr.)

Prerequisite: TH201. Examines 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.

TH351 Beginning Hebrew (3.00 cr.)

Prerequisite: TH201. Students are introduced to Hebrew grammar and vocabulary with the aim of developing their abilities to read the Old Testament in Hebrew.

TH352 What is Truth? (3.00 cr.)

Prerequisite: TH201. 'What is Truth?' is the question Pilate asked of Jesus in John's Gospel—the same Jesus who proclaimed himself, 'the way, the truth, and the life'. 'What is Truth?' is also a question asked by ordinary folk as they confront the mysteries and tragedies of life. It is even a question that arises for believers when they ask how (or whether) their beliefs are true—or whether and how their lives are true to their beliefs. The question has been addressed by ancient as well as modern philosophers and theologians.

The first half of the course is spent reading classic theological and philosophical sources on truth—Scriptures, traditional theologians like Anselm and Aquinas, the death of truth in Nietzsche and its resurrection after Wittgenstein. The second half is spent reading modern theologians on truth—Karl Barth, Karl Rahner, Gustavo Gutiérrez—and recent literature on the relationship between theories of truth and the doctrine of the Trinity.

TH353 Catholic Theology in Modernity (3.00 cr.)

Prerequisite: TH201. 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.*

TH354 Male and Female in the Kingdom of God: Contemporary Gender Perspectives on the Bible (3.00 cr.)

Prerequisite: TH201. 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.*

TH365 Theology and Art (3.00 cr.)

Prerequisite: TH201. 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.*

TH369 Faith and Reason (3.00 cr.)

Prerequisite: TH201. 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.*

TH386 Fundamental Questions of Morality (3.00 cr.)

Prerequisite: TH201. 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.*

TH399 Contemporary Catholic Intellectual Life (3.00 cr.)

Prerequisite: TH201. 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.*

TH400 Senior Seminar (3.00 cr.)

Prerequisite: TH201. Restricted to senior theology majors. Senior theology majors are introduced to contemporary debates in various areas of theology. Seminars are team taught.

WRITING

Office: Humanities Building, Room 242a

Telephone: 410-617-2228

Website: www.loyola.edu/writing

Chair: Cindy Moore, Associate Professor

Professors: Brian Murray; Ron Tanner

Associate Professors: Karen Fish; Barbara C.

Mallonee; Daniel M. McGuinness; Ilona M.

McGuinness; Cindy Moore; Peggy O'Neill;

Jane Satterfield

Assistant Professors: Judith M. Dobler; Margaret

Musgrove; Francis X. Trainor (emeritus)

Affiliate Faculty: Ned Balbo; David R. Belz;

Jennifer Follett; Andrea M. Leary; Elizabeth Leik;

Karen Lentz Madison; Lia Purpura; Larry Tolbert

Students interested in writing can pursue the Major in Writing; the Interdisciplinary Major in Writing, which allows students to divide their time evenly between writing and another discipline; or the Minor in Writing. In short, there is great flexibility in a student's options. Those who choose either major will enter a community in which they develop expertise in a broad array of skills and genres. What is more, the Writing Department affords students many opportunities for internships, co-curricular activities, and pre-professional development. Writing majors typically go on to become editors, desktop publishers, teachers, lawyers, reviewers, newsletter managers, and consultants, as well as published authors.

MAJOR IN WRITING

Requirements for the major and an example of a typical program of courses are as follows:

- WR100 or WR101 or HN200
- WR200 or WR201
- One research course (WR300–309, WR347–348, WR354, WR358)
- One grammar course (WR310–319)
- Nine 300- or 400-level electives to be chosen from rhetoric/professional writing (WR320–329); fiction, poetry, and playwriting (WR330–349); non-fiction prose (WR350–359); Senior Portfolio (WR401); or Writing Internship (WR402)
- Senior Seminar (WR400)

BACHELOR OF ARTS

Freshman Year

Fall Term

EN101 Understanding Literature

WR100 Effective Writing*

Language Core

Math/Science Core

Social Science Core

Spring Term

HS101 History of Modern Western Civilization

WR200 The Creative Eye: Description*

English Core

Language Core *or*

Elective

Elective

Sophomore Year*Fall Term*

PL201 Foundations of Philosophy
 WR300-Level Grammar Course*
 WR300-Level Elective*
 History Core
 Social Science Core

Spring Term

PL200-Level Philosophical Perspectives Course
 WR300-Level Research Course*
 WR300-Level Elective*
 Natural Science Core
 Non-Departmental Elective

Junior Year*Fall Term*

TH201 Introduction to Theology
 WR300-Level Elective*
 WR300-Level Elective*
 Non-Departmental Elective
 Elective

Spring Term

WR300-Level Elective*
 WR300-Level Elective*
 Theology Core
 Non-Departmental Elective
 Elective

Senior Year*Fall Term*

WR300-Level Elective*
 WR300-Level Elective*
 Ethics Core
 Fine Arts Core
 Elective

Spring Term

WR300-Level Elective*
 WR400-Level Capstone Course*
 Math Core
 Elective
 Elective

* Required for major.

1. WR100 or WR101 is the prerequisite for all writing courses and must be taken in the freshman year. (Honors students fulfill this prerequisite through HN200.)
2. All writing majors and minors planning on graduate study in writing should take Senior Portfolio (WR401) as an elective in their senior year, preferably in the fall semester.
3. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

INTERDISCIPLINARY MAJOR IN WRITING

Requirements for the major and an example of a typical program of courses are listed below. Within the typical program, "Type A" courses stand for writing courses, and "Type B" courses stand for courses in the second discipline.

- WR100 or WR101 or HN200
- WR200 or WR201
- WR330 or WR331
- Five WR300- or 400-level courses
- Five (usually) upper-level courses in another discipline (e.g., English, art, history, modern languages, philosophy, political science, etc.)
- One WR senior seminar

BACHELOR OF ARTS**Freshman Year***Fall Term*

WR100 Effective Writing*
 Language Core
 Math/Science Core
 Social Science Core
 Elective

Spring Term

WR200 The Creative Eye: Description*
 EN101 Understanding Literature
 HS101 History of Modern Western Civilization
 Fine Arts Core
 Language Core *or*
 Elective

Sophomore Year*Fall Term*

WR330 Writing Fiction and Poetry*
 PL201 Foundations of Philosophy
 TH201 Introduction to Theology *or*
 Elective
 English Core
 Math/Science Core

Spring Term

PL200-Level Philosophical Perspectives Course
 Major Course (Type A)*
 Major Course (Type B)*
 History Core
 Math/Science Core

Junior Year*Fall Term*

TH201 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

WR400 Senior Seminar: New Writers
 Major Course (Type A)*
 Major Course (Type B)*
 Non-Departmental Elective
 Elective

* Required for major.

1. WR100 or WR101 is the prerequisite for all writing courses and must be taken in the freshman year. (Honors students fulfill this prerequisite through HN200.)
2. All writing majors and minors planning on graduate study in writing should take Senior Portfolio (WR401) as an elective in their senior year, preferably in the fall semester.
3. Students who choose the Interdisciplinary Major in Writing and Communication will not be allowed to count any courses twice.
4. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

MINOR IN WRITING

- WR200 or WR201
- Five upper-level WR courses
- One WR400-level capstone course

COURSE DESCRIPTIONS

WR100 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.*

WR101 Empirical Rhetoric: Effective Writing (3.00 cr.)

A special section of WR100, paired with a special section of WR200 (WR201) or WR330 (WR331) to form "Empirical Rhetoric." *By invitation only.*

WR200 The Creative Eye: Description (3.00 cr.)

Prerequisite: WR100 or WR101. 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 WR100 and who want to improve and extend their ability to write well.

WR201 Empirical Rhetoric: The Creative Eye: Description (3.00 cr.)

A special section of WR200, paired with WR101 to form "Empirical Rhetoric." *By invitation only.*

WR300 The History of the Essay (3.00 cr.)

Prerequisite: WR200 or WR201. 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.

WR301 Translating the Secrets of Science (3.00 cr.)

Prerequisite: WR100 or WR101 or written permission of the instructor. Beginnings and development of scientific writing, especially that written by or for nonscientists. Explores not simply the scientific discoveries themselves, but the implications of those discoveries as well.

WR302 Wet Ink: Reading and Writing**Literary Magazines (3.00 cr.)**

Prerequisite: WR100 or WR101. 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).

WR310 The Power of Grammar:**Language, Usage, and Style (3.00 cr.)**

Prerequisite: Junior standing or above. Intended for students with a strong interest in English grammar, not as a static set of rules but, rather, as a set of overlapping inquiries into the origins, nature, uses, and consequences of language. The concept of grammar is treated as "a many-splendored thing" by exploring its multiple theoretical and pedagogical models, historical contexts, definitions, and uses.

WR311 Style (3.00 cr.)

Prerequisite: WR200 or WR201. 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.

WR320 Art of the Argument (3.00 cr.)

Prerequisite: WR100 or WR101. 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.

WR321 Audience and the Writer's Voices (3.00 cr.)

Prerequisite: WR100 or WR101. Focuses on the writer's audience, on how a writer adjusts his voice to be more effective with various readers and on how one creates the reader within the text. Though the course ventures into psychology, sociology, rhetoric, ethics, and theories of language and style, it will mostly be concerned with

the practical question, “How can we use this knowledge to get our ideas across in the best way?” Includes some organizational and editorial writing.

WR322 Gendered Rhetoric (3.00 cr.)

Prerequisite: WR100 or WR101. 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.*

WR323 Writing Center Practice and Theory (3.00 cr.)

Prerequisite: WR100 or WR101 or HN200 and *written permission of the instructor.* Prepares students to tutor in the Writing Center by addressing both practical and theoretical issues of one-on-one peer tutoring, such as consulting strategies, the role of grammar instruction, the role of computers, and record keeping. Students read current literature in the field, develop a sense of themselves as writers, role-play tutoring scenarios, observe tutors in the Writing Center, and tutor students (under supervision).

WR324 Speech Writing and Delivery (3.00 cr.)

Prerequisite: WR100 or WR101. Informed by classical rhetoric, students become skilled in the Jesuit tradition of *eloquentia perfecta*: clear thought delivered eloquently. Students, transforming theory into practice, have ample opportunity to practice speaking to inform, persuade, or commemorate. Subjects for speeches are drawn from political and social issues; the course also offers a business segment devoted to interviewing and communicating in the workplace. The class improves the chance of success in other courses that require oral presentations; it builds a confidence and ability to speak in groups and to a public audience that is a lifetime asset.

WR325 Rhetoric of Professional Writing (3.00 cr.)

Prerequisite: WR100 or WR101. Studies the genre conventions of professional texts such as letters, memorandums, job search documents, proposals, reports, and presentations within a rhetorical framework. Students analyze the writing expectations associated with a variety of professions; examine ways that audience, purpose, form, and context shape professional genres; analyze the interplay of visual rhetoric with text; define the conventions of typical professional genres including letters, memorandums, reports, and proposals; analyze the way technolo-

gies influence the content, form, and effectiveness of texts; and produce texts in a variety of genres appropriate to specific environments.

WR327 Civic Literacy (3.00 cr.)

Prerequisite: WR100 or WR101. Students investigate the theoretical and experiential nature of literacy/literacies as a central form of civic action. As Literacy Volunteers of America put it, “We believe that the ability to read and write is critical to personal freedom and the maintenance of a democratic society.” Students collaborate with such organizations as the Students Sharing Organization and Community Mapping Project, helping with such projects as a Handbook for Radical Change for Students written by middle and high school students.

WR330 Writing Fiction and Poetry (3.00 cr.)

Prerequisite: WR100 or WR101. 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 WR300-level offerings in fiction, poetry, or playwrighting.*

WR331 Empirical Rhetoric: Writing Fiction and Poetry (3.00 cr.)

Prerequisite: WR101. A special section of WR330, paired with WR101 to form “Empirical Rhetoric.” *By invitation only.*

WR332 Enchanted Worlds: Writing Children’s Literature (3.00 cr.)

Prerequisite: WR330 or WR331. 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.

WR333 Writing Fiction (3.00 cr.)

Prerequisite: WR330 or WR331. 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.

WR334 Forms of Fiction (3.00 cr.)

Prerequisite: WR330 or WR331. 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 wide reading in the genre(s) being studied. Topics vary.

WR335 Advanced Fiction: The Short Story (3.00 cr.)

Prerequisite: WR333 or WR334. 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.*

WR336 Advanced Fiction: The Novel (3.00 cr.)

Prerequisite: WR333 or WR334. Students write the first draft of a novel or a substantial part of a planned first draft (75–100 pages). Students should consult an instructor well in advance of the semester or spread out over two semesters. *See departmental advisor in order to make arrangements for this course. May be repeated for credit.*

WR340 Writing Poetry (3.00 cr.)

Prerequisite: WR330 or WR331. A workshop course in writing poetry, emphasizing a range of subjects and types. Contemporary readings.

WR341 Poetic Forms (3.00 cr.)

Prerequisite: EN101; WR330 or WR331. 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 scansion and explications of poems, and write their own poems in received, concocted, and ad hoc forms.

WR342 Advanced Poetry (3.00 cr.)

Prerequisite: WR340. A continuation of WR340 on an advanced level. A workshop in writing poetry. Readings from current writers.

WR343 Writing for the Stage (3.00 cr.)

Prerequisite: WR330 or WR331. 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.

WR344 Fundamentals of Film Studies (3.00 cr.)

Prerequisite: EN101; WR100 or WR101. An introduction to film technology and techniques, coupled with a sur-

vey 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. Same course as CM346.*

WR345 Screen Writing for Film and Television (3.00 cr.)

Prerequisite: WR330 or WR331. 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.*

WR347 Comics in America: From Sunday Funnies to Graphic Novels (3.00 cr.)

Prerequisite: WR200 or WR201. From the nineteenth century’s first comic strips to the present day’s graphic novels, comic strips and comic books have combined conventions from various sources—fine arts, pulp magazines, genre literature, radio, film noir, and more—to produce a uniquely American art form. This course examines the ways that comics both influence and reflect the culture at large, as seen through populist heroes who embody Depression-era dreams, the censorship wars led by Frederic Wertham in the fifties, or the medium’s coming of age in the hands of Art Spiegelman and others. Students explore the enduring appeal of graphic narratives and look for their pervasive influence in other media.

WR348 Writing about Music and Culture (3.00 cr.)

Prerequisite: WR200 or WR201. Students explore key genres in writing about popular music of the past century up to the present day. Readings include Greil Marcus on the American ballad tradition; Dorothy Marcic on gender issues in popular hits; Jim Cullen on Bruce Springsteen’s relation to Walt Whitman, Mark Twain, and Woody Guthrie; and selections from annual volumes in the Best Music Writing series. Principal assignments include an extended essay/review, a cultural studies paper, and a memoir/essay connected to issues of music and culture; students choose the artist(s) or genre(s) that they focus on in their papers.

WR350 Art of Prose: Selected Authors (3.00 cr.)

Prerequisite: WR200 or WR201. 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. Counts toward American Studies minor.*

WR351 Art of the Essay: Women Writers (3.00 cr.)

Prerequisite: WR200 or WR201 or written permission of the instructor. What are American women essayists thinking and writing at this moment in history? This question is investigated through contemporary essays by writers who are women: writers whose work has been nourished and shaped by feminist theory and whose work crosses gender-lines, age, and ethnicity; writers whose interests range beyond the domestic or personal sphere. The assigned reading provides models by which students may shape their own ideas and essays. Discussions explore how contemporary American women writers are creating a tradition of their own. The course offers a supportive environment for developing technique and exchanging ideas. *Counts toward American Studies and Gender Studies minors.*

WR352 Biography and Autobiography (3.00 cr.)

Prerequisite: WR200 or WR201. 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 essays in which they experiment with those types.

WR353 The Contemporary Essay (3.00 cr.)

Prerequisite: WR200 or WR201. 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.

WR354 Nature Writing (3.00 cr.)

