

**LOYOLA COLLEGE IN MARYLAND**  
**1999–2000**

**UNDERGRADUATE**  
**CATALOGUE**



**College of Arts and Sciences**

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

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

## IMPORTANT

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

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

Loyola College does not discriminate on the basis of race, sex, color, national and ethnic origin, age, religion, and disability in the administration of any of its educational programs and activities or with respect to admission and employment. The Designated Compliance Officer to ensure compliance with Title IX of the Education Amendment of 1972 is John Palmucci, Vice President for Administration and Finance, Maryland Hall, Room 310, 410-617-2345. 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 John Palmucci, Vice President for Administration and Finance, Maryland Hall, Room 310, 410-617-2345.

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

### ACCREDITED BY:

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

### APPROVED BY:

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

### MEMBER OF:

AACSB – The International Association for Management Education  
Adult Education Association of U.S.A.  
American Association for Higher Education  
Association of American Colleges  
Association of Jesuit Colleges and Universities  
Council for Advancement and Support of Education  
Independent College Fund of Maryland  
Maryland Association for Higher Education  
Maryland Independent College and University Association  
Middle States Association of Colleges and Schools  
National Association of Universities and Independent Colleges  
National Catholic Education 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 1998 was:

Resident Men:	993
Resident Women:	1,436
Commuter Men:	396
Commuter Women:	346

Total Enrollment:     **3,171**

**PHOTOGRAPHS PROVIDED BY:**

Larry Canner  
 Marshall Clarke  
 Doug McDonough  
 Bob Stockfield

**FOR FURTHER INFORMATION WRITE TO:**

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

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

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



# THE COLLEGE

## HISTORY

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

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

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

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

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

faculty was organized into departments. Evening classes were begun in 1942, and seven years later—to fill the expressed needs of teachers in the Baltimore metropolitan area—a graduate division in Education was established. That graduate program signaled the start of tremendous change for the College, and in the ensuing years graduate programs in Business Administration, Psychology, Speech Pathology, Modern Studies, Finance, Pastoral Counseling, Engineering Science, and Physician Assistant 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 Loyola merged with nearby Mount Saint Agnes College. The second was the establishment of a separate school of business—The Joseph A. Sellinger, S.J. School of Business and Management—which helped Loyola establish partnerships with the regional business community. The third change involved the presence of laity on the board of Trustees, which brought greater openness to the governance of the institution and eventually led to the decision to become a regional and residential College.

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

With over 200 full-time faculty, the College today has approximately 6,000 undergraduate and grad-

uate students representing two-thirds of the United States and numerous foreign countries. Seventy percent of undergraduate students live on campus, and over one-quarter study at least one semester abroad—in Loyola's Alcalá, Bangkok, Leuven, Melbourne, or Newcastle programs or with an approved program at other colleges and universities. Through various exchange programs, the College also welcomes international students to the Baltimore Campus, thereby enriching the cultural life of the College.

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

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#### EDUCATIONAL MISSION

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

#### OBJECTIVES

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

Loyola has always been devoted not only to the transmission of knowledge but also to the devel-

opment of particular qualities of mind and character. The mission of the College is fulfilled only to the degree that it liberates students from self-absorption, parochial ideas, and unexamined beliefs, replacing these with concern and compassion for others, an appreciation of things past or unfamiliar, and a capacity for critical thought. Although this mission shapes all of the courses and many of the activities at Loyola, it is manifested most clearly in the core curriculum. The core, as distinguished from vocational or pre-professional training, affords Loyola students an opportunity to develop the sharpness and versatility of mind which have always been the hallmarks of a Jesuit education.

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

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

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#### GRADUATION RATES

In compliance with Title I of the Student Right to Know Act, Loyola College reports that the completion or graduation rate by August 1998 for students who entered the College on a full-time basis in 1991 was 77 percent. Eighty-five percent of the student athletes receiving athletic-related aid who entered in 1991 graduated by August 1998.

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## DIVERSITY STATEMENT

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

Commitment to diversity requires the creation of a community that fosters and advocates the understanding of the impact of differences on ourselves and our institutions. An essential feature of this community is an environment in which all students, faculty, administrators, and staff are able to study and work free from bias and harassment. Such an environment contributes to the growth and development of each member of the community.

The acceptance and understanding of human differences are parts of the College's heritage and are embodied in the Jesuit/Mercy ideals of personal concern for the humanity of others and service to those oppressed in any way by contemporary society. Consequently, all members of the College community are expected to participate in our diverse community in a manner consistent with the College's precept of "Strong Truths Well Lived."

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## ACADEMIC ORGANIZATION

The College of Arts and Sciences and The Joseph A. Sellinger, S.J. School of Business and Management offer 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, Computer Science, Education, Electrical Engineering and Engineering Science, English, Fine Arts, History, Honors Program, Mathematical Sciences, Military Science, Modern Languages and Literatures, Philosophy, Physics, Political Science, Psychology,

Sociology, Speech-Language Pathology/Audiology, Theology, and Writing and Media.

The Sellinger School of Business and Management comprises the departments of Accounting and Information Systems, Economics, Finance, and Strategic and Organizational Studies.

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## CAMPUS AND BUILDINGS

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

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

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

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

lecture-style classrooms, conference rooms, and dining areas.

The mansion was initially built by the prominent Garrett family in 1895 as a wedding gift to their son, who unfortunately died on his honeymoon trip to England before the building was completed. The building also once served as a rehabilitation center for blind veterans of World War I before Loyola acquired it.

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

**Jenkins Hall** opened just before Thanksgiving in 1929, and its highlight was the library on its top floor. Completely renovated in 1974, Jenkins Hall now houses lecture-style classrooms as well as two high-technology classrooms and serves as the center for The Joseph A. Sellinger, S.J. School of Business and Management.

**Xavier Hall**, located between Beatty and Jenkins Halls, houses the Accounting Department. Originally a small chapel in Mount Washington, the structure was donated by the pastor of the Shrine of the Sacred Heart. In the fall of 1924, the chapel was systematically disassembled, trucked to the Evergreen 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.

In 1962, Loyola expanded its classroom facilities with the addition of the five-story building, **Maryland Hall**. Named to acknowledge a grant from the state government, the structure initially served as an engineering and science building. Today, Maryland Hall houses the Departments of Classics and Modern Languages and Literatures; the Language Learning Center; classrooms; two high-

technology classrooms; a distance learning classroom; a Macintosh computer lab; and administrative offices.

A new 50,000-square-foot building adjacent to Maryland Hall will allow the Sellinger School of Business and Management to house its faculty, administrative offices, and classrooms in one central location. The newest jewel of the College's Evergreen Campus will anchor the academic quadrangle, sitting just east of the Charles Street entrance. Scheduled for completion by January 2000, the new building will house ten classrooms, five seminar rooms, four conference rooms, an information center, faculty offices, a dean's office suite, 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, Electrical Engineering and Engineering Science, and their associated teaching/research labs. An expansion begun in June 1998 will add 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; Information Services; lecture-style classrooms; two high-technology amphitheaters; terminal rooms; the computer center; five high-technology classrooms; and three computer labs. The USF&G Pedestrian Bridge links the east (academic) side of the campus with the west (residential) section and provides an upper-level entrance to the building.

The **DeChiaro College Center** is a long, rectangular five-story building which opened in 1985. It houses the Julio Fine Arts Wing containing faculty offices for the Department of Fine Arts; a rehearsal room; music practice rooms; art gallery; a high-technology classroom as well as studio classrooms for drama, art, and music; and a fully-



equipped photography center. The wing also contains the McManus Theater which has a seating capacity of 300.

The Center also houses the Career Development and Placement Center as well as Reitz Arena. The Arena contains a gymnasium with three basketball courts and a seating capacity of 3,000. The facilities also include an Olympic-size swimming pool, racquetball courts, a squash court, a weight room, training rooms, locker rooms, VIP lounge, the College bookstore, and some Athletics offices.

The **Andrew White Student Center**, currently under renovation, is named for the Rev. Andrew White, S.J., leader of a small group of Jesuit missionaries who helped found the State of Maryland when the first expedition landed in 1634. Along with an expanded food court, dining, and lounge areas, the remodeled Center—a popular hub on the Baltimore Campus—will feature an expanded bookstore, a lobby, new office and program space, and a reading room.

**Ignatius House** is home to the College's Jesuit community. Formerly Millbrook House, the three-story stone mansion was built in 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 **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.

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

The library has a shelf capacity of over 300,000 books and boasts a rare collection that includes the first editions of the works of Henry James, Gerard Manly Hopkins, and the bound, revised proofs of Evelyn Waugh's *Brideshead Revisited*. In

addition, the library's automated information system, "Oracle," is part of the nationwide CARL system which provides a link to other university libraries within the United States and the British Lending Library. CARL also provides access to UnCover, a comprehensive guide to the table of contents of over 12,000 journals. The Oracle online catalogue is available via terminals within the library, the campus network, or any computer with a modem (dial-in access, 410-433-6744). Internet connection is also available, providing additional access to online databases and public access catalogues. (Also see Library section under Student Life and Services.)

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

**Hammerman House** and **Butler Hall** provide coed freshman accommodations with gender-specific floors. Hammerman House also houses the Fava Chapel. Located on the east side of the campus, both residences have visitor's lounges and a lounge/study room on each floor.

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

Other student residences are located on the west side of the campus. **Wynnewood Towers** is a nine-story high-rise featuring apartments and suites, as well as faculty offices for the Department of Speech-Language Pathology/Audiology and administrative offices. The Towers also boasts an innovative, market-style dining facility that opened in January 1999, providing students with an up-scale food court, deli, bakery, and convenience store all in one location.

Renovated in 1997, **Charleston Middle Courtyard** provides traditional dormitory accommodations for freshmen as well as a special interest house for upperclass students. **Charleston Hall Lower Courtyard** houses upperclass students in a combination of new townhouse-style residences and recently renovated suites and apartments. The remainder

of **Charleston Hall** provides students of all years with apartment and suite living arrangements.

In addition, the **Garden Apartments** are comprised of 46 three-bedroom units. Kitchen facilities are included in the apartments, and a fitness center is located on the first floor of Gardens D. Purchased in 1995, the mid-rise **Guilford Towers** houses undergraduate students, some Athletics offices, administrative offices, and features parking and a swimming pool.

A 110,000 square-foot recreation center will be built on Loyola's **North Campus**, at the site where the Boumi Temple once stood. The facility, scheduled for completion in Fall 2000, will feature basketball, volleyball, and squash courts; a pool; running tracks; an indoor climbing wall; a 6,000 square-foot fitness center; and smaller activity rooms and offices.

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

## ADMISSIONS

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

### FRESHMAN APPLICANTS

Applicants for admission are evaluated according to their academic qualifications. The most important academic criteria include the secondary school record and performance on the SAT-I Reasoning Test, which is the required college entrance examination. Candidates are required to take the SAT-I in their junior or senior year of secondary school and to have the results forwarded to Loyola College. Arrangements to take the SAT-I may be made either through the secondary school counselor or by writing directly to the College Entrance Examination Board, Box 6200, Princeton, New Jersey 08541-6200. All applicants are admitted on the condition that they satisfactorily complete their secondary school program.