Prerequisite: WR200 or WR201. To write about nature is to discover more about the nature of writing as a medium for relaying fact and event, close observation, artistic expression, and the exploration of belief. Readings by

American writers ranging from Audubon and Emerson to John McPhee and Wendell Berry are supplemented with sessions with local naturalists and trips to Bare Hills, Cylburn Arboretum, and Loyola's Woodberry property. Writing includes journals, articles, short nonfiction pieces, and essays—genres that allow students to enter an impassioned but civil conversation about our land. *Counts toward American Studies minor.*

WR355 Travel Writing (3.00 cr.)

Prerequisite: Junior standing or above. Students explore the prose genre of travel writing while living and studying abroad. They read in the canon of contemporary and traditional travel literature—newspaper and magazine articles, short pieces, literary essays, and non-fiction books. Inspired and informed by their adventures in the "here and now" of travel abroad, they keep a weekly "memoir journal" and write three major pieces. *This on-line course is restricted to Loyola students and to a semester during which they are studying abroad.*

WR356 Writers in the Catholic Tradition: Selected Authors (3.00 cr.)

Prerequisite: Junior standing or above. A study of one or more writers whose work is shaped by the Catholic tradition. Examining work with this common foundation introduces students to the ways that Catholic belief or background may influence a writer's concerns, techniques, or viewpoint. *Counts toward Catholic Studies minor. May be repeated for credit with different topics.*

WR357 Writing about Film (3.00 cr.)

Prerequisite: WR200 or WR201. Students produce a series of critical essays about film after viewing and analyzing works representing various periods and styles, including films by such influential figures as Hitchcock, Fellini, and Truffaut. Familiarizes students with film concepts, terms, and recent trends in film criticism and theory. They will explore in their writing questions relating to such matters as genre, audience, theme, and censorship. *Counts toward Film Studies minor.*

WR358 Literary Reviewing (3.00 cr.)

Prerequisite: WR200 or WR201. 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.

WR359 Survival Stories: Advanced Nonfiction**Workshop (3.00 cr.)**

Prerequisite: WR200 or WR201, plus any two WR300-level courses. An advanced nonfiction workshop with contemporary readings centered on memoirs of survival and witness. Emphasis is placed on the literary memoir as a vital form used to explore the political, social, and ethical crises of the contemporary world. Readings also explore current nonfiction trends, as well as matters of craft or ethics as they reflect the challenge of writing about one's own life or the lives of others. Coursework includes three literary nonfiction essays that reflect the course focus and the student's own interest; student-run discussions or presentations also play a part.

WR385 Special Topics in Writing (3.00 cr.)

Prerequisite: Varies according to topic. An upper-level course in the writing department. *Topic announced each time course is offered. May be repeated for credit with different topics.*

WR395 Fiction, Film, and Political Thought of the 1980s (3.00 cr.)

Prerequisite: WR200 or WR201. The intellectual and artistic climate of the 1980s—a decade of influential cultural, economic, and technological change—is examined through focus on philosophical texts, novels, essays, and relevant films. Requirements include weekly analytical and interpretive writing assignments. *Same course as PL395.*

WR400 Senior Seminar: New Writers (3.00 cr.)

Prerequisite: WR330 or WR331. A reading survey of contemporary writers and trends in contemporary writing. Texts are novels, books of poems, and nonfiction prose written within the last three years and chosen to provoke discussion of what it means to want to be a writer today. These texts are also often the books of writers who will be visiting the Loyola campus during that semester. Requirements include reading journals, oral reports, and issue papers rising out of class discussion. *Required of all writing majors. Open to writing minors, space permitting.*

WR401 Senior Portfolio (3.00 cr.)

Prerequisite: WR330 or WR331. *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 nonfiction prose. Students select and revise their best work to date and add new work to make up a portfolio. Extensive reading also required. Students meet at least once a week with their faculty sponsors. *To be taken as an elective, preferably the fall semester of the senior year.*

WR402 Writing Internship (3.00 cr.)

Prerequisite: *Written permission of the internship coordinator or writing department chair. Restricted to juniors and seniors.* Writing majors plan and apply for a supervised, semester-long internship on or off campus in writing, editing, teaching, publishing, copy editing, broadcast and newspaper writing, corporate communications, or other writing in the workplace. Emphasis on practical professional preparation including resume, portfolio, and career track development. *May be taken once for degree credit and repeated for non-degree credit. May not be used for core credit. Paid internships are ineligible for degree credit.*

Office: Beatty Hall, Room 104

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Website: www.loyola.edu/education

Dean: Peter C. Murrell, Jr., Professor

Chair: L. Mickey Fenzel, Professor

Internship Coordinators, Professional

Development Schools: Deborah Anthony; Christopher J. Barnes; Barbara J. Livermon; Philip G. Rivera; Kathleen Sears

Practicum Coordinator, Special Education: Cathy A. Rosensteel

Secondary Minors Advisor: Kathleen Sears

Professors: Victor R. Delclos; L. Mickey Fenzel; Peter C. Murrell, Jr.; Beatrice E. Sarlos (emerita)

Associate Professors: Marie Celeste; Debby Deal; David Marcovitz; Michael L. O'Neal; Peter L. Rennert-Ariev; Elana E. Rock; Wendy M. Smith

Assistant Professors: Catherine Castellan; Stephanie A. Flores-Koulish; Afra A. Hersi; Patricia A. McCarthy

Instructors: Deborah Anthony; Christopher J. Barnes; Eleanor Kaufman; Barbara J. Livermon; Kathleen Sears; Jack Woodward

Affiliate Faculty: Monica Phelps; Maryanne Ralls; Richard T. Satterlee

The Reverend Peter-Hans Kolvenbach, S.J., former 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 Division of Education has adopted the three words, Competence, Conscience, Compassion as the foundation for its conceptual framework.

MISSION

Within the Jesuit traditions of intellectual excellence, social justice, ethical responsibility, and *cura personalis*, the Division of Education 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. Through field experiences and service-learning courses, education majors obtain experience working with diverse children in urban and suburban school settings. Majors are placed in a school setting every semester throughout the program of study. The program has been nationally recognized by the Association for Childhood Education International and approved by the Maryland State Department of Education in partnership with the National Council for Accreditation of Teacher Education (NCATE) 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 all 50 states and in all U.S. territories through 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 for all majors. 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 fifth-year program is available for individuals who wish to earn certification in special education along with a master's degree. Loyola College's special education master's degree programs have been approved by the Council for Exceptional Children, the Maryland State Department of Education, and the National Council for Accreditation of Teacher Education (NCATE).

A Minor in Secondary Education allows students from other disciplines to complete degree requirements for their major while taking the education courses required for certification. A fifth year program exists for students who wish to be certified in secondary education through the Master of Arts in Teaching (M.A.T.) program. Students submit the application at the end of their junior year and take three graduate-level courses in their senior year. (Contact the department for more information.) These minor programs have been approved by nationally recognized specialty organizations and the Maryland State Department of Education, in partnership with the National Council for Accredita-

tion of Teacher Education (NCATE), and they include the Maryland approved reading courses.

Consistent with Loyola's emphasis on high quality teacher preparation, elementary education majors and students who choose to complete a secondary education minor are required to: maintain a 2.500 overall average in order to remain in good standing and be eligible for Internship II; complete all required education coursework, including field experience; and achieve a score that meets or exceeds the Maryland composite cutoff on the reading, writing, and mathematics portions of the Praxis I: Pre-Professional Skills Tests prior to beginning the internship. (Students who intend to teach in Maryland may substitute qualifying scores on the SAT or ACT for Praxis I scores; contact the department for more information.) In order to complete the requirements for graduation, elementary education majors are required to take the Praxis II content and pedagogy tests in elementary education. Similarly, secondary education minors need to complete the Praxis II content and pedagogy tests in the undergraduate major area.

Many of the department's field, practicum, and internship sites now require students placed in their facilities to undergo fingerprinting, drug testing, and a criminal background check before they are allowed to begin their fieldwork. The department will assist students in meeting these requirements before they begin their field placements. Any student not cleared by this process will not be eligible to complete a certification program.

During the spring of the senior year, elementary education majors who are not eligible for Internship II register for the 15-credit, Non-Certification Option, consisting of two departmental electives (in consultation with the advisor) and three electives. Students who complete this option do not complete the Maryland-approved program and cannot be recommended for certification.

Students completing either a Major in Elementary Education or a Minor in Secondary Education complete an internship in a Professional Development School (PDS). The PDS is a collaborative effort between the local schools and Loyola College's Division of Education.

ACCREDITATION

The Division of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC, 20036; phone: 202-466-7496. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

MAJOR IN ELEMENTARY EDUCATION

BACHELOR OF ARTS

Requirements for a major and an example of a typical program of courses are as follows:

Freshman Year

Fall Term

- ED100 Introduction to Elementary Education
- PH110 Physical Science I
- ST110 Introduction to Statistical Methods and Data Analysis
- WR100 Effective Writing
- Language Core

Spring Term

- BL106 Science of Life
- EN101 Understanding Literature
- HS101 History of Modern Western Civilization
- RE219 Processes and Acquisitions of Literacy
- Language Core *or*
- Elective

Sophomore Year

Fall Term

- ED202 Child and Adolescent Development
- ED203 Elementary Mathematic Methods
- ED430 Field Experience: Science
- PH111 Physical Science II
- PL201 Foundations of Philosophy
- English Core

Spring Term

- ED205 Educational Psychology
- ED206 Elementary Mathematic Methods Lab
- ED438 Field Experience: Special Education
- PL200-Level Philosophical Perspectives Course
- RE242 Materials for Teaching Reading
- SE496 Introduction to Special Education
- Fine Arts Core

Junior Year*Fall Term*

- ED416 Elementary Social Studies Methods
- ED431 Field Experience in Education
(Elementary Level)
- TH201 Introduction to Theology
- History Core
- Mathematical Sciences Course

Spring Term

- ED440 Field Experience: Reading
(Elementary Level)
- RE344 Assessment and Instruction
in Reading I
- Ethics Core (PL300–319 or TH300–319)
- Theology Core
- Non-Departmental Elective (EC/GY/HS/PS/SC)
- Non-Departmental Elective

Senior Year*Fall Term*

- ED404 Internship I and Seminar
- ED421 Comprehensive Classroom
Management
- RE420 Assessment and Instruction
in Reading II
- Non-Departmental Elective
- Non-Departmental Elective
- Elective

Spring Term

- ED445 Internship II and Seminar *and*
Elective *or*
- Non-Certification Option (15 credits)

1. Students may take HS340, HS341, HS345, HS346, HS350, or HS352 to satisfy the second history core requirement. Honors students must take a 400-level American history course.

2. Students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

MINOR IN SPECIAL EDUCATION

The Division of Education offers a Minor in Special Education which provides students with a basic understanding of special education law, the needs of diverse learners, and assessment and instructional strategies to support access to the general education curriculum for children with special needs. For elementary education majors, the Minor in Special Education requires only three additional courses. The Minor in Special Education is available to students in all majors. It includes five courses and a service-learning experience:

- ED421 Comprehensive Classroom
Management*
- ED438 Field Experience: Special Education
(Elementary Level) *or*
- ED439 Field Experience: Special Education
(Secondary Level)
- SE482 Assessment and Instructional Planning
for Special Education
- SE483 Collaboration and Consultation for
Students with Special Needs
- SE495 Improving Access to the General
Curriculum for All Learners
- SE496 Introduction to Special Education*

Elementary education majors who complete the Minor in Special Education may be eligible to apply to Loyola's one-year, full-time graduate program leading to a master's degree and eligibility for certification in special education at the early childhood (birth to age 8) or elementary/middle (grades 1–8) or secondary (grades 6–12) level.

* Taken as part of elementary education major.

MINOR IN SECONDARY EDUCATION

The Division of Education 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:

- ED205 Educational Psychology
 ED429 Secondary Methods of Teaching
 ED432 Internship I and Seminar (Secondary/
 Middle)
 ED439 Field Experience: Special Education
 (Secondary Level)
 RE474 Teaching Reading in the Content Area I
 RE475 Teaching Reading in the Content Area II
 SE496 Introduction to Special Education
 Content Area Teaching Methods
 Internship (Secondary Level)

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

COURSE DESCRIPTIONS**Education****ED100 Introduction to Elementary Education (4.00 cr.)**

An overview of current educational issues integrated with a required service-learning project. An introduction to educational technology is included. *Prerequisite for all fieldwork.*

ED202 Child and Adolescent Development (3.00 cr.)

An in-depth review of theories and current issues involving the cognitive, social, and physical development of children and adolescents, with a particular emphasis on urban children. Students take part in a service-learning placement in an urban school.

ED203 Elementary Mathematic Methods (3.00 cr.)

Focuses on developing both conceptual and procedural knowledge of mathematics concepts essential for elementary school teachers and on methods to teach those concepts to children.

ED205 Educational Psychology (3.00 cr.)

Prerequisite: Restricted to secondary education minors and elementary education majors or written permission of the instructor. Explores major theories and principles of learning, motivation, and assessment. Focuses on the theoretical knowledge and the current research and their application to learning and teaching.

ED206 Elementary Mathematics Methods Lab (2.00 cr.)

Provides students with opportunities to plan and teach mathematics lessons in an elementary school setting. Problem solving, lesson planning, and assessment are included.

ED324 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.

ED404 Internship I and Seminar (Elementary Level) (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. (*Pass/Fail*)

ED416 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.

ED421 Comprehensive Classroom Management (3.00 cr.)

Prerequisite: SE496. 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.

ED422 The Teaching of Science (3.00 cr.)

Presents the general theory of education as applied to the teaching of science. Consideration given to the selection and organization of content and the methods and the techniques associated with national and state standards for science instruction. *One of the six methods courses is required for secondary school teachers by the Maryland State Department of Education.*

ED423 The Teaching of English (3.00 cr.)

Presents the general theory of education as applied to the teaching of English. Consideration given to the selection and organization of content and the methods and the techniques associated with national and state standards for English instruction. *One of the six methods courses is required for secondary school teachers by the Maryland State Department of Education.*

ED424 The Teaching of Social Studies (3.00 cr.)

Presents the general theory of education as applied to the teaching of social studies. Consideration given to the selection and organization of content and the methods and the techniques associated with national and state standards for social studies instruction. *One of the six methods courses is required for secondary school teachers by the Maryland State Department of Education.*

**ED425 Teaching of Art
(Focus: Grades Pre-K–12) (3.00 cr.)**

Prerequisite: Written permission of the advisor. Presents the general theory of education as applied to the specific subject area. Introduces current research and teaching methods related to the respective discipline.

**ED426 The Teaching of Modern
Foreign Language (3.00 cr.)**

Presents the general theory of education as applied to the teaching of modern foreign language. Consideration given to the selection and organization of content and the methods and the techniques associated with national and state standards for foreign language instruction. *One of the six methods courses is required for secondary school teachers by the Maryland State Department of Education.*

ED427 The Teaching of Mathematics (3.00 cr.)

Presents the general theory of education as applied to the teaching of mathematics. Consideration given to the selection and organization of content and the methods

and the techniques associated with national and state standards for mathematics instruction. *One of the six methods courses is required for secondary school teachers by the Maryland State Department of Education.*

ED428 The Teaching of Music (3.00 cr.)

Presents the general theory of education as applied to the teaching of music in grades K–12. Consideration is given to the selection and organization of content and the methods and techniques associated with the teaching of music. *One of the six methods courses is required for secondary school teachers by the Maryland State Department of Education.*

ED429 Secondary Methods of Teaching (3.00 cr.)

Prerequisite: Restricted to seniors minoring in secondary education or written permission of the instructor. Introduces students to the general concepts required for teaching at the secondary level. Includes objectives of secondary education, unit and lesson planning, varied instructional techniques, dealing with individual differences, and assessment.

ED430 Field Experience: Science (2.00 cr.)

Prerequisite: Restricted to students taking PH111. Focuses on laboratory, field-oriented, academic, and practical experiences designed to blend the educational principles of science teaching with science content, in an active, student-centered learning environment. Relevance to the elementary and middle school classrooms is established through hands-on, inquiry-based laboratory activities, field-based exercises and research projects, assigned readings, long-term observation projects, curriculum analyses, outdoor field-trips, and nature center visits.

**ED431 Field Experience in Education
(Elementary Level) (1–2.00 cr.)**

Prerequisite: ED100. 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)*

**ED432 Internship I and Seminar
(Secondary/Middle Level) (1.00 cr.)**

Prerequisite: Restricted to juniors and seniors. The first phase of a two-semester internship, beginning spring of junior year or fall of senior year, in a specified area of certification. Interns observe, reflect, and begin to gain

teaching experience in both a middle and a high school placement. They become acquainted with support systems, school climate, and resources in both placements as well as participate in the preparation of learning materials and in classroom instruction. Problems and techniques of classroom management are experienced in realistic settings. *(Pass/Fail)*

ED433 Internship in Music (12.00 cr.)

Prerequisite: Cumulative GPA of 2.500, passing score on Praxis I, and ED432. The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of college coordinators and experienced mentor teachers.

ED434 Field Experience in Education (Secondary Level) (1–2.00 cr.)

Prerequisite: ED100. 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. Problems and techniques of classroom management are experienced in a realistic setting. *(Pass/Fail)*

ED435 Internship in Art (12.00 cr.)

Prerequisite: Cumulative GPA of 2.500, passing score on Praxis I, and ED432. The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of college coordinators and experienced mentor teachers.

ED436 Leadership Seminar I (1.00 cr.)

Prerequisite: Written permission of the instructor. The purpose of the course is to improve the effectiveness of student instructors of FE100 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. (Pass/Fail)*

ED437 Leadership Seminar II (1.00 cr.)

Prerequisite: Written permission of the instructor. The purpose of the course is to improve the effectiveness of student instructors of FE100 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. (Pass/Fail)*

ED438 Field Experience: Special Education (Elementary Level) (1.00 cr.)

Corequisite: SE496. 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 elementary education majors. (Pass/Fail)*

ED439 Field Experience: Special Education (Secondary Level) (1.00 cr.)

Corequisite: SE496. 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 secondary education minors. (Pass/Fail)*

ED440 Field Experience: Reading (Elementary Level) (1.00 cr.)

Corequisite: RE344. A school-based involvement in reading for three 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. *(Pass/Fail)*

ED443 Field Experience: Special Education (1.00 cr.)

Corequisite: SE496. 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. Prob-

lems and techniques of classroom management are experienced in a realistic setting. *Restricted to special education minors who are not elementary education majors. (Pass/Fail)*

ED445 Elementary Internship II and Seminar (12.00 cr.)

Prerequisite: Cumulative GPA of 2.500, passing score on Praxis I, and completion of major coursework. Students continue their intensive yearlong internship in this closely supervised, full-time PDS 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. *(Pass/Fail)*

ED452 Internship II: Student Teaching (Secondary Level): Science (12.00 cr.)

Prerequisite: Cumulative GPA of 2.500, passing score on Praxis I, and ED432. The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school PDS placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of college coordinators and experienced mentor teachers. *(Pass/Fail)*

ED453 Internship II: Student Teaching (Secondary Level): English (12.00 cr.)

Prerequisite: Cumulative GPA of 2.500, passing score on Praxis I, and ED432. The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school PDS placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of college coordinators and experienced mentor teachers. *(Pass/Fail)*

ED454 Internship II: Student Teaching (Secondary Level): Mathematics (12.00 cr.)

Prerequisite: Cumulative GPA of 2.500, passing score on Praxis I, and ED432. The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school PDS placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of college coordinators and experienced mentor teachers. *(Pass/Fail)*

ED455 Internship II: Student Teaching (Secondary Level): Social Studies (12.00 cr.)

Prerequisite: Cumulative GPA of 2.500, passing score on Praxis I, and ED432. The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school PDS placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of college coordinators and experienced mentor teachers. *(Pass/Fail)*

ED456 Internship II: Student Teaching (Secondary Level): Modern Foreign Language (12.00 cr.)

Prerequisite: Cumulative GPA of 2.500, passing score on Praxis I, and ED432. The second phase of the internship where interns continue to translate academic theory into practice in both a middle school and a high school PDS placement. This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of college coordinators and experienced mentor teachers. *(Pass/Fail)*

ED463 Independent Study in Education (1–6.00 cr.)

Prerequisite: Written permission of the advisor and the department chair. Individual projects geared to specific needs or interests of students. Specific requirements related to each independent study approved on an individual basis.

Geography

GY201 Principles of Geography (3.00 cr.)

An introduction to the location, creation, and use of spatial data products and methods of investigation and analysis inherent in the geographic study of earth processes and human endeavors. Relevance of geographic study for all citizens is established through investigative laboratory, field, and internet-based exercises, projects, and case studies. Focuses on the application of geographic principles and techniques to a variety of local, national, and global societal and environmental issues.

Reading

RE219 Processes and Acquisitions of Literacy (3.00 cr.)

Assists students in understanding the reading acquisition process. Course content is organized around current accepted research-based theoretical models that account for individual differences in reading. *The Maryland State Department of Education has approved this course for the Processes and Acquisition requirement. (Formerly RE419)*

RE242 Materials for Teaching Reading (3.00 cr.)

Prerequisite: RE219. Addresses selection and evaluation of print and electronic texts and identification of strategies used when teaching reading at children's instructional and developmental levels. *The Maryland State Department of Education has approved this course for the Materials for Teaching Reading requirement. (Formerly RE442)*

RE344 Assessment and Instruction in Reading I (3.00 cr.)

Prerequisite: RE219, RE242 or written permission of the instructor. *Corequisite:* ED440. Addresses a variety of reading instruction methods and assessment measures for primary age children. A main focus of the course is to develop an understanding of how word recognition strategies develop and lead to comprehension. *The Maryland State Department of Education has approved this course in conjunction with RE420 for the Instruction in Reading and Assessment of Reading requirements. (Formerly RE444)*

RE420 Assessment and Instruction in Reading II (3.00 cr.)

Prerequisite: RE219, RE242, RE344 or written permission of the instructor. Addresses a comprehensive array of instructional and assessment techniques and strategies for independent readers with specific attention to comprehension, vocabulary, and fluency. *The Maryland State Department of Education has approved this course in conjunction with RE344 for the Instruction in Reading and Assessment of Reading requirements. (Formerly RE420)*

RE474 Teaching Reading in the Content Area I (3.00 cr.)

Prerequisite: ED205 or written permission of the instructor. Introduces a wide variety of strategies which use reading, writing, speaking, listening, and viewing to support content learning. Particular attention is given to the development of vocabulary, comprehension, study skills, and writing strategies for all learners including struggling readers and English Language Learners. *The Maryland*

State Department of Education has approved this course for the required Reading in the Content Area I course.

RE475 Teaching Reading in the Content Area II (3.00 cr.)

Prerequisite: RE474. Further explores the research and application that addresses literacy as a tool for negotiating and comprehending content area material. Students revisit and add to a wide range of literacy based content area strategies. Particular attention is given to the instruction/assessment cycle, uses of technology, and supporting diverse learners. *The Maryland State Department of Education has approved this course for the required Reading in the Content Area II course.*

Special Education

SE481 Differentiating Curriculum and Instruction for Diverse Learners (3.00 cr.)

Prerequisite: ED202, SE496. 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.

SE482 Assessment and Instructional Planning for Special Education (3.00 cr.)

Prerequisite: SE496. Students demonstrate understanding of the principles, ethics, and limitations of assessment, as well as the process of special education eligibility, progress evaluation, and dismissal. Students demonstrate understanding and knowledge of various formal and informal assessment instruments, their administration, and their interpretation. Students construct goals and objectives for students with learning and behavior problems by using assessment information and input from parents and other professionals. Students design adaptations and accommodations to meet unique needs. Emphasis is placed on linking assessment information to the designing of appropriate instructional programs that meet the unique needs of children with disabilities.

**SE483 Collaboration and Consultation
for Students with Special Needs (3.00 cr.)**

Prerequisite: SE496. 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.

SE484 Field Service in Education (1.00 cr.)

Corequisite: SE483. A school-based service-learning experience in Italy that combines academic study and community service to enhance students' learning and growth while helping to meet a community need. Students work in an elementary school classroom for a total of 30 hours in various activities to support the teaching of the English language, including planning and delivering instruction both one-on-one and in small groups. Students demonstrate the principles and techniques of collaboration and consultation necessary to work effectively with the classroom teacher, English teacher, special educator, family members, and other professionals to provide culturally sensitive and age appropriate learning opportunities. (*Pass/Fail; Summer only*)

**SE495 Improving Access to the General Curriculum
for All Learners (3.00 cr.)**

Prerequisite: SE496. Educators are prepared to support the learning needs of students with disabilities or limited English proficiency in inclusive settings in grades 1–8. Specific evidence-based strategies for curriculum content acquisition (e.g., content enhancements, learning strategies, peer tutoring methods, Universal Design for Learning) are demonstrated and applied. Topics also include effective techniques for instructional planning and delivery, providing accommodations and modifications to the general curriculum, and improving student study skills and overall academic performance. The SETT framework is used to guide the evaluation and selection of assistive technology devices for specified purposes.

SE496 Introduction to Special Education (3.00 cr.)

Corequisite: ED438 required for elementary education majors. ED439 required for secondary education minors. ED443 required for students who are not elementary education majors. Students identify and describe major philosophies, theories, and trends in the field of special education. Topics include cultural impact, delivery of service, and past to present knowledge and practices. For each area of disability, students become familiar with general information on physical and psychological characteristics; incidence and etiology; diagnostic and therapeutic services; interventions and educational programs; technology; and findings of recent research. Students demonstrate understanding of issues related to the assessment, identification, and placement of students with various exceptionalities. In addition, students are expected to identify the federal laws and regulations relative to rights and responsibilities, student identification, and delivery of services.

INSTITUTION LEVEL PASS-RATE DATA: REGULAR TEACHER PREPARATION PROGRAM

Academic Year and Testing Period: 2006–2007

Number of Program Completers: 56 Submitted; 53 Found and Used in Passing Rate Calculations*

According to Section 207 of the Title II of the Federal Higher Education Act, each institution of higher education is required to publish students' results on the teacher licensing examination, known as Praxis. The following describes both undergraduate and graduate students' scores on the Praxis test(s).

TYPE OF ASSESSMENT	ASSESSMENT CODE NO.	NO. TAKING ASSESSMENT	NO. PASSING ASSESSMENT	INSTITUTIONAL PASS RATE	STATEWIDE PASS RATE
Professional Knowledge					
Elementary Education Content Area Exercises	012	29	28	97%	99%
Academic Content Areas					
Elementary Education Content Knowledge	014	29	29	100%	100%
Aggregate Scores					
Aggregate – Basic Skills		50	50	100%	99%
Aggregate – Professional Knowledge		43	42	98%	98%
Aggregate – Academic Content Areas (Math, English, Biology, etc.)		43	43	100%	99%
Summary Totals and Pass Rates		53	52	93%	97%

* The number of program completers found, matched, and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

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Coordinator for Experiential Learning:

Steven D. King, Affiliate Assistant Professor
of Information Systems and Operations

Management

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Sellinger Scholars Program

Academic Director: Jalal Soroosh, Professor
of Accounting

Administrative Director: Catherine Fallon Hanna

FACULTY

The faculty of the Sellinger School and their representative departments are as follows:

ACCOUNTING

Office: Sellinger Hall, Room 318

Telephone: 410-617-2474

Chair: Kermit O. Keeling, Associate Professor

Professors: William E. Blouch; Alfred R. Michenzi; Jalal Soroosh

Associate Professors: Kermit O. Keeling;
Ali M. Sedaghat

Assistant Professors: Jayne Maas; E. Barry Rice
(emeritus); Hong Zhu

Instructor: Joseph M. Langmead (visiting)

ECONOMICS

Office: Sellinger Hall, Room 318

Telephone: 410-617-2357

Chair: Francis G. Hilton, S.J., 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 D. Burger; Francis G. Hilton,
S.J.; John M. Jordan (emeritus); Norman H.
Sedgley; Marianne Ward; Nancy A. Williams

Instructor: Elizabeth J. Walters

Affiliate Faculty: Marcelin W. Diagne; G. Edward
Dickey; Soheila K. Fardanesh; Sean P. Keehan;
Ephraim Leibtag

FINANCE

Office: Sellinger Hall, Room 218

Telephone: 410-617-2818

Chair: Lisa M. Fairchild, Professor

Professors: John S. Cotner; Lisa M. Fairchild;
Harold D. Fletcher; Karyl B. Leggio; Walter J.
Reinhart; Thomas A. Ulrich

Assistant Professors: Octavian G. Ionici;
Yoon S. Shin

Instructors: Frank P. D'Souza; Joseph M.
Langmead (visiting); Christopher Meng

Affiliate Faculty: Jason Cherubini; Lynne C.
Elkes; James R. Farnum, Jr.; Daniel T. Gunter;
Edward C. Harding III; Brian K. Israel;
Christopher Little; James M. Mauser; Michael
Moscato; Lance A. Roth; Kirby Smith

**INFORMATION SYSTEMS AND OPERATIONS
MANAGEMENT**

Office: Sellinger Hall, Room 318

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Chair: Gloria Phillips-Wren, Associate Professor

Professors: Charles R. Margenthaler (emeritus);
Phoebe C. Sharkey; Leroy F. Simmons (emeritus)

Associate Professors: Ellen D. Hoadley; Gloria
Phillips-Wren; A. Kimbrough Sherman; Laurette
P. Simmons (emerita); George M. Wright

Assistant Professors: Steven B. Kramer; Jeannie L. Pridmore; Daniel Rice; Paul Tallon

Affiliate Faculty: Shelley Bliss; Steven D. King; Jerome Russell; Christine M. Schaaf; Michael J. Steenberge

LAW AND SOCIAL RESPONSIBILITY

Office: Sellinger Hall, Room 418

Telephone: 410-617-2381

Chair: Andrea Giampetro-Meyer, Professor

Professors: Nan S. Ellis; Andrea Giampetro-Meyer; John A. Gray (emeritus)

Associate Professor: Timothy Brown, S.J.

Assistant Professors: Elizabeth J. Kennedy; Michael B. Runnels

MANAGEMENT AND INTERNATIONAL BUSINESS

Office: Sellinger Hall, Room 418

Telephone: 410-617-2691

Chair: Christy L. DeVader, Associate Professor

Professors: Harsha B. Desai; Richard H. Franke; Raymond M. Jones; Roger J. Kashlak;

Peter Lorenzi; Anthony J. Mento; Tagi Sagafi-nejad (emeritus)

Associate Professors: Jeffrey Cummings; Christy L. DeVader; Paul C. Ergler (emeritus); Michael L. Unger (visiting)

Assistant Professor: Hung-bin Ding

Instructor: Jonathan D. Raelin

Affiliate Faculty: William Deming; John T. Everett; Charles Fitzsimmons; Mark Hubbard; Salvatore A. Lenzo; Michael Liebman; Mary Page B. Michel

MARKETING

Office: Sellinger Hall, Room 418

Telephone: 410-617-2381

Chair: Richard Klink, Associate Professor

Professors: Gerard A. Athaide; Ernest F. Cooke; Patrick A. Martinelli (emeritus); Doris C. Van Doren

Associate Professor: Richard Klink

Assistant Professors: Georgiana Cracuini; Gauri Kulkarni; Beth A. Vallen; Qiyu (Jason) Zhang

Instructor: Frederick Fusting

Affiliate Faculty: Gretchen Cannon; Stacy Correll; Hope Bober Corrigan; Bradley K. Fountain; Pamela Johns; Alex Sapir

MISSION

The Sellinger School provides undergraduate education grounded in the liberal arts tradition, centered in Jesuit core values, enhanced by management education/knowledge, and incorporating experiential learning. Graduate programs serve working professionals seeking post-baccalaureate management development to further their careers and personal interests. Both undergraduate and graduate programs develop and prepare ethical, reflective, and competent leaders of business and society in a diverse and changing world by fostering a passion for excellence and the principles of *cura personalis*—education and care of the whole person: body, mind, and spirit.