### APPLICATION FORM

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

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

April 15. Freshmen are admitted primarily for the fall term; a limited number of freshmen are admitted for the spring term.

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

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

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

### EARLY ADMISSION

Ordinarily, students will be admitted after they have graduated upon completion of four years in an approved secondary school. However, students recommended by their principals for outstanding achievement may be considered for admission upon the completion of their third year in secondary school.

The basis of selection for early admission is as follows:

- The outstanding quality of the applicant's secondary school record;
- Outstanding performance on Scholastic Assessment Test;
- Evidence of emotional stability and early social maturity;
- Personal interview;
- Presentation of a satisfactory written plan for completing the requirements for a secondary school diploma.

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

## SECONDARY SCHOOL COURSE REQUIREMENTS

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

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

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

## TUITION DEPOSIT

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

## HOUSING

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

Campus housing is awarded to transfer students on a space-available basis. Off-campus housing is often available for these students and readmitted and non-degree students. Additional information on housing as well as a listing of off-campus housing locations may be obtained from the Office of Student Life.

## FRESHMAN ADVISING

Before the summer orientation at Loyola, all incoming freshmen are encouraged to have a private interview with a member of the advising staff to discuss their educational objectives and to plan a program of courses for the freshman year. Registration occurs during summer orientation. During the fall orientation, freshmen meet with academic core advisers who will be guiding and advising them for three semesters. The relationship between the core adviser and the student is

meant to be a professional, yet comfortable, relationship that will allow new students to achieve the maximum benefit from Loyola's liberal arts curriculum. It is also meant to ease students' transition from high school to college and to help students in the assessment of their potential, the evaluation of academic progress, and the clarification of future goals by putting them in immediate contact with understanding and knowledgeable members of the faculty.

## PART-TIME STUDENTS

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

Part-time students are charged a tuition fee of \$365 per credit for the 1999–2000 fall and spring terms. They are also charged any special fees that may apply to individual students such as lab fees, testing fees, and graduation fees, etc. All College regulations are applicable to part-time students.

## NON-DEGREE STUDENTS

### SPECIAL STUDENTS

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

### VISITING STUDENTS

Students who take courses at Loyola that count toward a degree at another institution (either a high school or another college) are classified as visiting students. Visiting students must submit an application accompanied by an authorization letter from an official at the degree-granting institution. This letter should specify the course(s) to

be taken at Loyola and should verify that the student is in good academic standing. Official transcripts for college work previously completed are required of visiting students in college who wish to take courses above the introductory level; visiting students still in high school must submit an official transcript and SAT-I scores. Visiting students are ineligible for a degree or financial aid from Loyola College.

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### INTERNATIONAL STUDENTS

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

International students requiring the I-20 or IAP-66 form for the student visa must complete the following requirements:

1. Demonstrate evidence of English proficiency (as described above);
2. Submit SAT-I Reasoning Test scores if a visa is required and the student is currently studying in the United States. SAT-I scores are not required if the student requires a visa and is not living in the United States;
3. The Admissions Office may require international applicants to submit their official transcripts to the World Education Services for translation of grades and credits. An additional fee may be required.
4. Provide written documentation showing that they have financial support and sufficient financial resources to cover educational, living, and miscellaneous expenses. Financial aid is not available to international students.

5. Prepay one semester's tuition and fees upon formal acceptance to the College.
6. **Matriculating** international students with a current J-1, J-2, F-1, or F-2 student visa enrolled at the College are required to purchase the Loyola College Student Health Insurance Plan. The Plan is mandatory and non-waivable, therefore, the premium will be automatically charged on the tuition bill.
7. All **foreign exchange** international students enrolled in a semester or one-year program are required to show proof of insurance at the time of application. 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 three months of residency. Health History and Immunization forms will be sent with the admissions package. Students may also contact the Loyola College Health Service, 410-617-5055; fax: 410-617-2173.

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

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### TRANSFER STUDENTS

Admission by transfer from other accredited institutions is welcomed. Due to a two-year undergraduate residency requirement, students may not apply for transfer beyond the beginning of junior year. Residency requires a student to complete at least 20 three- or four-credit courses at Loyola College. All transfer applicants must submit their secondary school records, official transcripts of all work completed at other colleges, and their SAT-I scores. A cumulative quality point average of 2.500 in previous college work and a satisfactory performance on the SATs are required for a transfer student's application to be considered. Other factors considered include types of college courses taken and the secondary school record.

Transfer students will have an official evaluation of credits at the time of their interview in the Center for Academic Services and Support. A preliminary review of these credits may be requested at the time of the Admissions interview. Remedial, personal development, and preparatory courses which are not equivalent to or discipline-compatible with Loyola's courses are unacceptable for transfer. Courses in which a grade of less than "C" (2.000) has been earned cannot be accepted for transfer credit. Grades for transferred courses will not be factored into the Loyola grade point average. Credits will be transferred only for those courses which are similar to the requirements for degree programs at Loyola College. However, credits and grades for courses taken at all colleges attended will be used in the calculation for honors at graduation.

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

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#### **HEALTH INSURANCE**

All students must provide proof of medical insurance coverage by personal health insurance and complete the insurance enrollment/waiver form. The Loyola College Student Health Insurance Plan is available to students who are not covered and are interested in obtaining an insurance policy. For information, contact the Loyola Insurance Manager, 410-617-5055.

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#### **IMMUNIZATIONS**

Once the deposit is made, students are required to present documentation indicating immunity to communicable diseases. A tuberculin skin test is also required. Health History and Immunization forms will be sent after admission notification.

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#### **READMISSION OF FORMER STUDENTS**

Students who miss three semesters without filing a request for a leave of absence (this includes Study Abroad) are automatically withdrawn from the college and must reapply.

Students who desire to return following withdrawal from Loyola must apply to the Admissions Office. They will be asked to send a detailed statement of their activities since withdrawal. Readmitted students must satisfy the degree requirements in effect for their programs at the time of readmission. Campus housing is awarded to readmitted students on a space-available basis.

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#### **ADVANCED PLACEMENT**

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

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

A member of the Center for Academic Services and Support will work with students receiving advanced placement credits to make any changes necessary in their programs of study. The maximum amount of credit awarded on the basis of all placement tests is equivalent to one academic year of credit. Credit awarded on the basis of placement tests does not count toward fulfillment of residency requirements.

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

This is a national testing program administered by the College Entrance Examination Board. The purpose of the program is to provide an opportunity for students who have acquired college-level knowledge in a particular subject area to validate their knowledge and receive college credit. This knowledge may

have been acquired by taking advanced secondary school courses, through independent study, or through employment experience. A maximum of one year of credit may be earned through examinations. Such credit is not applicable toward fulfillment of residency requirements.

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

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

#### **INTERNATIONAL BACCALAUREATE PROGRAM**

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

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

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#### **ADVANCED CREDIT**

College-level work done prior to high school graduation may be awarded transfer credits upon receipt of the following: (1) an official letter from the high school principal or guidance counselor stating that the courses were taught on the college campus by a member of the college faculty, open to enrollment by and graded in com-

petition with regularly matriculated undergraduates at the college, and a regular part of the normal curriculum published in the college catalogue; and (2) an official, seal-bearing transcript from the college/university. Each supporting document is to be sent to the Dean of Freshmen.

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#### **DEPARTMENTAL EXAMINATIONS**

A departmental examination may be taken for some courses offered by the College. There is a fee for each test taken. The appropriate department chair needs to be consulted to determine if a specific course can be taken by examination. Credit, but no grade, is normally awarded and recorded on the student's transcript.

#### **FOREIGN LANGUAGE TEST**

Students are assigned to their initial foreign language course by the Center for Academic Services and Support on the basis of a placement test which is usually taken during summer orientation. Students placing into the second intermediate level or higher of language are eligible for advanced placement credit upon successful completion of coursework at Loyola.

#### **MATHEMATICS TEST**

Freshmen and transfer students who have not completed their mathematics-science requirement must take a two-part placement test in mathematics administered by the Center for Academic Services and Support. Students whose performance is unsatisfactory on Part I will be required to take a non-credit mathematics course if Precalculus (MA 109) is required for their major. Students whose performance is unsatisfactory on Part II will be required to take Precalculus (MA 109) before starting Applied Calculus for Business and Social Sciences I (MA 151) or Calculus I (MA 251) if one of these is required for their major.

# 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 non-resident students, including tuition, room, board, and fees; subsequent section includes discussion about financial aid at Loyola College.

Payment for tuition and applicable fees is due 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** \$9,830.00  
(4 course, 12 credit minimum; 6 course, 20 credit maximum)

**Continuing Full-Time Student** \$9,375.00  
(Start Date: 1998–99; 4 course, 12 credit minimum; 6 course, 20 credit maximum)

**Continuing Full-Time Student** \$9,155.00  
(Start Date: 1997–98 or prior; 4 course, 12 credit minimum; 6 course, 20 credit maximum)

**Additional Course Charge (per credit)** \$365.00

**Part-Time Student (per credit)** \$365.00

### Tuition Deposit (per semester)

**New/Transfer Student** \$100.00  
(applied toward tuition; non-refundable; freshman deposit due **May 1**)

**Continuing Student** \$300.00  
Returning commuter and resident students must submit the tuition deposit to hold their place in classes. The deposit is paid in the spring when students register for the Fall Semester. The deposit is applied toward the fall tuition charges. It is 50

percent refundable if the student notifies the College in writing by **July 1** of the official withdrawal from the College for the upcoming Fall Semester. This letter should be directed to the Records Office. **No refund** will be granted if the student notifies the College of the intent to withdraw after the **July 1** deadline.

**Housing Deposit** (applied toward room charges; payable in the spring for fall)

**New Student** \$400.00  
All new students reserving space in the residence halls must submit the non-refundable housing deposit with their application.

**Continuing Student** \$300.00  
All continuing students reserving space in the residence halls must submit the housing deposit. This deposit will be credited against the student's next bill for housing. It is 50 percent refundable if the student notifies the College in writing by **July 1** of the official withdrawal from the College for the upcoming Fall Semester. This letter should be directed to the Records Office. **No refund** will be granted if the student notifies the College of the intent to withdraw after the **July 1** deadline.

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

**Application Fee** \$30.00

### Graduation Fee

Attending (includes cap and gown) \$100.00  
Not Attending \$75.00  
(Covers the costs involved in issuing a diploma and the ordinary graduation expenses.)

**Comprehensive Fee** (per semester) \$135.00  
Activities and services fee defrays part of the costs of the co-curricular programs sponsored by the student government and provides for other helpful non-academic services. Required of all full-time students.

### Orientation Fees (first term only)

First-Time Freshmen \$125.00  
New Transfer Students \$30.00



**Health Insurance Fee** \$612.00  
Mandatory for full-time, degree-seeking students without an insurance waiver. (Subject to change from insurance carrier.)

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

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#### SPECIAL FEES

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

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

**Books** (approx., per semester) \$325.00  
Students purchase books directly from the College Store on a cash/credit card basis. The total book cost varies with the program of courses the student is taking, and the amount quoted is only intended to give a general estimate of the cost.