HISTORY

Loyola College was founded in Baltimore in 1852 by the Society of Jesus and was instilled with its core values: excellence in all things and *cura personalis*. Business education at Loyola began with undergraduate courses being offered in 1943. In 1967, Loyola initiated its Master of Business Administration (MBA) program and in 1975, its Master of Science in Finance (MSF). In 1973, the Executive Master of Business Administration (EMBA) program was established, and the MBA Fellows Program followed in 1984 in response to the needs of the region. All of these programs were the first of their kind in the state of Maryland, contributing to Loyola's long history of excellence.

In 1980, the School of Business was formed as a separate entity, being named the Joseph A. Sellinger, S.J., School of Business and Management in 1984. The Sellinger School Board of Sponsors was formed in 1981 and continues as an ongoing consultative group supporting the quality of the School. By 1990, Loyola had achieved accreditation by AACSB International – The Association to Advance Collegiate Schools of Business in its undergraduate, graduate, and accounting programs and had established a chapter of Beta Gamma Sigma, the business student honor society. Currently, the MBA and MSF programs are the largest in the region, and the Sellinger School enjoys its reputation as the business school of choice in the Baltimore metropolitan area.

EDUCATIONAL AIMS

The Sellinger School's educational aims include the development of:

- oral and writing skills to communicate coherently and effectively;
- analytical skills to improve decision-making;
- critical and reflective thinking;
- an understanding and value of differences among people, ideas, cultures, religions, and ways of life;
- appreciation of leadership that incorporates service to others.

Additionally, these aims include teaching and fostering an understanding of:

- the nature of ethical reasoning, justice, and service to others and the ability to incorporate these considerations into decision-making;
- the global, environmental, technological, economic, political, legal and regulatory context of business/organizations;
- how value is created, sustained, and developed by an organization through the integrated production and distribution of goods and services;
- individual and group dynamics within an organization;
- financial theories, analysis, reporting, and markets and the ability to evaluate the financial position of an organization.
- statistical analysis, management science, and information technology used to support organizational decision-making;
- the integration of knowledge pertaining to the functional areas of business as a means to formulate and implement decisions intended to achieve organizational goals.

CURRICULUM

Business Administration (B.B.A.) Majors:

Accounting
Business Administration

The business administration major requires a concentration selected from the following disciplines:

Business Economics
Finance
General Business
Information Systems
International Business
Management
Marketing

A Bachelor of Arts (B.A.) in Economics is available in the College of Arts and Sciences.

The accounting major requires seven upper-division courses in accounting. Within the business administration major, six upper-division courses must be completed in the declared concentration area. Both majors include 14 common courses as specified below:

AC201 Financial Accounting
AC202 Managerial Accounting (*or BH202*)
EC102 Microeconomic Principles
EC103 Macroeconomic Principles
EC220 Business Statistics (*or BH220*)
FI320 Financial Management
IB282 International Business
IS251 Information Systems (*or BH251*)
LW305 Legal Environment of Business (*or BH305*)
MG201 Organizational Behavior (*or BH201*)
MG402 Business Policy (*or BH402*)
MK240 Marketing
OM330 Operations Management
Ethics Core (College of Arts and Sciences)

In addition to the specified prerequisites, all students enrolling in upper-level business courses ordinarily must have satisfactorily completed a minimum of 60 credits.

As a general rule, the only common courses that may be taken until the 60 credits have been completed are: AC201, AC202, EC102, EC103, EC220, FI320, IB282, IS251, MG201, MK240, and ethics.

Students majoring in a Sellinger School program also must complete CS111 or CS112 and MA151 or MA251. Completion of 60 credits, including CS111 or CS112 and MA151 or MA251 or their equivalent, results in upper-division standing.

A student completing the B.B.A. program may complete a **maximum** of 69 credits within the Sellinger School of Business and Management, including EC102, EC103, and EC220 or BH220.

All students must complete the diversity requirement through a designated diversity core, major, or elective course (see Diversity Requirement under Curriculum and Policies).

COURSES AT OTHER COLLEGES

Major courses may only be taken at AACSB-accredited institutions. Written permission of both the chair of the host department and the Academic Advising and Support Center is required prior to registration for the course.

EXPERIENTIAL LEARNING REQUIREMENT

Candidates for the B.B.A. must complete an experiential learning requirement. Experiential learning serves to enhance traditional classroom work through the integration of theory and practice. Students are afforded the opportunity for enriched academic discussion and a broadened learning environment through international, internship, and service experiences.

Business students must select an option from two of the following experiential areas: international, internship, and/or service.

INTERNATIONAL EXPERIENCE

The international experience option provides students with exposure to business, cultural, social, and political environments outside of the United States. Fulfillment of this option may be satisfied in one of the following ways:

Study Abroad Program: A summer, one semester, or two semester study abroad program coordinated through the International Programs Office.

Three-Credit Course: A course offered during a traditional semester with a study tour component coordinated through a faculty member.

Residence Abroad: A United States citizen who has lived abroad two or more years after the twelfth birthday. Appropriate documentation and formal approval are required.

Non-U.S. Citizen: An international student who has matriculated into Loyola College as a degree candidate. Appropriate documentation and formal approval are required.

Formal approval for residence abroad, student visa, or special circumstances must be referred to the Assistant Dean of the Sellinger School and the appropriate department chair as necessary. In accordance with College policy, students with a history of serious disciplinary problems cannot study abroad.

INTERNSHIP EXPERIENCE

An internship is an on-site working experience that applies business knowledge and skills and is integrated with business studies through concurrent academic involvement. An internship may be taken in the fall, spring, or summer semester, in or out of state. Fulfillment of this option may be satisfied in one of the following ways:

Three-Credit Course: A major or elective course, ordinarily taught by a Loyola College faculty member, requiring a minimum of 150 hours working with an organization. Student interns must have either junior or senior status. *Only one, three-credit internship may count toward graduation requirements.*

One-Credit Course: A one-credit course (*see BA499*), ordinarily taught by the Sellinger School experiential learning coordinator, requiring a minimum of 100 hours working with an organization. The one-credit course typically relates to a summer internship or an experience during the traditional semester that is not related to a three-credit internship course. The credit awarded is in addition to the 120 credits required for graduation.

Research: A three-credit major or elective course involving collaboration with a faculty member in a significant research endeavor. The faculty member

assists in the development of a testable hypothesis, acquisition of appropriate data, evaluation of evidence, and drafting of research findings for submission or presentation to an appropriate audience.

Formal approval for special circumstances must be referred to the Assistant Dean of the Sellinger School and the appropriate department chair as necessary.

SERVICE EXPERIENCE

Service is a form of experiential education in which students gain critical awareness of the reality of the world in which they live. The service experience option may be satisfied on a for-credit or non-credit basis. With the approval of the experiential learning coordinator, either approach will satisfy the service experience component of the experiential learning requirement for the B.B.A. Options include the following:

Three-Credit Course

1. Completion of a service-learning course, as designated by the Center for Community Service and Justice. A service-learning course completed prior to declaring a business major may count toward the graduation requirement. Service-learning courses do not have to be taken in the business school.
2. Completion of a service project integrated into a three-credit course that has **not** been formally designated as a service-learning course. In order for a service project to fulfill the experiential learning requirement under these circumstances, the following criteria must be met:
 - Twenty hours of service are required. It is not necessary that all of these be “direct service” hours on-site but may include research, classroom discussion, and presentations.
 - The project must be integrated into the academic coursework.
 - A reflection component is required and should be integrated into the student deliverable; for example, a class presentation or final paper.

- Service project details must be submitted to the experiential learning coordinator at the conclusion of the course. The instructor’s signature is required to confirm successful completion of all service, reflection and course requirements.

Non-Credit Experience

1. A major Loyola College service project through the Center for Community Service and Justice, such as Spring Break Outreach or Project Mexico.
2. Co-curricular community service activities sponsored by Sellinger clubs or honorary societies and supervised by a faculty member.
3. Individual community service project with an on-site supervisor.

In order for a non-credit service project to fulfill the experiential learning requirement the following criteria must be met:

- Completion of 56 hours of community service within one consecutive 12-month period and certified by the faculty or on-site supervisor.
- Significant and critical reflection integrated into the experience.
- Service project details must be submitted to the experiential learning coordinator. The faculty or on-site supervisor’s signature is required to confirm successful completion of all services and reflection requirements.

SELLINGER SCHOLARS PROGRAM

The Sellinger Scholars Program is an honors program in business administration. The program provides highly motivated students with increased academic rigor beyond the traditional curriculum of the B.B.A. Business and management education is further developed through unique opportunities to interact with business professionals and community leaders. Driven by the College mission, “to inspire students to learn, lead, and serve in a diverse and changing world,” these interactions enhance understanding of leadership, diversity, social responsibility, and justice issues and reflection upon personal and professional choices.

Sellinger scholars are selected in the spring of the freshman year on the basis of academic achievement, leadership potential, and community involvement. Accepted students must complete the spring semester of the freshman year meeting the following requirements: successful completion of a minimum of 15 credit hours per semester applicable to a degree program (excluding advanced placement credits), and achievement of a minimum cumulative GPA of 3.300. Ordinarily, if either of these criteria is not met, the student will no longer be eligible to begin the program in the sophomore year and will be withdrawn from all scholars' course sections.

The program has two primary components: three-credit curricular coursework and the one-credit Sellinger Scholars Experience (BH199). Students must complete all required courses within the program curriculum. These courses offer increased rigor in the form of outside reading, discussion, and class presentations. Coursework begins in the fall of the sophomore year and must be taken in sequence. There are no required courses in the junior year due to the high number of students who study abroad. Required courses fulfill degree requirements as indicated for the B.B.A.:

- BH199 Sellinger Scholars Experience
- BH201 Organizational Behavior (MG201)
- BH202 Managerial Accounting (AC202)
- BH251 Information Systems (IS251)
- BH305 Legal Environment of Business (LW305)
- BH402 Business Policy (MG402)

Special Topics in Business Administration (BA495) is not a required course of the program and counts as a general elective.

The second component, the Sellinger Scholars Experience (BH199), is designed to enhance the academic experience and broaden the learning environment of students. A thematic approach focuses on leadership in a diverse world in the sophomore year, and social responsibility and justice issues in the junior year. Scholars must enroll in this one-credit course every semester, unless they are on leave from Loyola or studying abroad. *Credit received for this course does not count toward the 120 credits required to graduate.*

At the end of each semester, Sellinger scholars are expected to successfully complete courses total-

ing a minimum of 15 credits applicable to a degree (excluding pass/fail courses and courses assigned a grade of W) and to maintain a minimum cumulative GPA of 3.300 throughout the program. Should a student complete fewer than 15 credits as defined above and/or the cumulative GPA falls below a 3.300 in a given semester, the student will be allowed one semester to demonstrate successful completion of 15 credits and/or to raise the GPA to the minimum standard. Ordinarily, if this is not achieved, the student will not be allowed to continue in the program.

BACHELOR OF BUSINESS ADMINISTRATION

Requirements for a major and typical program of courses are listed below. This is a possible plan of study, but it need not be followed in the same order by every student.

Freshman Year

Fall Term

- CS111 Introduction to Computers with Software Applications *or*
- CS112 Introduction to Computer Science
- EC102 Microeconomic Principles
- MA151 Applied Calculus for Business and Social Sciences *or*
- MA251 Calculus I
- WR100 Effective Writing Language Core

Spring Term

- EC103 Macroeconomic Principles
- HS101 History of Modern Western Civilization
- Fine Arts Core
- Language Core *or*
- Elective
- Natural Science Core

Sophomore Year

Fall Term

- AC201 Financial Accounting
- EC220 Business Statistics*
- EN101 Understanding Literature
- IS251 Information Systems (*or* BH251)
- PL201 Foundations of Philosophy *or*
- TH201 Introduction to Theology

Spring Term

AC202 Managerial Accounting (or BH202)
 FI320 Financial Management* or
 MK240 Marketing
 MG201 Organizational Behavior (or BH201)
 PL200-Level Philosophical Perspectives Course or
 Theology Core
 English Core

* Candidates for the B.B.A. may substitute Introduction to Statistics (ST210) for EC220 *if and only if* the student also successfully completes Calculus II (MA252) or Econometrics (EC420).

** Students concentrating in finance must complete FI320 prior to the fall semester of the junior year.

MAJOR IN ACCOUNTING

Major Requirements:

AC301 Intermediate Accounting I
 AC302 Intermediate Accounting II
 AC311 Cost Accounting
 AC401 Advanced Accounting
 AC402 Accounting Information Systems
 AC412 Taxation of Business Entities
 AC421 Auditing

Note: Accounting Lab (AC310) is the corequisite for AC301, AC302, and AC311.

Students planning to sit for the CPA exam in Maryland are encouraged to take Business Ethics (PL310) as their ethics core course. To be better prepared for the CPA exam, students should consider taking Business Law (LW406). Students are also encouraged to take either Presentations (IS253) or Public Speaking (CM290).

Students are allowed to complete a maximum of two graduate level courses while in the undergraduate program. It is important to note that courses taken at the graduate level **do not count** toward the 40-course graduation requirement for the undergraduate degree.

An example of a typical program of courses follows:

Junior Year*Fall Term*

AC301 Intermediate Accounting I
 AC310 Accounting Lab (0.00 cr.)
 AC311 Cost Accounting
 IB282 International Business
 TH201 Introduction to Theology
 Non-Departmental Elective

Spring Term

AC302 Intermediate Accounting II
 AC310 Accounting Lab (0.00 cr.)
 FI320 Financial Management
 OM330 Operations Management
 History Core
 Theology Core

Senior Year*Fall Term*

AC412 Taxation of Business Entities
 AC421 Auditing
 LW305 Legal Environment of Business
 (or BH305)
 Ethics Core
 Non-Departmental Elective

Spring Term

AC401 Advanced Accounting
 AC402 Accounting Information Systems
 MG402 Business Policy (or BH402)
 Non-Departmental Elective
 Elective

Course requirements for the CPA exam vary by state. In order to choose the appropriate courses, accounting majors should contact their major advisors.

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 course requirements for the 150-hour requirement to sit for the exam changed on January 1, 2008.

The fifth year of the program is flexible to enable students to work while they are taking courses.

This new program prepares accounting graduates to perform better in an ever-changing business environment and enhances their marketability. For more information about the fifth year of accounting education, consult the graduate catalogue.

MAJOR IN BUSINESS ADMINISTRATION

Requirements for each concentration and an example of a typical program of courses follows:

Business Economics Concentration

Concentration requirements:

- EC301 Intermediate Macroeconomics
- EC302 Intermediate Microeconomics

Select four of the following courses, two of which must be at the 400-level:

- EC310 American Economic History
- EC320 The Political Economy of War
- EC330 Law and Economics
- EC340 Economic Problems of Cities
- EC350 Capitalism and Its Critics
- EC360 Environmental Economics
- EC370 Cost-Benefit Analysis
- EC380 Sports Economics
- EC390 Growth, Globalization and History
- EC420 Econometrics
- EC430 Monetary Economics
- EC435 Public Sector Economics
- EC440 International Financial Economics
- EC446 International Trade
- EC448 Development Economics
- EC450 Managerial Economics
- EC460 Business and Government
- EC470 Pricing Strategy
- EC480 Labor Economics
- EC490 Health Economics
- EC498 Economics Independent Study
- EC499 Economics Internship

Junior Year

Fall Term

- EC302 Intermediate Microeconomics
- IB282 International Business
- TH201 Introduction to Theology
- Non-Departmental Elective
- Non-Departmental Elective

Spring Term

- EC301 Macroeconomics
- FI320 Financial Management
- OM330 Operations Management
- Theology Core
- Non-Departmental Elective

Senior Year

Fall Term

- LW305 Legal Environment of Business
(or BH305)
- History Core
- Economics Elective
- Economics Elective
- Elective

Spring Term

- MG402 Business Policy (or BH402)
- Ethics Core
- Economics Elective
- Economics Elective
- Elective

Students with good mathematical skills are encouraged to take MA251 and MA252. Students interested in pursuing graduate study in economics are encouraged to take MA301.