**Dance Fee** \$250.00

**Declined Credit Card Fee** \$25.00

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

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

**Late Registration Fee** \$25.00

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

**Readmission Fee** \$25.00

**Returned Check Fee** \$25.00

**Special Testing Fee** \$15.00

**Study Abroad Processing Fee** \$250.00  
(non-Loyola programs)

**International Student Orientation Fee** \$100.00

**Transcript Fee** (after first copy) \$3.00

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#### RESIDENT STUDENT FEES

**Resident Services Fee** (per semester) \$125.00

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

**Freshman Housing** \$4,800.00  
(Butler, Hammerman, Charleston, Guilford, Wynnewood)

#### *Upperclass Housing*

Level I \$5,200.00  
(Ahern, Converted Guilford, McAuley, Wynnewood Efficiencies)

Level II \$5,900.00  
(Charleston, Garden, Guilford, Wynnewood)

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. Students sign a contract and make an initial deposit of \$1,000 which is accessed with the One Card (ID Card). This deposit may be billed through the student's tuition account, and additional monies may be deposited in any increment at any time through Student Administrative Services. All remaining restricted meal service monies are credited to the student's tuition account at the conclusion of each academic year.

**HOUSING DAMAGE DEPOSIT**

A \$45 deposit is charged when the student enters campus housing. The student is financially responsible for damage to the furniture and facilities other than normal depreciation caused through proper use. Should any damages occur while the student is in residence, a charge will be made to cover the damage. Such bills are due when rendered. Damage to common areas is assessed on a pro-rated 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	\$9,375/9,155.00
Deposit (applied to tuition)	\$200.00
Comprehensive Fee	\$110.00
Housing Fee	\$2,600.00
Program Fee (one time only)	\$450.00

**BANGKOK**

Tuition Fee*	\$9,375/9,155.00
Deposit (applied to tuition)	\$200.00
Comprehensive Fee	\$110.00
Housing Fee	\$2,600.00
Program Fee (one time only)	\$600.00

**LEUVEN (per semester)**

Tuition Fee*	\$9,375/9,155.00
Deposit (applied to tuition)	\$200.00
Comprehensive Fee	\$110.00
Housing Fee	\$2,600.00
Program Fee (one time only)	\$800.00

**MELBOURNE**

Tuition Fee*	\$9,375/9,155.00
Deposit (applied to tuition)	\$200.00
Comprehensive Fee	\$110.00
Housing Fee	\$2,600.00
Program Fee (one time only)	\$500.00

**NEWCASTLE (per semester)**

Tuition Fee*	\$9,375/9,155.00
Deposit (applied to tuition)	\$200.00
Comprehensive Fee	\$110.00
Housing Fee	\$2,600.00
Program Fee (one time only)	\$850.00

\* See Tuition and Fees section.

**WITHDRAWAL/REFUND POLICIES****REFUND FOR FULL-TIME REGISTRATIONS**

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

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

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

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

**REFUND FOR PART-TIME REGISTRATIONS**

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

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

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

#### **FEDERAL FINANCIAL AID REFUND POLICY**

When a student withdraws from the College, is due a refund under the refund policy, and has received financial assistance from federal student aid programs (other than Federal Work-Study), a portion of the refund will be returned to the programs from which the student was funded. The federal student aid portion of the refund will be determined according to a formula specified by the U.S. Department of Education. Students employed under the Federal Work-Study program are entitled to all wages earned up to the date of withdrawal.

#### **FEDERAL LEAVE OF ABSENCE POLICY**

Beginning July 1, 1995, 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 60 days,
- the school has granted only one leave of absence to the student in any 12-month period, and
- the school does not charge the student for the leave of absence.

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

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

# FINANCIAL AID

## GENERAL POLICIES

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

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

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

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

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

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

## APPLICATION PROCEDURES

All applicants for financial aid must complete the Free Application for Federal Student Aid (FAFSA) and the College Scholarship Service PROFILE Form. **The Free Application for Federal Student Aid and the PROFILE Application must be submitted by February 1st, the financial aid deadline.** The Free Application for Federal Student Aid and the College Scholarship Service PROFILE Application may be obtained from any high school guidance office or the Office of Financial Aid.

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**LOYOLA COLLEGE FINANCIAL AID**
**PRESIDENTIAL SCHOLARSHIPS**

These scholarships provide financial assistance to students of superior academic ability and achievement. Scholarships are limited to entering freshmen who, in the judgment of the Scholarship Committee, are most deserving of assistance because of academic merit. Criteria used in determining eligibility are: the secondary school grade point average, SAT-I Reasoning Test 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 15th.**

There are four levels of Presidential Scholarships. During the 1999–2000 academic year the awards will range from \$5,000 to full tuition. All Presidential Scholarships are awarded for four years provided the student maintains a term and a cumulative quality point average of at least a “B” (3.000), completes at least 15 credits per term, and receives a grade of “C” (2.000) or higher in every subject.

**MARION BURK KNOTT SCHOLARSHIPS**

Named in honor of his wife, the Marion Burk Knott Scholarships are made possible by a generous gift to the Archdiocese of Baltimore from Henry J. Knott, Baltimore businessman and philanthropist. These scholarships are four-year, full-tuition awards available on a competitive basis to Catholic students residing in the Archdiocese of Baltimore. Scholarships are limited to incoming freshmen 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 15th.**

**SELLINGER SCHOLARSHIPS FOR COMMUTERS**

Sellinger Scholarships are made possible by a generous gift to Loyola College from MBNA America. The scholarships are limited to entering freshmen from the greater Baltimore area who plan to commute to Loyola. Scholarships will be awarded based on an evaluation of high school academic performance and demonstrated financial need. Sellinger Scholarships carry a value of \$3,000 per year. If qualified, a student may replace a Sellinger Scholarship with other Loyola scholarships of higher value.

**LOYOLA GRANTS**

Loyola Grants are awarded to students with exceptional financial need. These awards carry values of \$200 to \$12,500 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, swimming, or tennis grants. Women may qualify for basketball, cross country, lacrosse, soccer, swimming, tennis, or volleyball grants. Financial need is not considered in awarding Athletic Grants.

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**LOYOLA 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  
 Armiger Family Memorial Scholarship Fund  
 Claudia N. Bailey Fund  
 William G. Baker, Jr. Memorial Fund  
 Johnny Bass Fund  
 Mary H. Biddison Fund  
 Ellen T. Bogue Fund  
 Howard H. Burke 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  
 Frank W. and Florence B. Cuccia Fund  
 Didusch Memorial Fund  
 Christine Everitt Fund  
 Francis P. and Eleanor R. Fairbank Fund  
 Ferguson Family Fund  
 Rosalie Garrett Fund  
 Isaac S. and Mary Josephine George Fund  
 Francis X. Giblin Fund  
 Joan Daniels Green Memorial Fund  
 Fred Grimmel Scholarship Fund  
 Adelaide M. Gunther Fund  
 Mary A. Dudas Harris Fund  
 Edward S. Hauber, S.J. Fund  
 William Randolph Hearst Fund  
 James J. Irvin and Nina Irvin Fund  
 Jesuit Community Scholarship Fund  
 Jeanett Joseph and Bertha Coblenz Joseph Fund  
 Jackson L. Kaphan Memorial Fund  
 James and Nora Sheridan Keelty Memorial Fund  
 Otto and Alice M. Lage Memorial Fund  
 Thomas J. Lawler Memorial Fund  
 D. & M. Liston Memorial Fund  
 Mary and Daniel Loughren Fund  
 Helen Pise Malko Memorial Fund  
 Daniel J. McGuire, S.J. Fund  
 Joseph Meyerhoff Fund  
 George W. Mitchell Memorial Fund  
 John R. Mohler Fund  
 Josephine and Louis A. Natale, Sr. Fund  
 Mary O'Meara Memorial Fund  
 Frank and Betty Otenasek Fund  
 Paul J. Peroutka Fund  
 William C. Rogers Fund  
 Bernard A. Saltysiak Fund  
 Joseph A. Sellinger, S.J., Commuter  
 Student Fund  
 Senker Family Fund  
 Michael D. Sullivan Fund  
 Helen and Charles Toennies Fund  
 Robert Jay Turner Fund  
 John E. Wise, S.J. Fund

#### MAJOR SCHOLARSHIP CONTRIBUTORS

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

A. S. Abell Company  
 AEGON USA, Inc.  
 Alex. Brown & Sons, Inc.  
 Associated Italian American Charities of  
 Maryland, Inc.  
 AIAC Virginia M. & Joseph M. Corasaniti  
 Memorial  
 AIAC Anna Iacoboni Memorial  
 AIAC Camillo Iacoboni Memorial  
 AIAC Theodore Julio Memorial  
 AIAC Lancelotta Family Memorial  
 AIAC John & Concetta Matricciani Memorial  
 AIAC Pio & Rosa Morocco Memorial  
 AIAC Angelo & Maria C. Russo Memorial  
 AIAC Francis J. Valle, Esquire  
 Baltimore Security Analysts Society  
 Bell Atlantic of Maryland  
 Black & Decker Manufacturing Company  
 Bond Club of Baltimore  
 Commercial Credit Corporation  
 Coopers and Lybrand, Inc.  
 Crown Central Petroleum Corporation  
 Marion Burk Knott Scholarship Fund  
 John J. Leidy Foundation  
 Lockheed Martin Corporation  
 Loyola College Alumni Association  
 MBNA America Bank, N.A.  
 McCormick & Company, Inc.  
 William G. McGowan Charitable Fund, Inc.  
 Joseph Meyerhoff Fund  
 Monumental Life Insurance Company  
 Mount Saint Agnes Alumnae Association  
 Thomas and Clementine Mullan Foundation  
 PHH Foundation, Inc.  
 Sheridan Foundation

## PRIVATE SCHOLARSHIP DONORS

The following corporations, foundations, associations, businesses, high schools and civic, religious, ethnic and fraternal organizations provided scholarship assistance to Loyola College students during the 1998–1999 academic year. Loyola College wishes to recognize these groups for their most generous contributions to more than 300 deserving students.

200 Club of Somerset County  
 8118 Volunteer Association, Inc.  
 A.A.E. Scholarship Program  
 Abington Elementary PTA  
 Acts, Inc.  
 Advantis  
 Aid Association for Lutherans  
 All Officer's Wives Club – NAEC  
 Alpha Sigma Nu-National Jesuit Honor Society  
 American Business Women's Association,  
 Francis Scott Key Chapter  
 American Legion Department of Maryland Boys  
 State Scholarship  
 American Legion Post No. 166 – Synepuxent  
 American Legion Post No. 183 – Parkville  
 American Legion Post No. 182 – Slate Ridge  
 American Legion Post No. 336 – Glenwood  
 Landing  
 American Morgan Horse Institute  
 Amigos De Las Americas  
 C.W. Amos & Company, LLC  
 Amvets Baltimore Post No. 8  
 Vincent P. Arabia Scholarship Fund  
 Archdiocese of Baltimore  
 Armco, Inc.  
 Army Emergency Relief, Department of the Army  
 Arnold Women's Club, Inc.  
 Arundel Senior High School  
 Auxiliary of Harford Memorial Hospital  
 Babylon Lodge No. 793 F&AM  
 Bailey Scholarship Fund  
 Baldwinville Community Scholarship  
 Baltimore City College Scholarship Funds  
 Baltimore Washington Conference  
 Bank of Boston  
 Joseph J. Barrett, Sr. Memorial Scholarship Fund  
 Beaver College  
 Benevolent & Protective Order of Elks  
 Hagerstown Lodge No. 378  
 Bic Corporation  
 Big 33 Scholarship Foundation, Inc.

Bishop Walsh Middle High School  
 Blindness & Visual Services  
 Board of Education Worcester County  
 Bon Secours Spiritual Center  
 Borchert Skaneateles School Scholarship  
 Boston Globe  
 Boston Safe Deposit & Trust Company  
 Bowie Lodge No. 2309  
 Brown Brothers Harriman Company  
 Buffalo Foundation  
 Stephen Bufton Memorial Educational Fund  
 Burke Rotary Club  
 Cardinal Gibbons School  
 Carpenter House  
 Carroll County General Hospital  
 Cashier's Association of Wall Street  
 Catholic Daughters of America  
 Catholic Diocese of Pittsburgh McGillick  
 Scholarship Fund  
 Central Scholarship Bureau, Inc.  
 Al Cesky Scholarship Fund  
 Chamber of Commerce  
 Chase Manhattan Corporation Scholarship  
 Program  
 Chesapeake Senior High School  
 Chubb Foundation  
 Church of the Annunciation Scholarship Fund  
 Citibank Employees Foundation  
 Citizens' Scholarship – The Allstate Foundation  
 Citizens' Scholarship Foundation of America  
 Citizens' Scholarship Foundation of America –  
 Bethlehem Steel Foundation  
 Citizens' Scholarship Foundation of America –  
 Merrill Lynch  
 Citizens' Scholarship Foundation of America –  
 Sudbury Foundation  
 Citizen's Scholarship Foundation of Seaford, Inc.  
 City of Salem, Massachusetts – Board of  
 Commissioners of Trust Funds  
 Clark Foundation  
 College Scholarship Service  
 Columbia University, City of New York  
 Columbia University – Tuition Benefits and  
 Unemployment  
 Columbus Citizens Foundation, Inc.  
 Commonweal Foundation  
 Community Scholarship Fund of Glen Cove, Inc.  
 Conway Foundation, Inc.  
 Core States Bank, N.A.  
 Cosa Jarosi Soccer Scholarship  
 County Somerset St. Patrick  
 CP Rail System

Dante Alighieri Society of Central Jersey  
 Datatel Scholars Foundation  
 Diocese of Harrisburg  
 Peter Doctor Memorial Indian Scholarship  
 Foundation, Inc.  
 Douglas Freeman High School  
 Duke University  
 Dunbar Class of 1966  
 Dundalk Senior High School  
 Duxbury Thrift & Consignment Shop, Inc.  
 Ebenezer African Methodist Episcopal Church  
 Educational & Cultural Fund of the Electrical  
 Industry  
 Educational Testing Service – Harcourt Gen., Inc.  
 Egg Harbor Township Education Foundation  
 Elks Association of Maryland, Delaware, and  
 Washington, D.C.  
 Elks Lodge No. 1941 – Mahwah Ladies Auxiliary  
 Elks National Foundation  
 Ellicott City Kiwanis Foundation, Inc.  
 Endowment of U.S. Institute of Peace  
 Enon Tabernacle Baptist Church  
 Episcopal Church in Brooklyn, Queens,  
 Nassau, and Suffolk – The Bishop’s Call  
 Episcopal Evangelical Education Society  
 Exchange Club Charity Fund, Inc.  
 Faith Temple  
 Fallston General Hospital VSA Memorial Fund  
 Federal Employee Education & Assistance Fund  
 Ferland Family Scholarship  
 Festival Center, Inc.  
 FHS Scholarship Foundation  
 Financial Center  
 First United Church National Scholarship Fund  
 FNB National Association  
 Former Agents of the F.B.I. Foundation  
 Franklin High School  
 Frederick Women’s Civic Club, Inc.  
 Georgetown University  
 German Society of Maryland, Inc.  
 Bill Giuliano Memorial Scholarship Fund  
 Glastonbury Rotary Club, Inc.  
 Teddy Gleason Scholarship Program  
 Glen Rock Church of Christ  
 Glendale Elementary PTA  
 Glenwood Landing Post No. 336  
 Horace Greeley Education Fund  
 Horatio Alger Association of Distinguished  
 Americans, Inc.  
 Greenwich Scholarship Association, Inc.  
 Grenadier Booster Club, Inc.  
 Greyhound Club of Loyola College  
 GTE College Scholarship Program  
 Guilford Scholarship Association, Inc.  
 Hartford Foundation  
 Hibernian Society of Baltimore  
 Hofstra University  
 Home Mission Board, SBC  
 Hoss’s Steak & Sea House  
 I.A. International Educational Foundation  
 I.B.E.W. Union Local No. 380 Scholarship Fund  
 IBM Watson Memorial Scholarship  
 Independent Insurance Agents – Shawnee High  
 School  
 Intermodal Association of Chicago  
 International Brotherhood of Teamsters  
 Scholarship Fund  
 IOF Foresters  
 Italian American Charities Association  
 Italian American Civic Club of Maryland  
 Jack & Jill of America, Inc. – Montgomery  
 County Chapter  
 Jack Zima & Associates, Inc.  
 Jewish Social Service Agency  
 Jim Beam Brands Distributors  
 Johns Hopkins Applied Physics Laboratory  
 Johns Hopkins Health System  
 Johns Hopkins University  
 Joseph Seagram & Sons, Inc.  
 Ralph F. Juppe Scholarship Fund, Inc.  
 Keansburg Public Schools  
 Kenwood High School PTSA  
 Edward Bangs Kelley and Elza Kelley  
 Foundation, Inc.  
 Kimberley-Clark Foundation, Inc. – 1995 Bright  
 Futures Scholarship  
 Kissinger Financial Services  
 Knights of Columbus No. 794  
 Knights of Columbus – Maryland State Council  
 Knights of Columbus – New Jersey State Council  
 Knights of Columbus – New Jersey Chapter No. 1  
 Knights of Columbus – Supreme Office  
 John J. Leidy Foundation, Inc.  
 Harvey R. Lewis Foundation, Inc.  
 Lining Endowment Fund, Inc.  
 Lions Club of Point Pleasant  
 Lions Club of Reisterstown No. 0987  
 Lions Club of Vineland  
 Jerry Lisker Scholarship Fund  
 Liverpool High School – Dollars for Scholars  
 Living Endowment Fund, Inc.  
 Local 68, Engineers Scholarship Fund  
 Local 169 Frank J. Keane Scholarship Fund  
 Loch Raven Senior High School



Long Island Caddie Scholarship Fund  
 Long Island University  
 Long Valley Area Junior Women's Club  
 The Lord's Church  
 Louisville Community Foundation  
 Deporitory, Inc.  
 Mary Friese Lowe Memorial Education Fund  
 Luigi Scialdone Lodge  
 John B. Lynch Scholarship Foundation  
 Madison Scholarship Committee  
 Manchester Township High School  
 Thelma March Scholarship Foundation  
 Marine Corps Scholarship Foundation, Inc.  
 Marine Traders Association of Baltimore County  
 Martin Marietta Corporation Foundation  
 Maryland Art League  
 Margaret Boone Mass Scholarship  
 Massachusetts Institute of Technology  
 Charles Mathis Scholarship  
 Mayor's Day Scholarship Committee  
 MBNA Excellence in Education Scholarship  
 Program  
 Mellon Private Capital Management  
 Melrose High School Permanent Scholarship Fund  
 Melville Corporation Foundation  
 Merit Scholarship – Arthur Anderson & Co.  
 Foundation  
 Merit Scholarship – BP America, Inc.  
 Merit Scholarship – Bristol-Myers Squibb  
 Foundation, Inc.  
 Merit Scholarship – Crum and Forster Fdn. and  
 Co. Units  
 Merit Scholarship – Raytheon Company  
 Mid-Atlantic Treasury Management Association  
 Middletown Board of Education Scholarship Fund  
 Monsignor Donovan High School  
 MSA Scholarship Foundation  
 Municipal Credit Union  
 MWPHGL  
 N.J.A.W.A. Scholarship Fund  
 NMRS Scholarship Foundation  
 National Association of Letter Carriers of the  
 USA, Oriole Branch No. 176  
 National Merit Scholarship Corporation  
 Naval Academy Women's Club Scholarship Fund  
 William "Widdy" Neale Scholarship Fund, Inc.  
 New Jersey Highway Authority  
 New Jersey State Golf Association  
 New Jersey State Golf Association Scholarship  
 Foundation No. 2  
 New York District Council of Carpenters  
 New York Lacrosse Academy  
 New York Letter Carrier Branch 36 Welfare  
 Scholarship  
 New York State Credit Union League, Inc. –  
 Metropolitan District  
 North Carroll High School  
 O'Brien-VRBA Scholarship Fund  
 Officer's Wives Club – Carlisle Barracks  
 Officer's Wives Club APG-AA  
 Old Mill Senior High School  
 Olmsted Charter Chapter  
 Oneida Indian Nation  
 Order of the Eastern Star – Grand Chapter of  
 Maryland  
 Our Lady of Mercy Church  
 Paramus AM Rotary Club  
 Parkville American Legion Post No. 183  
 Patterson High School Alumni Association, Inc.  
 Deborah Mason Patterson Scholarship  
 Penske Truck Leasing  
 Paul E. Pepe, Jr. Memorial Fund  
 Perry Hall Senior High School  
 Perryville High School  
 Pikesville High School  
 J. Wood Platt Caddie Scholarship Trust  
 Pilot International Foundation  
 Pleasant Hill United Methodist Church  
 Plymouth County Bar Association, Inc.  
 Plymouth Rotary Club, Inc.  
 PNC Bank & Deno Castelli Scholarship Selection  
 Committee  
 PNC Bank-The Warren Foundation  
 Pocahontas Bassett Baptist Church  
 Point Pleasant Board of Education  
 Point Pleasant Hospital Guild  
 Point Pleasant Lions Club  
 Polish Women's Alliance of America  
 Pomperaug Regional School District 15  
 Poolesville Athletic Booster Club  
 Press & Sun Bulletin  
 Proctor & Gamble Fund Scholarship Program  
 Providence Baptist Church  
 PTA Studen Loan Fund  
 Public School Administrators and Supervisors  
 Association Scholarship Foundation  
 Quaker Oats Company  
 Queensbury Dollars for Scholars  
 Rainelle United Methodist Church –  
 Nan Sammons Fund  
 Reverend Reed Scholarship  
 Revlon  
 Richmond Newspapers, Inc.  
 Ritchie & Page Distributing Co., Inc.