Finance Concentration

Concentration requirements:

- FI380 Fixed Income Securities: Valuation and Markets
- FI381 Equity Securities: Valuation and Markets
- FI440 Financial Analysis and Valuation
- FI441 Advanced Financial Management

Select two of the following courses:

- FI326 Insurance and Risk Management
- FI340 Global Financial Management
- FI426 Special Topics in Finance
- FI430 Financial Services Firms and Their Environments
- FI431 Derivative Securities and Markets
- FI433 Portfolio Management
- FI499 Finance Internship

Note: Personal Financial Management (FI121) does not fulfill course requirements for the finance concentration. Financial Management (FI320) must be completed prior to the fall of the junior year.

Junior Year

Fall Term

- FI380 Fixed Income Securities: Valuation and Markets *or*
- FI381 Equity Securities: Valuation and Markets
- IB282 International Business
- MK240 Marketing
- TH201 Introduction to Theology Non-Departmental Elective

Spring Term

- FI380 Fixed Income Securities: Valuation and Markets *or*
- FI381 Equity Securities: Valuation and Markets
- OM330 Operations Management History Core
- Theology Core
- Non-Departmental Elective

Senior Year

Fall Term

- FI440 Financial Analysis and Valuation
- LW305 Legal Environment of Business (*or BH305*)
- Finance Elective
- Non-Departmental Elective
- Elective

Spring Term

- FI441 Advanced Financial Management
- MG402 Business Policy (*or BH402*)
- Ethics Core
- Finance Elective
- Elective

General Business Concentration

This is the interdisciplinary concentration within the Sellinger School. Six upper-level courses are selected from the Sellinger School offerings. No more than three courses may be selected from any discipline.

Note: Personal Financial Management (FI121) and Presentations (IS253) do not fulfill the upper-level course requirements of the general business concentration.

Junior Year

Fall Term

- FI320 Financial Management
- IB282 International Business
- TH201 Introduction to Theology Non-Departmental Elective
- Non-Departmental Elective

Spring Term

- LW305 Legal Environment of Business (*or BH305*)
- OM330 Operations Management Theology Core
- Major Elective
- Major Elective

Senior Year

Fall Term

- History Core
- Major Elective
- Major Elective
- Non-Departmental Elective
- Elective

Spring Term

- MG402 Business Policy (*or BH402*)
- Ethics Core
- Major Elective
- Major Elective
- Elective

Information Systems Concentration

Concentration requirements:

- IS352 Applications Development
- IS353 Database Design and Development
- IS355 Networks and Security
- IS358 Business Intelligence
- IS453 Information Systems Analysis and Design
- IS458 Web-Enabled Applications

The following courses may be taken as free electives:

- IS457 Advanced Topics in Applications Development
 IS459 Research Project in Management Information Systems
 IS499 Internship in Information Systems

Junior Year

Fall Term

- IS282 International Business
 IS358 Business Intelligence
 TH201 Introduction to Theology History Core
 Non-Departmental Elective

Spring Term

- FI320 Financial Management
 IS355 Networks and Security
 OM330 Operations Management
 Theology Core
 Non-Departmental Elective

Senior Year

Fall Term

- IS352 Applications Development
 IB353 Database Design and Development
 IS453 Information Systems Analysis and Design
 LW305 Legal Environment of Business
 (or *BH305*)
 Elective

Spring Term

- IS458 Web-Enabled Applications
 MG402 Business Policy (or *BH402*)
 Ethics Core
 Non-Departmental Elective
 Elective

International Business Concentration

Concentration requirements:

- IB482 Global Strategy
 MG415 International Management
 Two International Area Studies Courses

Select two of the following courses:

- EC446 International Trade
 EC448 Development Economics

- FI340 Global Financial Management
 IB429 Applied Research in Management and International Business
 IB470 Special Topics in International Business
 IB471 Managing Diversity: Globally and Domestically
 IB472 Globalization: Opportunities and Challenges
 IB499 International Business Internship
 LW410 International Business Law
 MK348 International Marketing: European Study Tour

The International Area Studies requirement may be fulfilled in one of three ways: two courses of a foreign language beyond the intermediate level; **or** two courses focusing on one geographic area outside of the United States; **or** two courses with a broad international focus. Each semester the department approves a listing of courses that fulfill the geographic area and broad international focus options.

Junior Year

Fall Term

- FI320 Financial Management
 IB282 International Business
 TH201 Introduction to Theology History Core
 Non-Departmental Elective

Spring Term

- LW305 Legal Environment of Business
 (or *BH305*)
 MG415 International Management
 OM330 Operations Management
 Theology Core
 Non-Departmental Elective

Senior Year

Fall Term

- International Business Elective
 International Business Elective
 International Business Elective
 Non-Departmental Elective
 Elective

Spring Term

IB482 Global Strategy
 MG402 Business Policy (or BH402)
 International Area Studies Course
 Ethics Core
 Elective

Management Concentration

Select six of the following courses:

IB471 Managing Diversity: Globally and Domestically
 IB482 Global Strategy
 MG403 Small Business Management and Entrepreneurship
 MG411 Human Resources Management
 MG412 Leadership
 MG415 International Management
 MG419 Special Topics in Management
 MG429 Applied Research in Management and International Business
 MG451 Social Capital and Entrepreneurship
 MG452 Power and Influence
 MG499 Management Internship

Junior Year*Fall Term*

FI320 Financial Management
 IB282 International Business
 TH201 Introduction to Theology
 Non-Departmental Elective
 Non-Departmental Elective

Spring Term

LW305 Legal Environment of Business
 (or BH305)
 History Core
 Theology Core
 Management Elective
 Management Elective

Senior Year*Fall Term*

OM330 Operations Management
 Management Elective
 Management Elective
 Non-Departmental Elective
 Elective

Spring Term

MG402 Business Policy (or BH402)
 Ethics Core
 Management Elective
 Management Elective
 Elective

Marketing Concentration

Concentration requirements:

MK346 Consumer Behavior
 MK440 Selling Concepts and Strategies
 MK441 Marketing Research
 MK442 Strategic Marketing

Select two of the following courses:

LW404 Marketing Law
 MK348 International Marketing: European Study Tour
 MK444 Product Development and Management
 MK446 Electronic Commerce
 MK447 Promotion Management
 MK449 Special Topics in Marketing
 MK450 Branding and Packaging
 MK451 Retail Marketing
 MK452 Services Marketing
 MK453 Sports Marketing
 MK499 Marketing Internship

Junior Year*Fall Term*

FI320 Financial Management
 IB282 International Business
 MK346 Consumer Behavior
 TH201 Introduction to Theology
 History Core

Spring Term

LW305 Legal Environment of Business
 (or BH305)
 MK440 Selling Concepts and Strategies
 OM330 Operations Management
 Theology Core
 Non-Departmental Elective

Senior Year*Fall Term*

MK441 Marketing Research
Marketing Elective
Non-Departmental Elective
Non-Departmental Elective
Elective

Spring Term

MG402 Business Policy (or BH402)
MK442 Strategic Marketing
Ethics Core
Marketing Elective
Elective

MINOR IN BUSINESS ADMINISTRATION

The Sellinger School offers minors to support the career and professional interests of students pursuing majors in arts and sciences. Business minors are not available to business majors. A student may only select one business minor.

Business: Recommended for students seeking exposure to business concepts; may also be of interest to students who later declare a major in business or pursue an MBA at Loyola or elsewhere. Requirements are as follows:

AC201 Financial Accounting
EC102 Microeconomic Principles*

Plus any four courses from the following:

AC202 Managerial Accounting
EC103 Macroeconomic Principles
FI320 Financial Management
IB282 International Business
IS251 Information Systems
LW305 Legal Environment of Business
MG201 Organizational Behavior
MK240 Marketing
OM330 Operations Management

Students considering a Loyola MBA are also encouraged to complete EC103 as part of their social science core.

Business Economics: Recommended for students seeking rigorous preparation in market analysis. Requirements are as follows:

EC102 Microeconomic Principles*
EC103 Macroeconomic Principles*
EC301 Intermediate Macroeconomics or
EC302 Intermediate Microeconomics
Four additional EC courses, two of which must be at the 400-level. EC220 will be approved only if EC420 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 advisor. 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:

AC201 Introductory Accounting I
AC202 Introductory Accounting II
EC102 Microeconomic Principles*
MG201 Organizational Behavior
MG403 Small Business Management and Entrepreneurship
MK240 Marketing

Information Systems: Recommended for any student interested in the use of information and the development of information systems. Requirements are as follows:

CS111 Introduction to Computers with Software Applications or
CS201 Computer Science I
IS251 Information Systems
IS358 Business Intelligence
Three additional IS300- or 400-level courses (excluding IS253)

International Business: Recommended for non-business students interested in a global perspective. Requirements are as follows:

EC102 Microeconomic Principles*
IB282 International Business
MG201 Organizational Behavior
MG415 International Management

Plus any two courses from the following:

EC446 International Trade
FI340 Global Financial Management

- IB429 Applied Research in Management and International Business
 IB470 Special Topics in International Business
 IB471 Managing Diversity: Globally and Domestically
 IB472 Globalization: Opportunities and Challenges
 IB482 Global Strategy
 IB499 International Business Internship
 LW410 International Business Law
 MK348 International Marketing: European Study Tour

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:

- EC102 Microeconomic Principles*
 MK240 Marketing
 MK346 Consumer Behavior
 MK440 Selling Concepts and Strategies

Plus any two courses from the following:

- MK348 International Marketing: European Study Tour
 MK444 New Product Development and Management
 MK446 Electronic Commerce
 MK447 Promotion Management
 MK449 Special Topics in Marketing
 MK450 Branding and Packaging
 MK451 Retail Marketing
 MK452 Services Marketing
 MK453 Sports Marketing
 MK499 Marketing Internship

* Satisfies a social science core requirement.

** Satisfies second math/science core requirement.

COURSE DESCRIPTIONS

Accounting

AC201 Financial Accounting (3.00 cr.)
Prerequisite: Sophomore standing. Focuses on introducing financial accounting which provides information for decision makers outside the entity primarily by means of general-purpose financial statements. Students acquire a basic knowledge of the language of business.

Topics include the application of accounting theory and generally accepted accounting principles to business transactions encountered by corporations during the accounting cycle.

AC202 Managerial Accounting (3.00 cr.)

Prerequisite: AC201. 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.

AC301 Intermediate Accounting I (3.00 cr.)

Prerequisite: AC202 or BH202, EC102, EC103. Corequisite: AC310. Recommended Prerequisite: EC220. 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. (Fall/Summer)

AC302 Intermediate Accounting II (3.00 cr.)

Prerequisite: AC301. Corequisite: AC310. 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. (Spring/Summer)

AC310 Accounting Lab (0.00 cr.)

Provides extra time for students registered for AC301, AC302, and AC311. Instructors use the time at their discretion for problem solving sessions, examinations, and guest speakers. *May be repeated.* (Pass/Fail; Fall/Spring)

AC311 Cost Accounting (3.00 cr.)

Prerequisite: AC202 or BH202, EC102, EC103. Corequisite: AC310 (Fall/Spring only). Recommended Prerequisite: EC220. 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 only)

AC401 Advanced Accounting (3.00 cr.)

Prerequisite: AC302. 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*)

AC402 Accounting Information Systems (3.00 cr.)

Prerequisite: AC302. 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*)

AC412 Taxation of Business Entities (3.00 cr.)

Prerequisite: AC202 or BH202, EC102, EC103, EC220. The study of four related themes of federal entity taxation. The first theme involves the structure of federal income taxation. Topics include the determination of gross income, business deductions, and business losses. The second theme involves the taxation of business entities. Topics include corporate formation, capitalization, operation, and dividend distributions; partnership formation and operation; and subchapter S election and operation. The third theme deals with special business topics, which include multi-jurisdictional taxation, the corporate alternative minimum tax, and taxation of proprietorships. The fourth theme covers the basics of corporate liquidations and reorganizations. Additional topics include a comparative analysis of the various forms of doing business and an introduction to tax research. The Internal Revenue Code and Regulations are an integral part of this course. (*Fall only*)

AC421 Auditing (3.00 cr.)

Prerequisite: AC302. 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. (*Fall/Summer*)

AC499 Accounting Internship (3.00 cr.)

Prerequisite: AC301 or AC311 and written permission of the instructor. Restricted to accounting majors. Provides students with preparation for careers in accounting through practical work experience, personal development, and career planning. Through the on-site work requirement, students learn to apply their accounting knowledge to actual business experiences and work environments. Minimum expectation is 150 hours of internship experience under the guidance of an on-site supervisor. *Does not count toward the 120-credit graduation requirement.*

Business Administration**BA495 Special Topics in Business Administration (3.00 cr.)**

Prerequisite: 60 credits. Readings and discussions in selected areas of business administration. Topics may include current issues in the accounting field, business law, economics, finance, management, marketing, information systems, international business, or operations management. *May be taken as a general elective only.*

BA499 Business Administration Internship (1.00 cr.)

Prerequisite: Restricted to students majoring in accounting or with concentrations in the business administration major. *Written permission of the coordinator of experiential learning and 60 credits.* Students gain a better understanding of business through work experience. Students interns are required to work in a business or professional environment under the guidance of an on-site supervisor for a minimum of one hundred hours. The location may be in- or out-of-state, on a paid or unpaid basis. Course requirements include a weekly work log and scheduled performance evaluations signed by the on-site supervisor. *Available to all Sellinger School major and concentration disciplines during the fall, spring, or summer semesters. Fulfills the internship option of the experiential learning graduation requirement. Does not count toward the 120-credit graduation requirement. May be repeated for credit.*

Sellinger Scholars Program**BH199 Sellinger Scholars Experience (0–1.00 cr.)**

Offers students the opportunity to participate in professional and social activities designed to enrich the academic experience and expose students to local business leaders. These activities take place on campus and in the Baltimore-Washington metropolitan area. Sellinger scholar students must enroll in this course every semester, unless they are on leave from the College or studying abroad. *For non-degree credit. Restricted to Sellinger scholars.*

BH201 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 MG201 course requirement.*

BH202 Managerial Accounting (3.00 cr.)

Prerequisite: AC201. 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 AC202 course requirement.*

BH251 Information Systems (3.00 cr.)

Prerequisite: CS111 or CS112 or CS201. Restricted to Sellinger scholars. Immerses the student in the emergence of e-business as the foundation of the modern enterprise. Student examine the role of information technology (IT) in the information age and the integration of information systems (IS) into business activities enabling quality, timeliness, and competitive advantage. Students apply database, spreadsheet, presentation, and Web development applications to business tasks. *Sellinger scholars are expected to undertake additional reading and prepare research in consultation with the instructor. Fulfills IS251 course requirement.*

BH305 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 intellec-

tual property. *Sellinger scholars are expected to undertake additional reading and prepare research in consultation with the instructor. Fulfills LW305 course requirement.*

BH395 Special Topics in Business Administration (3.00 cr.)

Offers students the opportunity to do advanced study and special projects in selected areas of business administration. Topics may include business statistics and current issues in the fields of management, accounting, information systems, law, and strategic planning. *This course is a general elective. Restricted to Sellinger Scholars. May be repeated for credit with different topics.*

BH402 Business Policy (3.00 cr.)