Roaring Run Lions Club  
 Roman Catholic Archbishop of Boston  
 Rotary Club of Baltimore  
 Rotary Club of Hanover  
 Rotary Club of Sanibel-Captiva  
 Rotary Scholarship Foundation of Pearl River, Inc.  
 Roxbury High School  
 Royal Arcanum  
 Ruff/Ross Educational Fund  
 Rural Women's Republican Club  
 Rye Rotary Foundation  
 St. Charles Church of the Nazarene  
 St. Christopher's Church Foundation, Inc.  
 St. Mary's High School  
 St. Peter the Apostle Church  
 Sanibel-Captiva Rotary Trust Fund  
 Leopold Schepp Foundation Scholarship Fund  
 Scholarship Fund of Steam Fitters Local  
 Union No. 420  
 Scholarship Program Administrators, Inc.  
 Schachamaxon Golf & Country Club  
 Scholarship Fund Union League of Philadelphia  
 Scholarship Management Services  
 Schramm Foundation  
 Schwebel Foundation  
 Scotch Plains – Fanwood Educational  
 Association Park Middle School  
 Scottish Rite  
 Scottish Rite (Maryland) – Charitable  
 Foundation, Inc.  
 Scripps Howard Foundation  
 Second Marine Division Association  
 Securities Operations Division  
 Severn River Lions Club  
 Shaker Charitable Trust  
 Shawnee High School  
 Shrine of St. Jude  
 Silver Spring Women's Club, Inc.  
 Sisters of Charity of Seton Hall – DePaul Center  
 Wesley H. Smith Clergy Discretionary Fund  
 SMPS – Chesapeake Chapter  
 Society of American Military Engineers –  
 Baltimore Post  
 Society of Experimental Test Pilots  
 Solo Cup Company  
 Sons of Italy, Little Italy Lodge No. 2286  
 Soroptimist International Club of Bucks County  
 South Jersey Rehabilitation & Sports Medicine  
 Center  
 Spring Lake Historical Society, Inc.  
 SSA Scholarship Fund  
 Stamford Art Association  
 Starr Foundation  
 State Farm Companies Foundation  
 Steamfitters Local Union No. 420 Scholarship Fund  
 Helen-Louise Strieby Scholarship  
 Steward Scholarship Foundation  
 Suffolk Federal Credit Union  
 Supreme Council Shepherd Scholarship  
 The Susan Fund  
 Harold Sussman Scholarship  
 Synod of the Trinity  
 Teagle Foundation, Inc.  
 Teamsters Local 830  
 Theta Iota Omega AKA  
 Thomas J. Shryock Lodge No. 223  
 Three Village Central School District  
 Torrington Scholarship Fund  
 Townsontowne Rotary Club & Becky D. Memorial  
 Trust & Investment Department  
 Two/Ten International Footwear Foundation  
 UAW Cap Council – Baltimore Area Office  
 Ukrainian National Association, Inc.  
 Union County CYO Ladies Guild  
 United Brotherhood of Carpenters & Joiners of  
 America Local No. 608  
 United Jersey Bank  
 United Steelworker's of America, District 8  
 University of Pennsylvania  
 University of Rochester  
 Upper Darby School District  
 Upper Merion Business Organization  
 USA Group Guarantee Services – Air Force  
 Aid Society  
 USA Group Guarantee Services – Center for  
 Scholarship Management  
 USO of Metropolitan Washington  
 USWA District No. 8 Scholarship Fund  
 Wal Mart Stores, Inc. Foundation  
 Water Department Employees Local 394  
 David E. Weglein Scholarship  
 Welcome Wagon Club of Chester  
 Wesley Freedom United Methodist Church  
 West Genesee Central School District  
 Westchester Golf Association Caddie  
 Scholarship Fund  
 Westinghouse Family Scholarship  
 Wetherfield Citizens Scholarship Foundation, Inc.  
 Women's Club of Allentown  
 Women's Club of Chester  
 Women's Club of Rye  
 Women's Club of St. Mary's County  
 Women's Council of Realtors  
 Ernst E. Wooden Educational Fund, Inc.

W.U.I.ACA Joint Supplement Health & Welfare Plan  
Youths Friends Association, Inc.

## **FEDERAL FINANCIAL AID**

### **FEDERAL PELL GRANT PROGRAM**

The largest federal need-based student aid program providing grant assistance ranging from \$400 to \$3,125 to undergraduate students who are enrolled in a degree or certificate program and have not received their first bachelor's degree. Eligibility is based on demonstrated financial need, cost of education, and enrollment status. The amount of the student's award is determined using the Federal Institutional Student Information Record (ISIR) Expected Family Contribution (EFC) number and the Payment Schedule provided by the U.S. Department of Education.

### **FEDERAL CAMPUS-BASED PROGRAMS**

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

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

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

Provides grant assistance to students with exceptional financial need. In awarding Supplemental Grants, priority is given to Pell Grant recipients with the highest demonstrated financial need. Loyola College limits awards through this program to a maximum of \$1,000 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 half-time basis (6 credits). Repayment begins nine months after the borrower leaves school and must be completed within ten years thereafter. Interest charges do not accrue until the signing of the repayment schedule. Interest after that date is paid at the rate of five percent per annum. Loyola College limits awards through this program to a maximum of \$1,000 per year.

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

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

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

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

Allows students who demonstrate federal financial aid eligibility and who are enrolled for at least six credits each term to borrow up to \$2,625 for the first year of undergraduate study, \$3,500 for the second year, and \$5,500 per year for subsequent undergraduate study. All students are expected to meet their first level of demonstrated financial aid eligibility through the use of Direct Loan funds. The interest rate is variable, adjusted annually not to exceed 8.25 percent. Interest does not accrue nor does repayment begin on subsidized Direct Loans until termination of college enrollment. Subsidized Direct Loans carry a 4.0 percent federal origination fee which will be deducted from each disbursement. Students must complete a separate Federal Direct Loan promissory note to borrow funds through this program.

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

Allows all students regardless of federal financial aid eligibility and who are enrolled for at least six credits per term to borrow up to \$2,625 for the first year of undergraduate study; \$3,500 for the second year; and \$5,500 per year for subsequent undergraduate study, less the amount of any subsidized Direct Loan received by the student.

Independent students may borrow up to an additional \$4,000 per year for the first and second years of undergraduate study and up to an additional \$5,000 per year for subsequent undergraduate study through the unsubsidized Direct Loan Program. Dependent students may borrow up to the same additional amounts through this program but only if the student's parent is denied eligibility to borrow funds through the Federal Direct PLUS Loan Program.

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

### **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 variable, adjusted annually not to exceed 9.0 percent. Interest accrual begins on the date of the first loan disbursement. The first payment is due within 60 days after the final loan disbursement. Direct PLUS Loans carry a 4.0 percent federal origination fee which will be deductible from each disbursement. Parents must complete a combined Federal Direct PLUS Loan Application/Promissory Note to borrow through this 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.

### **EDUCATIONAL ASSISTANCE GRANTS**

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

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

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

### **GUARANTEED ACCESS GRANTS**

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

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

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

#### **SENATORIAL SCHOLARSHIPS**

State senators are allocated an annual scholarship budget which may be awarded to residents of their senatorial district. The amount of the award is determined by the Senator, who considers the results of the student's SAT-I and financial need. The maximum award is \$2,000 per year per student. Scholarship candidates who have already completed at least one academic year of college in good standing do not have to take the SAT. Application is made in the same manner as for Educational Assistance Grants. **Students should apply by March 1 of the year the award is to begin.** Each senator has the option of requiring a personal interview.

#### **HOUSE OF DELEGATES SCHOLARSHIPS**

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

#### **MARYLAND DISTINGUISHED SCHOLAR PROGRAM**

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

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

contact their high school guidance office for specific application procedures.

#### **MARYLAND SCIENCE AND TECHNOLOGY SCHOLARSHIP**

Any Maryland high school senior who has maintained a 3.000 grade point average in core curriculum subjects (math, science, social studies, and English) and who plans to major in computer science, engineering, or other technology-related major is eligible to compete for the Science and Technology Scholarships. After completion of undergraduate study, recipients are required to fulfill a full-time employment obligation at an eligible site in Maryland.

The value of the award is \$3,000 per year, renewable annually provided the student maintains full-time enrollment in an approved major. The grants may only be used for tuition and mandatory fees. The awards are not based on financial need, and students are eligible for any other State grant program they qualify for on the basis of need. Applicants for the scholarship must submit the Science and Technology Scholarship Application by **March 1**.

#### **OTHER STATE SCHOLARSHIPS/GRANTS**

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

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### NATIONAL FELLOWSHIPS AND SCHOLARSHIPS

Members of the Loyola National Fellowships Committee, together with the Adviser for National Fellowships, seeks to identify, encourage, and assist particularly qualified students for the pursuit of nationally competitive awards such as Fulbright, Marshall, Mellon, National Science Foundation, Rhodes, and Rotary International Scholarships and Fellowships, for post-baccalaureate study abroad as well as in the United States and Canada. Likewise, students are urged to aspire to Goldwater, Rotary International, Truman, Udall, and other awards which are also applicable for specific programs of study during undergraduate years.

Successful Loyola participants in the Fellowships Committee's application process have won 46 awards in national competitions since 1983. Since the compiling of the strongest possible set of credentials for presentation to selections committees is quite a lengthy process, students are encouraged to **get involved beginning as freshmen**. This allows time to have competitive applications to present when various opportunities arise for which they become eligible to compete, **even as early as the second semester of freshman year**.

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### AIR FORCE ROTC SCHOLARSHIP

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

In addition, students are eligible to compete for all AFROTC scholarships and flying programs. Four-, three-, and two-year scholarships pay tuition, books, fees, and a \$150 per month subsidy.

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

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

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### ARMY ROTC SCHOLARSHIP

The U.S. Army is interested in selecting the best candidates for scholarships and ultimately commissioning as the future officer leadership of the U.S. Army. Scholarships are worth \$16,000 annually, providing for college tuition and fees in addition to \$450 each year for books and classroom supplies. Winners also receive a tax-free subsistence allowance of \$150 per month for ten months for each year that the scholarship is in effect. All four- and three-year Advanced Designee scholarship winners awarded from the national competition that attend Loyola are automatically awarded additional grant assistance funded by Loyola College. This additional grant remains in effect each year provided that the cadet retains eligibility for the ROTC scholarship.

In addition to the ROTC national scholarship competition (applied for during high school), students may apply for a three-year scholarship during their freshman year. Students do not have to be enrolled in ROTC to apply. Three-year scholarships pay the same amount as the scholarships from the national competition.

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

For additional information please call or write the Loyola College Department of Military Science at the address below:

Department of Military Science  
Loyola College in Maryland  
4501 North Charles Street  
Baltimore, Maryland 21210-2699  
Telephone: (410) 617-2376/2387

### MONTHLY PAYMENT PLANS

Loyola College has monthly tuition payment plans through one financial institution to allow students to pay tuition and other fees on time payment plans. Arrangements for the use of such plans must be made in advance of the beginning of the academic year. Details of these plans can be obtained by writing to Student Administrative Services.

### SCHOLARSHIP/FINANCIAL AID RETENTION

Students awarded Presidential Scholarships must maintain term and cumulative quality point averages of at least 3.000 and must receive a grade of "C" (2.000) or higher in every subject. Loyola Scholarship recipients must maintain a term and a cumulative quality point average of at least 2.500 and must receive a grade of "C" (2.000) or higher in every subject. Claver Scholarship recipients must maintain the minimum scholarship retention requirements indicated in their original award letter. All scholarship recipients must complete at least 15 degree credits per semester.

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

Academic Years Completed:

1	2	3	4	5
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Minimum Number of Credits Earned:

21	45	69	93	120
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Minimum Cumulative Quality Point Average:

1.800	2.000	2.000	2.000	2.000
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### STUDENT STATUS CHANGES

Recipients of any type of federal, state, institutional, or private sources of financial aid must notify the Financial Aid Office of any changes in their enrollment status including:

- failure to maintain full-time enrollment;
- withdrawal;
- transfer to another college or university;
- change in anticipated graduation/completion date.

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

- change of address;
- change of name (eg., maiden to married);
- failure to enroll at least half-time for the loan period certified, or at the school that certified the loan application;
- withdrawal from school or attendance on less than a half-time 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.

Loyola College uses the services of the National Student Loan Clearinghouse 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).

# ACADEMIC PROGRAMS AND CAREER OPPORTUNITIES

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## ACADEMIC ADVISING

In order for Loyola students to succeed in their academic programs, it is necessary for them to make the often difficult transition from high school to college life and studies with ease and confidence.

Incoming freshmen are assigned an academic core adviser who is recruited from Loyola's faculty. The core adviser guides the student in the adjustment to college life, ensures the student's understanding of Loyola's liberal arts core, and assists in major and course selection. The student will be advised by this core adviser for at least the first two semesters. The student has the option to formally declare a major as early as the end of the second semester but may remain undeclared until the end of the fourth semester. Upon the declaration of a major, the student will be assigned a faculty member from the department of the major to act as mentor for the remaining years.

Every full-time student at Loyola is assigned either a core or major adviser. Part-time students are usually assigned to a member of the Center for Academic Services and Support.

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## CENTER FOR THE HUMANITIES

Loyola's Center for the Humanities is funded by an endowment of more than eleven million dollars, built on two Challenge grants from the National Endowment for the Humanities. The mission of the Center is to develop and strengthen the study and pursuit of the humanities at Loyola and in order to do this, the Center sponsors more than fifty programs a year for faculty development, improvements and experiments in teaching, and extending and enriching students' undergraduate experience.

Each year the Center's Humanities Symposium organizes a semester-long series of lectures and cultural events centered on a specific theme and text. The "Modern Masters" series brings eight to ten nationally renowned poets and writers to campus each year while individual departments in the humanities host lectures and seminars by important scholars in their disciplines. Other programs support innovative team-taught courses, individual course innovations, and seminars on

teaching. Several programs are devoted to music concerts and exhibitions and activities in the fine arts. Faculty development is supported by programs for junior faculty sabbaticals, student assistants, sabbatical research funds, and publication costs. The Student Summer Fellowship Program allows several students each year to pursue intensive research and writing during the summer.

In addition to supporting the College's Honors Program, the Center funds endowed chairs in the departments of the humanities as well as a rotating Jerome S. Cardin Chair dedicated to exploring Jewish-Christian relations and the Judeo-Christian tradition in a broad sense.

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

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## 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 extra-curricular involvement.

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

To further enrich their experience, Honors students participate in the Honors Experience (theater, lectures, concerts, exhibits in the Baltimore area), the International Film Series, and various small seminars and social events.



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## CAREER ORIENTATION

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

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

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## COLLEGE OF ARTS AND SCIENCES

### BIOLOGY

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

Within the general biology major, students may supplement their program with concentrations in cellular and molecular biology (focusing on cellular and molecular-level biology or biotechnology) or ecology and evolutionary biology (focusing on population-level biology). In addition, an interdisciplinary major in biology/chemistry is available. Students in this major may concentrate in biochemistry or molecular biology. Students

may also choose an interdisciplinary major involving biology and another discipline or to minor in biology or natural science. For more information, visit <http://www.loyola.edu/biology/>.

### CHEMISTRY

The Chemistry Department offers a program which is certified by the American Chemical Society. Graduates have found employment in industrial, government, and medical laboratories or have chosen to pursue the M.S. and Ph.D. in the general areas of analytical, biochemistry, inorganic, organic, and physical chemistry or in the specialized areas of pharmacology, medicinal chemistry and toxicology, among others. For those students interested in the medical or dental professions, the chemistry program allows for the fulfillment of the required biology courses.

A biochemistry concentration within the chemistry/biology interdisciplinary major is available to students planning careers in biochemistry, medicine or other health-related professions, and the biotechnology industry. This concentration also provides students with a foundation for graduate studies in biochemistry and molecular or cell biology. A chemistry minor is also available.

### CLASSICS

At Loyola one may major in Classics, which will entail work in both Latin and Greek, or in Latin alone. The first program is essential for those who are considering continuing such studies at the graduate level with a final goal of college teaching and research. The second program will be particularly valuable for those interested in high school teaching. Both programs offer important skills and content for students interested in further studies in related fields such as history, philosophy, political theory, the history of art, as well as branches of medieval studies. At Loyola, Classics and Latin majors may select elective courses dealing with each of the fields mentioned. Yet since the study of the Classics entails the close reading and analysis of texts and imparts sensitivity to language, literature, and history, it is appropriate training for a great many careers.

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. A minor in Classical Civilization is also available.

#### **COMPUTER SCIENCE**

The information revolution demands that educated people be able to use computers in their profession. Some students, moreover, will want to specialize in the design and development of computer systems as computer scientists. The Computer Science major has been accredited by the Computer Science Accreditation Commission and prepares students to understand computer systems and the computer needs of the scientific and business communities. Graduates are prepared to assume professional responsibilities in positions such as systems analyst or software engineer. Students are also prepared to continue their studies in computer science or allied fields in graduate school.

Students have accounts on both UNIX and Linux systems with access to all academic computing facilities including the Internet. Numerous IBM and Apple Macintosh personal computers are available. The department maintains its own UNIX and Windows NT subnetworks for student projects and elective courses.

The program offers specializations in computer engineering, networks, and software engineering, and faculty advisers help students coordinate their elective courses with their career plans. Elective courses from Loyola's graduate program in computer science may be selected, and students can complete the requirements for the B.S. and M.E.S. within a five-year span. Internships are available and encouraged, and a minor in Computer Science is 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 B.A. in Economics in the College of Arts and Sciences, or a B.B.A. with a concentration in Business Economics in the Selinger School. A minor in Economics is available in the College of Arts and Sciences. Internships in economics are available so that students can integrate their classroom education with exposure to real-world problems and practices in a variety of fields. Students develop an analytic capability that is excellent preparation for business and government policy-making; develop computer and quantitative skills which have many applications; and take part in intensive discussion and analysis of contemporary affairs.

#### **EDUCATION**

Designed to prepare those who plan to teach on either the elementary or secondary level, this program blends theory and practice in an atmosphere that focuses on the value of the individual. The departmental philosophy of education is expressed in a course of study which integrates the college-wide liberal arts core with a program that emphasizes mastery of subject area content as well as pedagogy. Basic to the entire teacher education program is a commitment to the values of human dignity and social responsibility.

The Education Department also offers an opportunity to individuals who major in other disciplines to prepare for state certification in secondary teaching. Those striving to enter such a career generally combine the required coursework in their major discipline with a minor in Secondary Education.

Students completing either a Major in Elementary Education or a Minor in Secondary Education and who qualify may have the opportunity to complete their internship in a professional development school. The professional development school is a collaborative effort between the local schools and the Education Department of Loyola College. This year-long intensive internship experience integrates theory and practice.

The elementary teacher education program also provides an option to include additional coursework in special education leading to a Minor in

Special Education. Elementary education students completing the minor will require additional practicum credits to meet Maryland certification requirements in special education. This can ordinarily be accomplished in the summer after graduation. The minor is open to all majors, but certification in special education may only be completed by students who have graduated with certification in elementary education.

Teacher certification requirements are not identical in all states. Loyola's elementary and secondary teacher education programs have been designed to meet the approval of the Maryland State Department of Education under an agreement with an accreditation agency (NASDTEC) honored in many other states. However, students planning to teach outside Maryland should contact the State Department of Education at the desired location for specific certification eligibility requirements.

#### **ELECTRICAL ENGINEERING**

This unique program provides coursework in electrical engineering similar to any large university, while still providing the liberal arts core necessary for a well-rounded education. A Bachelor of Science in Electrical Engineering is awarded. The first year is identical to the engineering science major. There are two tracks in this program allowing for a pair of courses appropriate for the subdiscipline selected: signals processing and communications electronics. A senior design project is required and is the capstone course in the curriculum.

#### **ENGINEERING SCIENCE**

The present day engineer needs to be broadly educated in the humanities and social sciences as well as in the applied sciences. The engineering science program 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 certain areas of engineering. The Bachelor of Science in Engineering Science program is accredited by the Accreditation Board for Engineering and Technology. Fundamentals of engineering and the related areas of mathematics, chemistry, and physics are emphasized, together with advanced courses in electrical, digital, and materials science. A senior design project is required and is the capstone course in the curriculum.

With this background, the student is prepared for a career in business or in the industrial sector, or to pursue graduate studies in a field of specialization. Graduates of this program have pursued 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 this 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 post-graduate 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 these programs prepare students are newspaper and magazine writing and editing; high school teaching; library work; public relations; business, management, and sales. Moreover, 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**

A Fine Arts major or minor at Loyola may elect to concentrate in any of five different areas: Art History, Drama, Music, Photography, or Studio Arts. Although the individual areas within the Department are quite diverse, the faculty emphasize the development of interpretive skills and creative, critical thinking.

#### **HISTORY**

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

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

Selected students may apply in the junior year for a departmental honors program to be taken 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.

## INTERDISCIPLINARY STUDIES

### Asian Studies

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

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

In an Asian Studies minor, students learn how different disciplines bring their methodologies

to bear on the study of Asia. Students deal with the applicability to Asia of concepts originating in Western experience (e.g., “feudalism,” “the Protestant ethic,” or “impressionism”) and also with the potential of Asian experience to contribute to universal knowledge by challenging or modifying Western concepts. Such studies often contribute to a better understanding of the West itself.

### Catholic Studies

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

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

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

### Film Studies

Film is the quintessential art form of the twentieth century. As such it has had a profound impact not only on the other arts, but also on the way that modern human beings think, perceive, and feel. The Minor in Film Studies provides students with the skills needed to understand cinema as both

an art form and a reflection of modern history and consciousness by promoting a stronger critical awareness of the power of images in our culture. The skills learned in the minor also help prepare students for careers in public relations, teaching, journalism, government, the arts, and business.

The Film Studies program allows students to declare an Interdisciplinary Minor in Film Studies, in which they may integrate courses taken in a number of disciplines—English, fine arts, history, modern languages, philosophy, writing and media—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, English, history, philosophy, political science, psychology, sociology, theology, writing—providing students with exposure to a wide range of faculty and perspectives.