Prerequisite: BH201, BH305, FI320, IB282, MK240, OM330, and senior standing in a business concentration. 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 MG402 course requirement.*

Business Economics**EC102 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.

EC103 Macroeconomic Principles (3.00 cr.)

Prerequisite: EC102. Introduces macroeconomic equilibrium, its impact on unemployment and inflation, and the effect of economic policy initiatives on that equilib-

rium. 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.

EC220 Business Statistics (3.00 cr.)

Prerequisite: MA109 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; multiple regression; correlation; and trend and seasonal time series analysis.

EC301 Intermediate Macroeconomics (3.00 cr.)

Prerequisite: EC102, EC103, MA151 or MA251. Analyzes the economy-wide forces, policies, and institutions that directly determine and otherwise influence long-term economic trends and short-term fluctuations. Students learn the central lessons of contemporary macroeconomics; gain confidence in their ability to discuss economic policies in professional settings; and acquire the skills needed to begin macroeconomic studies. Topics include the key ideas of Nobel Prize winners; national income and product accounting; balance of payments; unemployment; employment; labor force participation; international trade and finance; monetary fiscal policies; facts and theories of long-term economic growth; facts and theories of business cycles; the powerful role of expectations and policy credibility; and modern electronic connections among all types of international markets. (*Spring only*)

EC302 Intermediate Microeconomics (3.00 cr.)

Prerequisite: EC102, EC103, MA151 or MA251. 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 per-

fect competition, monopolistic competition, oligopoly, and monopoly; antitrust law and regulation institutions; international markets; property rights; and economic notions of voter behavior.

EC310 American Economic History (3.00 cr.)

Prerequisite: EC102 or written permission of the instructor. Examines the economic forces underlying historical development in America from the pre-Colombian period to modern times. Students develop skills in the use of economic tools of analysis and an enhanced understanding of the application of the laws of economic behavior to events of historical significance. Topics include problems of exploration and migration; the economics of revolution; the institution of slavery; entrepreneurship and development; causes and consequences of the Great Depression; and the economics of political and cultural change. *Counts toward American Studies minor.*

EC320 The Political Economy of War (3.00 cr.)

Prerequisite: EC103. The economic causes and consequences of war. Topics include how war transforms economic and political institutions; economic interventionism as a cause of war; laissez-faire as the antitheses of war; the “ratchet effect” of war on the growth of government; the political economy of the military-industrial-congressional complex; the myths of “wartime prosperity” and “nation building”; hidden and not-so-hidden costs of war; how wars are financed; and who benefits from war.

EC330 Law and Economics (3.00 cr.)

Prerequisite: EC102. 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.

EC340 Economic Problems of Cities (3.00 cr.)

Prerequisite: EC102. 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.

EC350 Capitalism and Its Critics (3.00 cr.)

Prerequisite: EC102. 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.

EC360 Environmental Economics (3.00 cr.)

Prerequisite: EC102. 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.

EC370 Cost-Benefit Analysis (3.00 cr.)

Prerequisite: EC102. 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.

EC380 Sports Economics (3.00 cr.)

Prerequisite: EC102, EC220 (may be taken concurrently). Applies the tools of price theory and statistical analysis to professional and amateur sports. Students develop analytic tools useful in both the management of sports enterprises and the evaluation of strategy in the contests themselves. Topics include demand analysis; pay and performance; economic impact analysis and government subsidies for franchises; discrimination; and the implications of elementary game theory for strategic decision-making in sports.

EC390 Growth, Globalization and History (3.00 cr.)

Prerequisite: EC102 or written permission of the instructor. Combines an examination of historical events with basic economic tools and principles to provide a different perspective on European development. Attention is focused on important economic processes that help to shape the European historical record. Students gain an introduction to economic reasoning and methods from the perspective of their relevance to an understanding of history. Students have the opportunity to use economic concepts to obtain a deeper understanding of historical questions. Topics include the effects of Euro-

pean 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.

EC420 Econometrics (3.00 cr.)

Prerequisite: EC102, EC103, and EC220 or ST210. 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.

EC430 Monetary Economics (3.00 cr.)

Prerequisite: EC103. Examines micro- and macroeconomic monetary issues, problems, and theory. Students learn to predict the effect of monetary events on financial markets and the real economy. Topics include functions and measures of money; interest rates, present value, and yield; capital asset pricing model; diversification; risk and term structure of interest rates; financial intermediaries; creation and determination of the money supply; the Federal Reserve System; tools, goals, and targets of monetary policy; demand for money; money and real GDP; transmissions mechanisms.

EC435 Public Sector Economics (3.00 cr.)

Prerequisite: EC102. 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.

EC440 International Financial Economics (3.00 cr.)

Prerequisite: EC103. *Recommended Prerequisite:* EC301. 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.

EC446 International Trade (3.00 cr.)

Prerequisite: EC102 or EC103. Investigates the theory and practice of international trade. The course begins with an analysis of the basis and gains from trade and con-

siders 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.

EC448 Development Economics (3.00 cr.)

Prerequisite: EC102 or EC103. 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.

EC450 Managerial Economics (3.00 cr.)

Prerequisite: EC102, EC103, EC220. Develops expertise in applying microeconomic analysis to practical business management decisions using a combination of economic theory, quantitative tools, and practical exercises. Students identify and analyze aspects of business strategy decisions. Topics include demand and cost, including the theory and how to apply it in a practical way; pricing; competitive strategies; and the impact of the environment of business and governmental actions on business decision-making.

EC460 Business and Government (3.00 cr.)

Prerequisite: EC102. 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.

EC470 Pricing Strategy (3.00 cr.)

Prerequisite: EC102, EC103, EC220. Develops expertise in pricing for profitability. Economics and marketing tools are used to consider how firms can successfully price in a variety of situations. Topics include competition, the role of cost in pricing, successful price changes, life cycle pricing, when to negotiate, and price sensitivity. The course is a mix of theory and practical application to frequently occurring business situations. *Same course as MK470. (Fall/Spring)*

EC480 Labor Economics (3.00 cr.)

Prerequisite: EC102. 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.

EC490 Health Economics (3.00 cr.)

Prerequisite: EC102. 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 provided by the market, government, and insurance; the private and public demand; production; and the political economy of health care.

EC497 Independent Study in SAS for Economists (1.00 cr.)

Prerequisite: EC420 (*may be taken concurrently*). An independent laboratory course in the use of Statistical Analysis System (SAS). SAS is a statistical software package that is widely used throughout the government, business, industrial, scientific, and academic sectors. Proficiency in using SAS for data management, analysis, and reporting is developed. The focus is on developing SAS computer experience and extensive project work while reviewing business statistics and econometrics. *Closed to students who have taken or plan to take ST365.*

EC498 Economics Independent Study (1–3.00 cr.)

Prerequisite: EC102, EC103, EC220, *junior standing in economics (B.A. or B.B.A.), and written permission of the instructor.* An individual research project with an economics faculty member in a specific area of mutual interest. The student must begin with a written plan for the project and conclude with a written research report and presentation. Arrangements for supervision with a faculty member must be made prior to registration. *Ordinarily, no more than one independent study may be counted toward the major requirements.*

EC499 Economics Internship (3.00 cr.)

Prerequisite: EC102, EC103, EC220, *junior standing in economics (B.A. or B.B.A.), and written permission of the instructor.* Provides students with preparation for careers

in business, law and public policy through practical work experience, rigorous study of the economic theories related to the internship, and individual reflection for career planning. Ordinarily, interns spend approximately 10 hours per week at the internship site and spend additional time each week meeting with the faculty sponsor and producing the required academic components. Arrangements for supervision with a faculty member must be made prior to registration. *Only one internship course may count toward graduation requirements.*

Finance

FI121 Personal Financial Management (3.00 cr.)

Designed to allow students to develop a framework for planning and implementing a lifetime finance program. Investigates alternative personal financial decisions with a view toward optimizing personal wealth and creating more informed consumers. Students develop a personal financial plan. Topics include personal budgeting and planning and investment decisions with respect to education, automobiles, houses, securities, health and property insurance, retirement needs, and estate planning. *Open to all majors as a general elective. Does not fulfill course requirements for the finance concentration.*

FI320 Financial Management (3.00 cr.)

Prerequisite: AC201, EC102, and sophomore standing. *Corequisite:* AC202 or BH202, EC220. Studies the theory and practice of financial analysis and management in the corporate setting and its role in the larger economic environment. Students discuss what specific assets a firm should acquire, what total volume of funds should commit, and how the required funds of the firm should be financed. Topics include time value of money, risk and return relationships, fundamental valuation theories, financial markets, capital investment decisions, cost of capital, capital structure, dividend policy, and international finance.

FI326 Insurance and Risk Management (3.00 cr.)

Prerequisite: FI320 and junior standing in a business concentration or written permission of the instructor. Studies the importance of risk identification, measurement, and management with respect to personal and business affairs. Provides an in-depth overview of insurance company operations and types of insurance coverage, including property/liability, employee benefits, life and health, and social. Provides students with a framework for identifying major exposures to risk and evaluating alternative methods of handling those risks. Emphasizes how to evaluate the various kinds of insurance contracts and how to make

pricing, marketing, and investment decisions. Topics include risk identification, measurement, and management; fields of insurance and their legal principles; contract analysis; and examination criteria for selecting the most appropriate combination of tools. *(Spring only)*

FI340 Global Financial Management (3.00 cr.)

Prerequisite: FI320. *Corequisite:* IB282. Provides students with a fundamental understanding of the international dimensions of corporate finance function. Students apply the concepts, approaches, and technology to support financial management in a multinational business environment. Topics include a detailed examination of foreign exchange markets, foreign exchange risk and its management, and international financial markets. *Closed to students who have taken FI425. (Fall/Spring)*

FI380 Fixed Income Securities: Valuation and Markets (3.00 cr.)

Prerequisite: FI320. Provides students with a fundamental understanding of the pricing of bonds and operation of the bond market. Emphasis is placed on the various types of bonds and their characteristics and the risks associated with bonds. The mathematics of bond pricing and duration are also explored. The determination of interest rates, the behavior of interest rates, and the risk and term structure of interest rates are integral parts of the course. Additional topics include covenants, the effects of monetary policy, bond derivatives, and embedded options such as puts, calls, and conversion features. *Closed to students who have taken FI422 and FI427.*

FI381 Equity Securities: Valuation and Markets (3.00 cr.)

Prerequisite: FI320. Provides students with an introduction to the organization and functioning of equity markets, equity risk definition and measurement, financial theory, and models of equity valuation. The application of valuation models to market series, industries, and individual firms is also included. *Closed to students who have taken FI422 and FI427. (Fall/Spring)*

FI426 Special Topics in Finance (3.00 cr.)

Prerequisite: Written permission of the instructor and FI380 and FI381 or FI422 and FI427. Provides students with specific seminars and/or research projects which address the outstanding topics in a particular field of finance. Students discuss the particular topics at an in-depth level. Potential topics encompass investments, real estate finance, international finance, financial management, capital markets, financial institutions, and financial modeling. Depending upon the topic, critical reviews

of selected journal articles, guest lectures, empirical research, research projects and papers, as well as student presentations may be an integral part of the course. *May be repeated for credit with different topics.*

FI429 Financial Research Projects (3.00 cr.)

Prerequisite: FI320, FI422, and written permission of the instructor. Involves an individual research project under the supervision of a faculty member. A written plan is required at the beginning and a written research project at the end.

FI430 Financial Services Firms and Their Environments (3.00 cr.)

Prerequisite: FI380 and FI381 or FI422 and FI427. Provides an overview of financial services firms including commercial banks, savings banks, credit unions, insurance companies, mutual funds, securities firms, investment banks, and finance companies. Addresses operational issues within the financial services environment. Develops a framework for analyzing and measuring the risks faced by financial institutions by considering the environment in which these firms operate. Strategies and appropriate techniques that financial institutions can use to manage risk are also emphasized. *Closed to students who have taken FI428.*

FI431 Derivative Securities and Markets (3.00 cr.)

Prerequisite: FI380 and FI381 or FI422 and FI427. Designed for students' understanding of derivative-related financial instruments such as forwards, futures, and options and the use of derivatives in investment and corporate financial management. An introduction to derivative security markets, the valuation of derivatives, derivative trading strategies, and the management of corporate risk with derivatives are covered.

FI433 Portfolio Management (3.00 cr.)

Prerequisite: Senior standing and FI380 and FI381 or FI422 and FI427. An introduction to portfolio theory and management in the practical world that integrates students' knowledge of equity and fixed income valuation. Topics include portfolio strategies, futures and options, commodities, the Internet, and portfolio management under live market conditions. *(Spring only)*

FI440 Financial Analysis and Valuation (3.00 cr.)

Prerequisite: FI380 and FI381 or FI422 and FI427. The assessment of business financial performance and valuation from the point of view of equity and credit analysts. Students learn to analyze a firm's profitability and risk by applying both financial and strategic analysis, pre-

pare pro forma financial statements, ascertain the intrinsic value of a business, and apply spreadsheet models for financial decision making. *Closed to students who have taken FI432. (Fall only)*

FI441 Advanced Financial Management (3.00 cr.)

Prerequisite: FI380 and FI381 or FI422 and FI427. The implementation of financial decisions and policies by using actual case situations. Students learn to apply the concepts and decision-making tools employed in effective financial decision-making and increase their knowledge and understanding of the underlying theories of financial management. Through team case analysis and presentation, students develop analytical, communication, and interpersonal skills including the ability to identify and frame problems, recognize assumptions, and identify solution strategies. Students also develop the ability to speak effectively and persuasively, the capability to lead and motivate others, and the capacity to work effectively within a team. *Closed to students who have taken FI435. (Spring only)*

FI499 Finance Internship (3.00 cr.)

Prerequisite: FI380 or FI422, and one 300- or 400-level finance course. Provides students with preparation for careers in finance through practical work experience, in-class personal development, and career planning. Through the on-site work requirement, students learn the application of financial theory to actual business problems. Additionally, in-class projects, on-site work requirements, an internship portfolio, and class presentations are an integral part of the course. *Closed to students who have taken FI424. Only one internship course may count toward graduation requirements. (Fall/Spring)*

International Business

IB109 Introduction Global Social Enterprise (3.00 cr.)

The course is guided by the vision of an inclusive capitalism. One in which the corporate sector prospers by engaging local communities in the co-creation of business models that simultaneously generate economic, social and environmental value. The resulting protocol represents a collaborative effort to articulate a radically different approach to business development that might better serve the diversity of needs and values of people across the globe, in particular, those who have been bypassed or actively exploited by globalization. *(Alpha course)*

IB282 International Business (3.00 cr.)

Prerequisite: Sophomore standing. Focuses on the external environments that affect cross-boarder business trans-

actions, 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.*

IB415 International Management (3.00 cr.)

Prerequisite: EC102, IB282, MG201. 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. *Same course as MG415.*

IB429 Applied Research in Management and International Business (3.00 cr.)

Prerequisite: IB282, MG201, and senior standing. This upper-level seminar investigates both contemporary issues and groundbreaking research in the fields of organizational behavior, strategy, and international business. Students are exposed to the ongoing work of various professors, and they develop a framework to analyze the relevancy of the respective research streams from both practical and theoretical perspectives. *Same course as MG429.*

IB470 Special Topics in International Business (3.00 cr.)

Prerequisite: IB282 and 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.*

IB471 Managing Diversity: Globally and Domestically (3.00 cr.)

Prerequisite: IB282 and 60 credits. Develops a conceptual and comparative understanding of environments, both globally and within the United States, in which managers and executives make decisions and lead. Various influences and attitudes explored through lectures, discussion, and case studies include cross-culture, religion, gender, race, sexuality and privilege. Students learn how specific business practices such as communications, motivation, negotiations, alliance formation, and social responsibility are affected by these influences.

IB472 Globalization: Opportunities and Challenges (3.00 cr.)