### Medieval Studies

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

### LAW

Schools of law make no rigidly specific or specialized course requirements of the college student who seeks admission. They prefer broad training and well-developed habits of clear thought and expression. Accordingly, there is no set 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. Accounting, business administration, economics, English, history, philosophy, political science, and sociology are the usual majors. Students who think they may be interested in a career in law should consult the Pre-Law Adviser. Students in the process of applying to law school should coordinate with the Pre-Law Adviser. All students contemplating law school should visit the pre-law webpage, <http://webdev.loyola.edu/dept/prelaw/>.

### MATHEMATICAL SCIENCES

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

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

In recent years, graduates of the program have gone on to such careers as statistical work, operations research, actuarial work, cryptography, systems analysis and teaching at the secondary and college level. Many graduates have also chosen to

continue their studies in graduate school and have been the recipients of assistantships and fellowships at major universities. Minors are available in Mathematical Sciences and Statistics. For more information, see the department's webpage, <http://www.loyola.edu/dept/math/>.

#### **MILITARY CAREER**

Students may pursue a professional career as an Army officer following graduation by successfully completing the Reserve Officer's Training Corps (ROTC) program. Graduates serve with the active Army, the Army Reserve, or the Army National Guard. All graduates of the Military Science program receive a commission as Second Lieutenant in the United States Army.

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

Military service as an officer offers world-wide 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, and training development.

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

A major in French, German, or Spanish offers a well-rounded liberal arts education with the added advantage of a solid 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, govern-

ment, banking, and public relations. The major also enables students to pursue graduate studies in such diverse fields as linguistics, literature, law, medicine, or international business.

For the student who wants to pursue the language but does not wish to become a full-fledged major, a minor and/or a certificate of proficiency is available. Minors can be taken in French, German, and Spanish. Japanese and Italian courses are also available. Advanced Russian language and literature courses can be taken at Goucher College. Likewise, advanced Japanese courses are offered at Johns Hopkins University, and advanced Italian classes are accessible through a cooperative program with three area colleges.

#### **PHILOSOPHY**

Philosophical training in the exploration of ideas, the analysis of arguments and the development of a personal synthesis adds stature to the student's application for employment in a variety of fields and for entry to a graduate or professional school. Loyola's philosophy majors can be found not only in graduate schools of philosophy, but also in law schools and business schools. They can be found as teachers of philosophy or religion in grade schools and high schools. Others have become priests or ministers, journalists and writers. A minor in Philosophy is also available.

#### **PHYSICS**

A major in Physics allows the student to investigate the behavior of the physical world, discover the general principles that underlie its microscopic and macroscopic structures and become acquainted with the theories developed to explain its makeup and behavior. Students who major in physics are well prepared to pursue graduate studies in physics or in an allied field, or to embark immediately on a career in the industrial sector or in teaching. Research projects are available and encouraged. A Physics minor is also available.

#### **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 eco-

conomic 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 CURRICULUM/PROGRAMS**

The minimal requirements for the study of medicine, dentistry, veterinary medicine, optometry, podiatry, and physical therapy are similar. All programs require the satisfactory completion of two semesters each of general chemistry, biology, and physics, all with lab; and most, including all medical schools, require two semesters of organic chemistry and recommend at least one semester of math (usually calculus). These requirements can be met by most majors by taking a minor in natural science. All of these courses are required for the biology major and also for the chemistry major if BL 121, 123, 124, and 125 are taken in place of the second year of mathematics.

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

#### **Medicine**

Loyola's premedical program has been very successful. In a typical year, 12 of 20 applicants have enrolled in medical schools with an additional two acceptances after one to four years of graduate study. Many graduates attend the University of Maryland, but an increasing number of graduates are now attending a broader range of schools including Harvard College, Johns Hopkins University, Loyola University Chicago, Duke University, Emory University, New York Medical College, Jefferson Medical College, Pittsburgh State University, State University of New York (Syracuse), West Virginia, and the Medical College of Virginia. In addition some of our graduates enroll in schools of osteopathic medicine throughout the United States.

#### **Dentistry**

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

#### **Veterinary Medicine**

Loyola has had a high success rate in acceptances to veterinary medical colleges. Graduates have been accepted in the Virginia-Maryland Regional College of Veterinary Medicine, University of Ohio Veterinary School, and Cornell University Veterinary College.

#### **Optometry, Podiatry**

Approximately two applicants per year have been accepted for study in optometry, most of whom attend the Pennsylvania College of Optometry. A few graduates have enrolled in podiatry colleges.

#### **PSYCHOLOGY**

Required courses for a major in psychology provide excellent preparation for students who plan to pursue further graduate work beyond the undergraduate level. It should be noted that the professional level of training to become a licensed psychologist is the doctorate. The department advisory system, together with its updated curriculum, has helped majors to be quite competitive in obtaining admission to a wide range of graduate schools.

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

#### **SERVICE LEADERSHIP PROGRAM**

The Service Leadership Program is designed to provide a rigorous academic experience for those students who are drawn to community service and issues of social justice. Built on Loyola's established tradition in service-learning, the Program combines a series of required and elective components to create an integrated experience in service and leadership. Through completion of three one-credit practica, electives, and a capstone seminar, students develop their leadership potential through participation in academic service-learning experiences.

#### **SOCIOLOGY**

Sociology is the study of relationships between people as they participate in groups ranging in size and intimacy, from their families to societies. Because sociology has many areas of specialization, it can prepare majors for a variety of career options. Fields in which sociology graduates are working include law enforcement, management, personnel, public relations, sales, and social research. Others have gone on to law school. Sociology is also a major of choice for people who want advanced degrees in social work. Job prospects in the 1990s are projected to be very good for people with master's and doctoral degrees in sociology.

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

work settings. Faculty are experienced in arranging these opportunities.

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

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

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

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



## THEOLOGY

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

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

## WRITING AND MEDIA

The Writing and Media Department offers both a major in Writing and a major in Communications with concentrations in Journalism, Advertising, or Public Relations. With its roots in the liberal arts, its emphasis on close reading and writing, and its attention to creative and critical thinking, the curriculum prepares students for careers in journalism, public relations, advertising; for graduate study in communications, writing, creative writing; and for professions which require skillful

writing. A choice of major and minor programs also allows students to combine writing with study in another subject.

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

### ACCOUNTING

The accounting program provides firm grounding in business and concentration in accounting. The objective of the undergraduate accounting program is to provide students with a broad education with basic conceptual accounting and business knowledge as a foundation for careers in the fields of public, industrial, non-profit, and governmental accounting or to pursue graduate study.

### BUSINESS ECONOMICS

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

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

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

### FINANCE

This concentration provides students with the opportunity to gain proficiency with a set of financial tools typically possessed by entry-level financial managers and financial analysts in industry, government, and the financial community. Stu-

dents 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.

#### **INTERNATIONAL BUSINESS**

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

#### **MANAGEMENT**

The Sellinger School's management concentration develops the skills necessary for getting work done through others, including managerial skills development, organizational design, strategic analysis and planning, performance appraisal, and total quality management. Students select a variety of courses as well as internships and practica.

#### **MANAGEMENT INFORMATION SYSTEMS**

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

#### **MARKETING**

The marketing function is responsible for integrating a customer focus into every aspect of an organization and for dealing with intermediaries and such external support organizations as distributors and advertising agencies. Students who

are inquisitive, creative, and energetic should consider entering this vital and challenging field.

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#### **GRADUATE AND PROFESSIONAL OPPORTUNITIES**

There is an increasing need for graduate and professional studies. Students applying for admission to graduate or professional schools are usually evaluated on the basis of the following criteria: 1) their college academic record as reflected on their transcripts; 2) their scores in special graduate or professional qualification tests; 3) the evaluation submitted by faculty members at the request of the student; and 4) sometimes a personal interview. Students are encouraged to consult frequently with their faculty adviser and the department chair about opportunities for graduate study and various fellowships and assistantships for their area of interest at universities known to be strong in those fields.

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#### **CAREER DEVELOPMENT AND PLACEMENT CENTER**

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

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

The following survey on the Class of 1998 was prepared by the Center:

**General:**

- Study conducted six to nine months after graduation to give a more accurate picture of the graduates' activities.
- 93 percent or 670/717 graduating seniors responded
- 6 percent or 42/717 students are still seeking employment six to nine months after graduation.
- 71 percent of graduates used the Center's services while undergraduates.
- Liberal arts background allowed graduates to enter a variety of fields.

**Total Picture:**

- 69.8 percent of graduates are employed either full-time or part-time.
- 18.3 percent of graduates are attending graduate/professional schools either full-time or part-time.
- 6 percent of graduates are currently seeking employment.

Partial lists of companies and graduate/professional schools that employed or accepted 1998 Loyola graduates follow:

**EMPLOYERS**

ADP, Inc.  
 Aerotek  
 American Express  
 Arthur Andersen  
 Andersen Consulting  
 Baltimore Sunpapers  
 Bell Atlantic  
 Black & Decker  
 Blue Cross/Blue Shield of Maryland  
 Booz Allen Hamilton  
 Cap Gemini  
 Cigna Corporation  
 Coca Cola  
 Department of Defense  
 Dow Jones  
 Ernst & Young  
 Estee Lauder

Gray Advertising  
 Holiday Inn  
 Integrated Health Services  
 Kraft Foods  
 Legg Mason  
 Merck  
 Merrill Lynch  
 J.P. Morgan  
 Morgan Stanley Dean Witter  
 Phillip Morris  
 Price Waterhouse  
 Sandler Communications  
 Soloman, Smith Barney  
 Toyota  
 T. Rowe Price

**GRADUATE/PROFESSIONAL SCHOOLS**

Arizona State University  
 Brown University  
 Columbia University  
 Case Western Reserve University  
 Fordham University  
 The George Washington University  
 Loyola College in Maryland  
 Penn State University  
 Purdue University  
 Rutgers University  
 St. John's University  
 Seton Hall University  
 State University of New York (Stony Brook)  
 University of California, Los Angeles  
 University of Colorado  
 University of Delaware  
 University of Georgia  
 University of Maryland  
 University of Virginia  
 Villanova University  
 Wake Forest University

# CURRICULUM AND POLICIES

## CURRICULUM

The curriculum at Loyola College requires at least 40 courses (3 or 4 credits) and at least 120 credits for an undergraduate degree. The residency requirement is the satisfactory completion of at least 20 of these courses at Loyola. Ordinarily a student takes five (3 or 4 credit) courses in the fall and spring terms for four years.

## THE CORE

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

**Composition:** Effective Writing (WR 113).

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

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

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

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

**Literature:** Understanding Literature (EN 130) and one other English course at the 200-level.

**Mathematical Sciences:** One MA course (excluding MA 004 and MA 109).

**Natural Sciences:** One course in a natural science. One additional course in mathematics, natural sci-

ence, or computer science. MA 004 and MA 109 are excluded.

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

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

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

## THE MAJOR

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

## THE ELECTIVES

Elective courses are those courses remaining in Loyola's forty 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.