Prerequisite: IB282 and 60 credits. Globalization has become one of the most contentious terms of the new century. Advances in technology, trade barrier reduction, foreign direct investment (by multinationals), and short-term capital flows have created unprecedented opportunities and challenges alike. The course is conducted in seminar fashion and seeks to examine both mainstream and critical views.

IB482 Global Strategy (3.00 cr.)

Prerequisite: IB282, MG415. Capstone course for international business majors and other interested students bringing together the managerial and environmental dynamics at work in the global economy. Incorporates all aspects of international business to enable managers to develop, implement, and evaluate a global strategy for the firm, be it family-owned or a transnational corporation. Specific firms, industries and/or regions may be selected for study. *(Fall/Spring)*

IB499 International Business Internship (3.00 cr.)

Prerequisite: IB282 and written permission of the instructor. To augment classroom learning with practical field experience, internships are arranged in area companies and state, federal, or international organizations. Students must develop a research topic in conjunction with their instructor and the host institution. A “mentor” with the host organization helps students in the identification and completion of the research project which must be an international business topic. Periodically, students meet with the instructor in groups or individually. A minimum of 150 hours of internship in the host organization is required. A journal of activities and a final report are required. *Occasionally cross-listed with Management Internship (MG499). Only one internship course may count toward graduation requirements.*

Information Systems

IS251 Information Systems (3.00 cr.)

Prerequisite: CS111 or CS112 or CS201. Immerses the student in the emergence of e-business as the foundation of the modern enterprise. The student examines the role of information technology (IT) in the information age and the integration of information systems (IS) into business activities enabling quality, timeliness, and competitive advantage. Students apply database, spreadsheet, presentation, and Web development applications to business tasks. *Recommended completion during sophomore year. (Fall/Spring)*

IS253 Presentations (3.00 cr.)

Prerequisite: CS111 or CS112 or CS201 and sophomore standing. Develops expertise in the art and technology of giving effective presentations. Students develop the principles and skills for effective delivery of information and persuasive content and use the tools and techniques to create, present, and critique effective presentations. Coverage includes presentation technology; the planning and design of effective presentations; delivery techniques; and methods for managing the interpersonal aspects of a formal presentation.

IS352 Applications Development (3.00 cr.)

Prerequisite: IS251 or written permission of the department chair. An introduction to software development with an emphasis on business applications. Students are introduced to transaction processing systems and management support systems. Principles of program design, programming structures, data structures, program testing, and debugging are covered. Emphasis is placed on the implementation of programs with graphical user interfaces and event-driven code. *No prior programming experience is required. (Fall only)*

IS353 Database Design and Development (3.00 cr.)

Prerequisite: IS251 or written permission of the department chair. Students analyze, create a logical design, and implement the physical design for a database information system—a cornerstone of e-business transactions. The course includes a database project from a current situation at a real company that allows students to analyze the data needs of an organization, translate user requirements into a database system, and implement the system using leading database management systems. *(Fall only)*

IS355 Telecommunications and Networking (3.00 cr.)

Prerequisite: IS251 or written permission of the department chair. Explores the technologies underlying today's networking, multimedia, e-business, and entertainment industries. This course balances technical and managerial content while covering a broad range of topics, including the strategic role of telecommunications, networking infrastructure, security, encryption, audio, video, intellectual property rights, and the history and politics of the telecommunications industries. *(Spring only)*

IS358 Electronic Business and Competitive Advantage (3.00 cr.)

Prerequisite: IS251 or written permission of the department chair. Encapsulates the ways that enterprises increasingly use electronic means to gain competitive advantage through real case studies about Chief Information

Officer (CIO) issues. As a senior executive, the CIO cooperates with the Chief Executive Officer (CEO) to develop strategic uses of electronic resources. Managers rely on enterprise resource planning systems to integrate financial and accounting data; data mining to guide customer relationship management decisions; and data warehouses to support knowledge management activities. Students develop a project using a current e-business technology. *(Fall only)*

IS453 Information Systems Analysis and Design (3.00 cr.)

Prerequisite: IS251, IS352, IS353, and OM330 or written permission of the department chair. IS352, IS353, and OM330 may be taken concurrently. 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 also include the roles of systems analysts, designers, and programmers, as well as global and ethical concerns in systems development. *(Fall only)*

IS457 Advanced Topics in Applications Development (3.00 cr.)

Prerequisite: IS352. Students develop dynamic e-business Web applications using Java Web technologies by building on an introductory Java programming course. Students learn how to download, install, configure, and use open-source Web server, server-based source control, and relational database technologies. Software tools are applied to build a dynamic, server-side e-business Web application using the model/view/controller paradigm. *(Spring only)*

IS458 Web-Enabled Applications (3.00 cr.)

Prerequisite: IS251, IS353, IS355, IS358, and IS453 or written permission of the department chair. Students explore and apply effective use of the technologies associated with Web applications including HTML, Javascript, and .NET—all essential to modern enterprises. In this capstone course, students integrate all of the previous e-business courses, develop a business plan, and create a sophisticated Web-enabled senior project. *(Spring only)*

IS459 Research Project in Information Systems (3.00 cr.)

Prerequisite: Senior standing in information systems and written permission of the chair. Students develop individual research in a specific area of mutual interest with a faculty member. The student must begin with a writ-

ten plan for the project and conclude with a written research report. (Fall/Spring)

IS499 Internship in Information Systems (3.00 cr.)

Prerequisite: IS251, OM330, and senior standing or written permission of instructor. Students participate in individual study and group preparation and reflection while working in an e-business position for an enterprise. Students work with an executive or information systems professional, performing duties that are matched with Loyola coursework. Each internship is constructed by an information systems professor in conjunction with the on-site internship supervisor. Students work with the professor before engagement and at the end of the term. *Only one internship course may count toward graduation requirements.* (Fall/Spring)

Law and Social Responsibility

LW109 Business, Law, and Society: Special Topics (3.00 cr.)

Provides a foundation for students who wish to explore the role that law plays in social, political, economic, and cultural life as it pertains to business behavior. The coursework provides a foundation of knowledge regarding the basic concepts necessary to understanding how business operates, the rules of law, and the influences and effects of law on the social and economic system. The course goal is to provide students with an understanding of the nature and functions of law in society and how law influences business behavior. (Alpha course)

LW305 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.

LW406 Business Law (3.00 cr.)

Prerequisite: Senior standing or written permission of the instructor. Examines the legal aspects of a commercial transaction. Students learn to explain the nature of a commercial transaction including formulating a contract for the sale of goods, paying for the goods, and financing the transaction. Topics include contract law,

the uniform commercial code (sale of goods, negotiable instruments, secured transactions, bank collections and deposits), surety, and bankruptcy. (Spring only)

LW409 Special Topics in Law and Social Responsibility (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.*

LW410 International Business Law (3.00 cr.)

Prerequisite: LW305. 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)

LW490 Capstone Project in American Studies (3.00 cr.)

Prerequisite: Written permission of the instructors. As a capstone experience for the American Studies minor, each student develops an independent research project, internship, or service-based project, to be advised by two professors from different departments and presented at an end-of-year American Studies Symposium. The project constitutes the culmination of the student's work in American Studies and provides an opportunity for the student to bring together the perspectives of two different disciplines on a research area of particular interest. A project proposal must be submitted to and approved by the American Studies Committee prior to registration for either the fall or spring semester of the senior year. The project must contain both a research and a formal writing component (the equivalent of a 20–25 page research paper).

LW499 Internship in Legal Studies (3.00 cr.)

Prerequisite: LW305 and senior standing. Students are prepared for careers in law through practical work experience. Students become familiar with the legal practice of an internship sponsor and accomplish law-related projects working with a legal professional. *Offered only on an independent study basis. Only one internship course may count toward graduation requirements.*

Management**MG100 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.

MG201 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.

MG319 Special Topics in Catholic Studies (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 faith, learning, and business. Additional emphasis is placed on the important role for non-Catholics and non-Christians in Catholic/Jesuit education. Topics may include Marketing Materialism and Christian Spirituality or Catholic Leadership. *Counts toward Catholic Studies minor.*

MG402 Business Policy (3.00 cr.)

Prerequisite: FI320, IB282, LW305, MG201, MK240, OM330, and senior standing in a business concentration. Focuses on the decisions that affect the character of the total organization. Examines choice of purpose, objectives and strategies, development of organizational culture,

and determination and implementation of policies necessary for the attainment of organizational goals. Provides a general management point of view. Uses cases drawn from organizations of various sizes and industries. Students learn to complete an industry analysis and to formulate and implement a strategy. Topics include organizational strategy, systems, culture and people, and the role of the general manager.

MG403 Small Business Management and Entrepreneurship (3.00 cr.)

Prerequisite: AC201, EC102, MG201, MK240. 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.

MG411 Human Resources Management (3.00 cr.)

Prerequisite: MG201 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)*

MG412 Leadership (3.00 cr.)

Prerequisite: MG201 and 60 credits. Students develop a better understanding and practice of leadership through examination of the theory, research, and practice of effective leadership in a global, diverse world; the need for and development of leadership as part of the effective management of organizations; and the personal characteristics, behavioral styles, transformational, and other current models of leadership. *(Spring only)*

MG415 International Management (3.00 cr.)

Prerequisite: EC102, IB282, MG201. 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. *Same course as IB415.*

MG419 Special Topics in Management (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.*

MG429 Applied Research in Management and International Business (3.00 cr.)

Prerequisite: IB282, MG201, and senior standing. This upper-level seminar investigates both contemporary issues and groundbreaking research in the fields of organizational behavior, strategy, and international business. Students are exposed to the ongoing work of various professors, and they develop a framework to analyze the relevancy of the respective research streams from both practical and theoretical perspectives. *Same course as IB429.*

MG451 Social Capital and Entrepreneurship (3.00 cr.)

Prerequisite: MG201 and 60 Credits. Develops an understanding of the relationship between social capital and entrepreneurship and the role of good business practices in increasing social capital, developing sustainable enterprise, and creating wealth. Globalization, free markets, and capitalism can facilitate economic progress and human development, empower the disenfranchised, and reduce poverty. Prosocial behaviors, practical leadership, and social entrepreneurial skills are developed.

MG452 Power and Influence (3.00 cr.)

Prerequisite: MG201 and 60 credits. Identifies sources of power and influence and analyzes the use of power to influence and achieve personal and organizational goals. Personality and experience often lead to the differences in interpretations of how power is used in organizations. Often new employees look to their own supervisors to shelter them from organizational politics and then the employees themselves become the pawns of political power. As organizations are political entities, this course analyzes choices regarding how objectives and strategies are made primarily on the basis of who has power and how that power is used.

MG499 Management Internship (3.00 cr.)

Prerequisite: MG201 and written permission of the instructor. Combines practical work experience with applied classroom work and projects. Individual internship placements for found for students. Students must complete a minimum of 150 hours working at the organization/business on projects and activities assigned by the supervi-

sor. Scheduled performance reviews are completed by the student's supervisor. Classroom projects include: multiple networking assignments related to the internship placement, conducting and submitting a written industry analysis, weekly written reports integrating learning from completed coursework and the internship, reading a specialized "readings list" related to the industry of the student's placement, and developing an updated resume and cover letter at the end of the internship. *Only one internship course may count toward graduation requirements.*

Marketing**MK240 Marketing (3.00 cr.)**

Prerequisite: EC102 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.

MK346 Consumer Behavior (3.00 cr.)

Prerequisite: MK240 and sophomore standing. Examines the internal and external factors which influence consumer and business buyer behavior, as well as the decision-making process of individual and organizational buyers. Students learn to identify the major ideas and processes that characterize the consumer field and to apply these in the development and implementation of marketing strategy. Topics include discussions of the influences of culture, subculture, social class, demographics, groups, learning, motivation, and attitudes; the decision-making process, and the effect of regulation on market strategy.

MK348 International Marketing: European Study Tour (3.00 cr.)

Prerequisite: MK240. *Restricted to sophomores and juniors. Restricted to accounting and business administration majors and marketing minors. Preference may be given to marketing majors and minors.* 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. This course involves

a two week study tour with site visits to organizations in several European countries.

MK440 Selling Concepts and Strategies (3.00 cr.)

Prerequisite: MK240 and 60 credits. 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.

MK441 Marketing Research (3.00 cr.)

Prerequisite: EC220 or equivalent, MK240, and senior standing. Restricted to students concentrating in marketing. Examines the role of information in marketing decision-making. Students learn to collect and analyze information from primary and secondary sources and to interpret information for decision-making. Topics include problem definition, secondary information, focus groups, survey research, questionnaire design, and attitude measurement. (Fall only)

MK442 Strategic Marketing (3.00 cr.)

Prerequisite: MK346, MK441, and senior standing. Restricted to students concentrating in marketing. 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)

MK444 New Product Development and Management (3.00 cr.)

Prerequisite: MK240 and 60 credits. 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.

MK446 Electronic Commerce (3.00 cr.)

Prerequisite: CS110 or CS111 or CS112, MK240, and 60 credits. Enables students to develop a better understanding of how the Internet and other technologies affect traditional marketing. First, how can technology increase efficiency in established marketing functions? Second, how does the technology of electronic marketing transform marketing strategies? Finally, how has technology fundamentally changed consumer behavior through a power shift from corporations to individual mouse-holders? Students learn how such a marketing transformation results in new business models that add customer value, build customer relationships, and increase company profitability. More specifically, students gain an understanding of the many ways in which electronic technologies affect the four elements of the marketing mix.

MK447 Promotion Management (3.00 cr.)

Prerequisite: MK240 and 60 credits. 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.

MK449 Special Topics in Marketing (3.00 cr.)

Prerequisite: MK240 and 60 credits. Provides an opportunity for students to conduct intensive study and/or research in a selected marketing topic or industry. Students work under the direct guidance of a faculty advisor to accomplish the course requirements agreed upon by the student and advisor. Topics may include health care marketing, financial services marketing, and nonprofit marketing. *May be repeated for credit with different topics.*

MK450 Branding and Packaging (3.00 cr.)

Prerequisite: MK240 and 60 credits. Provides an in-depth understanding of how branding and packaging are used to gain the target audience's attention in the competitive retail environment. Students learn to utilize product packaging as a critical strategic element for brand identity and differentiation. Key topics include brand recognition and the marketing mix; branding a service; consumer research and packaging; emotional branding; global aspects of branding and packaging; package design elements; packaging and the law; and store brands versus national brands. Case analysis is used to reinforce topics and develop analytical skills by examining the branding strategy of current industry leaders; for example, case studies may investigate Australia's tourism industry, Coca-Cola's brand, the *For Dummies*

books, Heinz Ketchup, Starbucks' Frappuccino, and Tylenol's protective packaging.

MK451 Retail Marketing (3.00 cr.)

Prerequisite: MK240 and 60 credits. Examines the strategic role of retailing in the distribution of consumer goods and services. Students learn why consumer insight and superior execution are critical factors for building retail brands that will be successful in the future. Key topics include retail formats, multichannel retailing, merchandise assortment, retail locations, store layout and design, retail communication mix, and customer service. Case analysis is used to reinforce course topics and develop analytical skills by examining the operational and tactical strategies of a wide variety of retailers; for example, case studies may focus on some of the following contemporary retailers: Abercrombie & Fitch, Build-A-Bear, Costco, Giant Food, Kohl's, Nordstrom, and Wal-Mart. *Closed to students who have taken the course as a special topic under MK449.*

MK452 Services Marketing (3.00 cr.)

Prerequisite: MK240 and 60 credits. The services sector accounts for approximately 78 percent of GDP and 80 percent of employment in the U.S. economy. The course examines how services differ from physical products and how they should be created and marketed in order to add value to customers. Marketing strategies for services and physical goods are compared and contrasted. Key topics include applying the 4Ps to services; determining customer expectations and perceptions; aligning strategy; service design and standards; managing customer relations (CRM); delivering and performing service; and analyzing financial and economic effects of services.

MK453 Sports Marketing (3.00 cr.)

Prerequisite: MK240 and 60 credits. Provides students with a foundation and basic understanding of the marketing of sports and the marketing through sports. Topics include investigating the role of sports at various levels; for example, amateur and professional levels and domestic and international levels. Students learn to understand and appreciate the development of sports marketing, along with its impact on current industry practices. *Closed to students who have taken the course as a special topic under MK449.*

MK470 Pricing Strategy (3.00 cr.)

Prerequisite: EC102, EC103, EC220, MK240, and 60 credits. Develops expertise in pricing for profitability. Economics and marketing tools are used to consider how firms can successfully price in a variety of situations. Topics

include competition, the role of cost in pricing, successful price changes, life cycle pricing, when to negotiate, and price sensitivity. The course is a mix of theory and practical application to frequently occurring business situations. *Same course as EC470. (Fall/Spring)*

MK499 Marketing Internship (3.00 cr.)

Prerequisite: MK240 and senior standing. *Restricted to seniors pursuing a marketing concentration or minor.* Prepares students for careers in marketing through practical work experience and in-class discussion. Students become familiar with the marketing function of an internship sponsor and accomplish marketing-related projects working along with a marketing professional. This experience is summarized in an internship resume for use in the job search process. Topics for class discussion include time management, assertiveness training, gender in the workplace, spirituality and work, resume writing and networking, and other topics focusing on professional success and self-development. *Only one internship course may count toward degree requirements.*

Production and Operations Management

OM330 Operations Management (3.00 cr.)

Prerequisite: EC102, EC220 or BH220, IS251, and MA151 or MA251 or equivalent. Develops the processes by which organizations create value. Students develop an overview of the planning and operation of systems to convert resources to goods and services. Topics include operations strategy, design of processes, product and process quality, global competition and supply chain issues, productivity of operating systems, impact on societal and physical environment, and methods to improve decision-making.

OM499 Internship in Operations Management (3.00 cr.)

Prerequisite: IS251, OM330, and senior standing or permission of instructor. Individual study and group preparation and reflection while working for an organization. Students work with an executive or information systems professional, performing duties which are matched with Loyola coursework. Each internship is constructed by an operations management professor in conjunction with the on-site supervisor. Students work with the professor before engagement and at end of the term. *Only one internship course may count toward graduation requirements. (Spring/Summer)*



LOYOLA
5

FUNDS

ACADEMIC CALENDAR

FALL SEMESTER 2008

JULY 2008

- 1 **Last day to obtain a partial refund of Tuition Deposit for cancellation of Fall 2008 registration (full-time students)**

AUGUST 2008

- 15 Mail-In Registration ends for Fall Semester (**part-time** students)
25–9/5 WebAdvisor Add/Drop Period
29 First-year resident students report to residence halls and orientation begins
30–31 Fall Orientation continues
31 Upperclass resident students report to residence halls

SEPTEMBER 2008

- 1 Faculty advisors meet with first-year students
1 Labor Day (No Classes)
2 **Fall Semester begins**
2 Applications due for January 2009 Graduation
2–5 Late Registration: In-Person Add/Drop Period
5–14 “Initium” activities
7 Mass of the Holy Spirit
19 Applications due for May 2009 Graduation (**full-time** students)
26–28 Family Weekend
TBA Freshman Retreat

OCTOBER 2008

- 17 Mid-Semester Holiday
17 Midterm grades due in Records Office by 3:00 p.m.*
22 WebAdvisor Registration for Spring 2009 Semester (Class of 2009)
29 WebAdvisor Registration for Spring 2009 Semester (Class of 2010)

NOVEMBER 2008

- 1 All Saints Day
5 WebAdvisor Registration for Spring 2009 Semester (Class of 2011)
10 **Last day to withdraw from a course with a grade of W**
13 WebAdvisor Registration for Spring 2009 Semester (Class of 2012)
25 Thanksgiving Holiday begins after last class
26–30 Thanksgiving Holiday

DECEMBER 2008

- 1 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 13 and 20

SPRING SEMESTER 2009

JANUARY 2009

- 5 Mail-In Registration ends for Spring Semester (**part-time** students)
5–15 WebAdvisor Add/Drop Period
11 Resident students report to residence halls
12 **Spring Semester begins**
12 Applications due for May 2009 Graduation (**part-time** students)
12–15 Late Registration: In-Person Add/Drop Period
19 Martin Luther King, Jr. Holiday (College Closed)
TBA Freshman Retreat

FEBRUARY 2009

- 13 Fall 2009 Tuition Deposit due (**full-time** students)
25 Ash Wednesday
27 Midterm grades due in Records Office by 3:00 p.m.

MARCH 2009

- 2–8 Spring Break
- 9 Classes Resume
- 9 Mail-In Registration begins for Summer 2009 Sessions
- 18 WebAdvisor Registration for Fall 2009 Semester (Class of 2010)
- 20 Maryland Day Celebration
- 25 WebAdvisor Registration for Fall 2009 Semester (Class of 2011)
- 26 **Last day to withdraw from a course with a grade of *W***

APRIL 2009

- 1 WebAdvisor Registration for Fall 2009 Semester (Class of 2012)
- 9–13 Easter Holiday (No Classes)
- 10–13 Easter Holiday (Administrative Offices Closed)
- 14 Classes Resume
- 27 Last day of classes for Spring Semester
- 28 Study Day
- 29 Exams and close of Spring Semester (continued in May)

MAY 2009

- 1–7 Exams and close of Spring Semester; exams are scheduled on Saturday, May 2
- 15 Baccalaureate Mass, 1:30 p.m.
- 16 Commencement: 1st Mariner Arena, 11 a.m.

SUMMER SESSIONS 2009**MAY 2009**

- 7 Web Registration ends for Summer 2009 Sessions
- 15 Mail-In Registration ends for first Summer Session
- 22–25 Memorial Day Observed (College Closed)
- 28 **First Summer Session begins**
- 28 Applications due for September 2009 Graduation
- 28–6/1 Late Registration for first Summer Session

JUNE 2009

- 17 **Last day to withdraw with a grade of *W* for first Summer Session**
- 18–19 Summer Orientation Session I (first-year students)
- 22–23 Summer Orientation Session II (first-year students)
- 25–26 Summer Orientation Session III (first-year students)

JULY 2009

- 1 **Last day to obtain a partial refund of Tuition Deposit for cancellation of Fall 2008 registration (full-time students)**
- 2–3 Independence Day Observed (College Closed)
- 6–7 Summer Orientation Session IV (first-year students)
- 7 Mail-In Registration ends for second Summer Session
- 9 First Summer Session ends
- 9–10 Summer Orientation Session V (first-year students)
- 13 **Second Summer Session begins**
- 13–14 Late Registration for second Summer Session
- 30 **Last day to withdraw with a grade of *W* for second Summer Session**

AUGUST 2009

- 20 Second Summer Session ends

* Midterm grades are available on WebAdvisor (www.loyola.edu/webadvisor) once they are processed. Midterm grades are mailed to the student's permanent address only.

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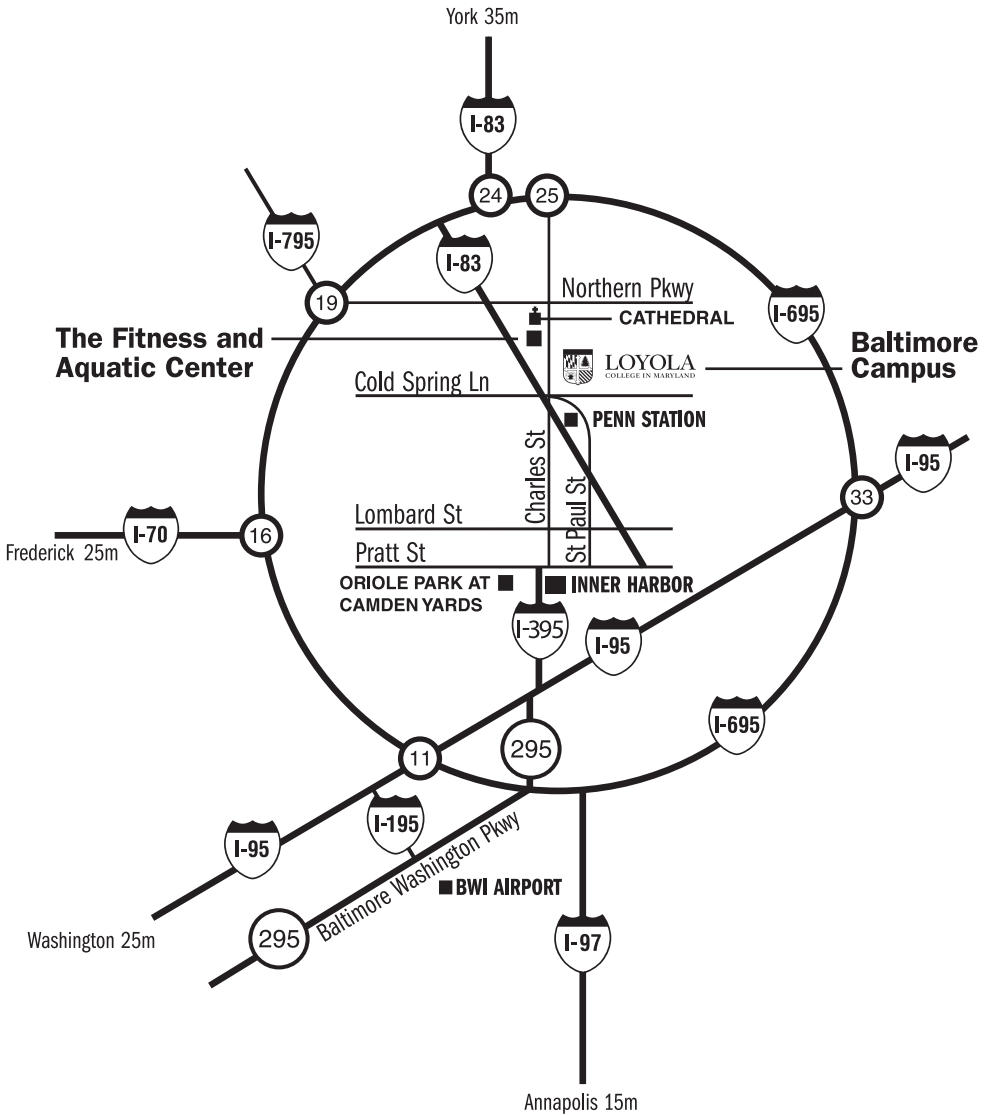
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MAPS

BELTWAY GUIDE

Loyola College in Maryland is located at the corner of Cold Spring Lane and North Charles Street in Baltimore City. When using I-695 (the Baltimore Beltway), take Exit 25 (Charles Street). Proceed south on Charles Street, just north of the Cold Spring Lane intersection. For information on campus office locations, consult the Campus Map.



BALTIMORE CAMPUS
4501 N. CHARLES STREET

- 1. Newman Towers**
 ATM Machine (SunTrust)
 Disability Support Services
 Event Services and Auxiliary Management
 Primo's: The New Marketplace
 Salsa Rico
 Sodexo Marriott Dining Services
 Administrative and Catering Offices
 Speech-Language
 Pathology/Audiology Department
- 2. Avila Hall**
- 3. Bellarmine Hall**
 Evergreen Annual
 Greyhound
 WLOY Radio Station
- 4. Claver Hall**
- 5. Dorothy Day Hall**
 Communication Lab
 Sand Volleyball Court
 WLOY Television
- 6. Campion Tower**
 Studio Campion
 Telecommunications
- 7. Seton Court**
 Alcohol and Drug Education and Support Services
 Health Services-Health
 Education Programs
 Student Life Office
 Office of Sophomore Initiatives
 Women's Center
- 8. Southwell Hall**
- 9. Hopkins Court**
- 10. Lange Court**
- 11. Fitness and Aquatic Center**
 Recreational Sports
- 12. USF&G Pedestrian Bridge**
- 13. Knott Hall**
 Mathematical Sciences Department
 Physics Department
 Technology Services
- 14. Donnelly Science Center**
 Biology Department
 Chemistry Department
 Computer Science Department
 Engineering Science Department
- 15. Alumni Memorial Chapel**
- 16. Cohn Hall**
 Campus Ministry
 Center For Community Service and Justice
- 17. Beatty Hall**
 Dean-School of Education
 Education Department
 Political Science Department
 Psychology Department
 Sociology Department
- 18. Xavier Hall**
 First Year Research
 Institutional Research
 Vice President for Enrollment Management and Communications

- 19. Jenkins Hall**
 Academic Affairs and Diversity
 Academic Coordinator for Varsity Sports
 Government and Community Relations
 Human Resources Service Center
 Mother's Room
 Resource Management
 The Study
 Vice President for Academic Affairs
 Vice President for Administration
 Vice President for Advancement
 Vice President for Finance and Treasurer
 Vice President for Student Development and Dean of Students
 Writing Center
- 20. Rev. Francis X. Knott, S.J. Humanities Center**
 Admission
 Graduate
 Undergraduate
 Advancement
 Alumni Relations
 Classics Department
 Counseling Center
 Creative Services
 Dean-College of Arts and Sciences
 English Department
 Financial Aid
 History Department
 Hug Lounge
 Philosophy Department
 Phonathon Center
 President's Office
 Public Relations
 Refectory
 Research and Sponsored Programs
 Theology Department
 Writing Department
- 21. Selling School of Business and Management**
 Accounting Department
 Café à la Cart
 Copy Center
 Dean-Selling School of Business and Management
 Economics Department
 Finance Department
 Information Systems and Operations
 Management Department
 Business Department
 Marketing, Law and Social Responsibility Department
- 22. Maryland Hall**
 Academic Publications
 Center for Academic Services and Support
 Dean of First-Year Students and Academic Services
 International Programs
 Instructional Services
 Language Learning Center

- Modern Languages and Literatures Department
 National Fellowships Office
 Records
 Student Administrative Services
- 23. DeChiaro College Center**
 ATM Machine (First Federal Financial)
 Black Box Theatre
 The Career Center
 Communication Department
 Conference Rooms
 Cyber Café
 Emil G. "Lefty" Reitz Arena
 Julio Fine Arts Wing
 Art Gallery
 Fine Arts Department
 McManus Theatre
 Recital Room
 Post Office
 Salsa Rico
 Sellinger VIP Lounge
 Student Mailboxes
 Surf N' Joe's
- 24. Andrew White Student Center**
 ALANA Services
 ATM Machines (M&T, Wachovia and Bank of America)
 Athletic Department
 Bookstore
 Boulder Garden Café
 Box Office
 Commuter Affairs
 Leadership and New Student Programs
 McGuire Hall
 Student Activities
 Student Government Association
- 25. Diane Geppi-Aikens Field**
- 26. Armiger House**
 President's House
- 27. Ignatius House**
 Jesuit Community Residence
- 28. Hammerman House**
 Fava Chapel
- 29. Maroger Art Studio**
- 30. Butler Hall**
- 31. Service Building**
 Facilities Operations
 Project Management and Facilities Maintenance
 Public Safety Dispatch
- 32. 300 Radnor Avenue**
 Institute for Migration, Cultures and Ministry
- 33. 302 Radnor Avenue**
 Military Science/ROTC

- 34. 305 Rossiter Ave.-McEneaney Cottage**
 Psychology Department
- 35. 301 Rossiter Ave.-Justin Ocher House**
 Fine Arts Print Studio
- 36. Early House**
 Military Science/ROTC
- 37. 304 Rossiter Ave.-St. Alphonsus Rodriguez House**
 Campus Ministry
- 38. Tennis Courts**
- 39. Flannery O'Connor Hall**
 Jazzman's Café
- 40. Loyola/Notre Dame Library**
 Archives
- 41. Notre Dame Alumnae Field**
- 42. Ahern Hall**
- 43. McAuley Hall**
- 44. Aquinas Hall**
- 45. 5104 York Road**
 Central Duplicating
 Environmental Health and Safety
 Post Office Sorting Room
 Public Safety Administration
 Transportation and Parking
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