Free electives are courses required for graduation which are not covered by 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.

## ALPHA PROGRAM

The Alpha Program offers interested freshmen an opportunity to weave together the heritage of the liberal arts and the Jesuit tradition in freshman seminars that cultivate four critical habits: careful and copious reading, academic writing, scholastic conversation, and living the examined

life. Small in size, the specially-designed seminars are taught by members of the Alpha faculty in a format designed to expand the intellectual horizons of students through lively discussion, academic reading and writing, extra class meetings, off-campus and interdisciplinary activities, and participation in a campus program of Alpha lectures. The faculty teaching Alpha seminars also serve as core advisers.

Twenty-one Alpha sections will be offered in Fall 1999 in the humanities, social sciences, natural sciences, and mathematics. 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 Center for Academic Services and Support (CASS). A brochure containing descriptions of the courses is available from CASS.

#### **FIRST YEAR EXPERIENCE (FE 100)**

Loyola College is aware and supportive of the often difficult yet exciting transitions students experience when coming to college. With this difficulty and excitement in mind, the College assists in integrating new students into its academic and co-curricular life through the First Year Experience course. 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; to inform the student of the services available to support the academic and co-curricular life of the College; and to 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 section of the activity-oriented course is team-taught by the students' faculty adviser, a member of the Student Development administration, and a student leader—all of whom are committed to helping first-year students get the most out of their Loyola experience. Ten sections will be offered in the fall term. The course is offered on a satisfactory/unsatisfactory basis and carries one academic credit, which is not applicable to degree requirements. More information

on the First Year Experience course can be found on the College's student development website.

#### **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 teacher as a scholarly team. The format of the course may vary: laboratory research, prose or poetry writings, specialized study of a particular topic, etc. A student must expect to devote considerably more time to these courses than to a regular course. The student must use initiative, be highly motivated, and have a strong interest in the subject. Since the work is largely original on the part of the student, the faculty director is only able to give a general direction and guidance to the work. **Registration for independent study courses requires completion of the Specialized Study Form no later than the end of the first week of the term.**

#### **INTERNSHIPS**

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

Internships are ordinarily credit courses, and the grades are determined by the faculty as in regular courses. Internships require the approval of the faculty sponsor, the department chair, and the Director of the Center for Academic Services and Support (CASS). **Registration for an internship requires completion of the Specialized Study Form no later than the end of the first week of the term.**

Student interns must have either junior or senior status. Internships may not be used to satisfy core requirements, and only one internship (3 credits) may count toward graduation requirements. Policies and procedures governing internships are available from CASS.

**PRIVATE STUDY**

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

**FOURTH CREDIT OPTION FOR COMMUNITY SERVICE**

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

Students desiring to pursue this option should consult with the course instructor to determine if this option is available for that course. The minimum service requirement is 56 hours per semester, approximately five hours per week.

Registration requires completion of a Fourth Credit Option Form and a Change of Registration Form, no later than the beginning of the third week of the term. A Fourth Credit Option Service Contract must also be completed by the beginning of the fourth week of the term. Further information is available from the Center for Values and Service or the Center for Academic Services and Support.

**STUDY ABROAD**

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

**DEGREES/MAJORS OFFERED**

Loyola College offers programs of instruction in thirty-four disciplines:

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

Classics  
 Communications  
 Economics  
 Elementary Education  
 English  
 Fine Arts  
 French  
 German  
 History  
 Latin  
 Philosophy  
 Political Science  
 Psychology  
 Sociology  
 Spanish  
 Speech Pathology  
 Theology  
 Writing (combination major)

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

Biology  
 Chemistry  
 Computer Science  
 Mathematical Sciences  
 Physics

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

Electrical Engineering

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

Engineering Science

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

Accounting  
Business Administration

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

Business Economics  
Finance  
General Business  
Information Systems  
International Business  
Management  
Marketing

**INTERDISCIPLINARY MAJORS**

Interdisciplinary majors may be arranged between some of the majors listed above. Introductory level courses in each major and one-half of the upper-division program in each major (as specified by the departments) must be completed. The student's official record indicates the major as, for example, Biology/Chemistry.

This option is not available to Communications, Accounting, or Business majors.

**MINORS**

Asian Studies (Interdisciplinary)  
Biology  
Business  
Business Economics  
Catholic Studies (Interdisciplinary)  
Chemistry  
Classical Civilization  
Communications  
Computer Science  
Economics  
Engineering Science  
English  
Entrepreneurship  
Film Studies (Interdisciplinary)  
Fine Arts  
French  
Gender Studies (Interdisciplinary)

German  
History  
Information Systems  
International Business  
Marketing  
Mathematical Sciences  
Medieval Studies (Interdisciplinary)  
Natural Science  
Philosophy  
Physics  
Political Science  
Secondary Education  
Service Leadership Program (Interdisciplinary)  
Sociology  
Spanish  
Special Education  
Statistics  
Theology  
Writing

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.

In order to declare or change a minor, the student must complete and submit the Change of Major/Minor Form to the Records Office.

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**DEPARTMENTAL MAJOR**

**CHOICE OF MAJOR**

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

**CHANGE OF MAJOR**

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

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

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

**GRADES**

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

- A *Excellent*. Denotes outstanding achievement and an unusual degree of intellectual initiative. It is the highest grade awarded.
- B *Good*. Denotes work which surpasses the objectives for the course. It is a mark of distinction.
- C *Satisfactory*. Denotes work which achieves the objectives for the course. It is the lowest grade given for an acceptable performance.
- D *Unsatisfactory*. Denotes work of inferior quality compared to the objectives for the course. It is the lowest passing grade and a mark of inadequate performance.

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



AW Denotes lack of attendance and completion of other course requirements for a student registered as an auditor.

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

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

Shortly after the middle of the semester, mid-term grades are submitted by the instructors. All freshmen receive a grade for each course; other students receive grades only for courses in which unsatisfactory work is being performed at mid-term; i.e., “C-, D+, D,” or “F.” A copy of the mid-term report goes to the student and to the student's faculty adviser to encourage consultation about any problems with the work of the term.

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

#### **APPEAL OF A GRADE**

Any student who has reason to question the accuracy of a grade should request a consultation with the instructor. If a satisfactory solution is not reached, the student should request, in writing, a formal review of the grade with the instructor. This request must be made no later than four months after the grade was issued. The instructor then reports to the student, in writing, the result

of the grade review. If the student is still not satisfied, the student should make a request, in writing, within thirty days of receipt of the instructor's resolution for a conference with the department chair. After conferring with the student and the instructor, the chair then sends a written recommendation to the instructor and the student.

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

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

#### **AUDIT POLICY**

Listener status denotes that the student is auditing the course. To receive this grade on the transcript, the student must satisfy the attendance and other course requirements set by the instructor for an official audit. Students not meeting the requirements set for an audit will receive a final grade of “AW.”

Students may audit a course with the prior written approval of the instructor. Permission must be granted prior to the beginning of the semester in question and enrollment for audit will always be on a space-available basis; the normal tuition policy applies.

After the end of the first week of the term, students registered for audit may not change their registration and take the course for credit; nor may students who registered for credit change their registration to audit.

**INCOMPLETES**

At the discretion of the course instructor, a temporary grade of "I" (Incomplete) may be given to a student who is passing a course, but who, for extenuating reasons, is unable to complete the course during the semester period. 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. If the completion date is more than two weeks after the end of the semester, the appropriate dean's signature will be required. The grade of "I" may remain on the record no longer than the time period agreed to by the instructor and the student and may not exceed one semester. If it is not resolved satisfactorily within that time period, a grade of "F" (0.000) will be recorded by the Records Office as the final grade. Students may not graduate with a grade of "I" in any course on their record.

**SIXTH COURSE**

Students may register for only five courses exclusive of one and two-credit courses on the Registration Request Form. To take a sixth course, a Sixth Course Form must be signed by the student's adviser and submitted after the initial registration period for the coming semester. First semester freshmen are not permitted to take a sixth course, but second semester freshmen are permitted to do so if they have a QPA of 3.000 or above in a full five course semester. After freshman year there is no QPA requirement for students requesting a sixth course unless the student is on academic probation. Students on academic probation may request a sixth course only with the permission of the Director of the Center for Academic Services and Support. A student may not take a core, major, or minor course as a sixth course unless their other five courses are also core, major, or minor courses. Since sixth courses are approved on a space available basis, no guarantee is made that a student will receive the sixth course requested.

**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.

**DEAN'S LIST HONORS**

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

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

## GOOD ACADEMIC STANDING, PROBATION, DISMISSAL

In order to be in good academic standing, students are required to have a cumulative QPA of 1.800 at the end of the freshman year. Students can be dismissed or may be placed on academic probation at the end of the first semester of freshman year if their QPA is below 1.800. Students having a cumulative QPA of less than 1.800 at the end of freshman year will be dismissed from the College.

At the end of the first term of the sophomore year and each term thereafter, students are required to have a cumulative QPA of 2.000 in order to be in good academic standing. Students with a cumulative QPA between 1.800 and 1.999 after three terms may be placed on academic probation; those under 1.800 will be dismissed from the College. Students with a cumulative QPA under 2.000 after the fourth term and any term thereafter will be dismissed from the College.

The academic records of each student dismissed for academic deficiency are reviewed by a Committee on Studies if the student requests an interview with a Committee during the time scheduled for appeals. After considering each case, the Committee decides whether an exception should be made and what conditions the student must meet for readmission. Each student is sent a letter regarding the final decision of the Committee.

If a student is reinstated by a Committee, the requirements and expectations that form the terms of the probation will be specified in writing. The student is responsible for abiding by those requirements and meeting those expectations, as well as taking any other steps necessary to achieve the QPA required for good standing by the end of the next semester.

Students have the option to formally declare their majors as early as the end of the second semester but may remain undeclared until the end of the fourth semester. However, B.B.A. students on probation are not formally admitted to a major and may not take upper-level courses until they are in good academic standing.

## GRADUATION

### APPLICATION

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

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

### HONORS

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

The cumulative QPA is used for determining honors at graduation or any other academic honors. Although the grades for all courses taken at all colleges attended are included, no higher honors are awarded than those earned with grades which appear on the Loyola transcript for courses completed at Loyola or through Loyola sponsored programs. (See Courses at Other Colleges section.)

## POLICIES

### ATTENDANCE

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

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

Students are expected to be on time for all classes and must take semester examinations at the regularly scheduled time.

Students who are absent from a semester examination for a very serious reason may be permitted to take a deferred examination, if they validate their absence to the satisfaction of the instructor. Students who are absent from a deferred examination automatically receive a grade of zero for the examination.

### BALTIMORE STUDENT EXCHANGE PROGRAM

Loyola participates in the Baltimore Student Exchange Program (BSEP) with the College of Notre Dame of Maryland, Goucher College, Johns Hopkins University, The Maryland Institute College of Art, Morgan State University, Peabody Conservatory of Music, and Towson University. The program allows full-time sophomore, junior, and senior students to take one course in the fall and spring terms at one of the other colleges, at no additional charge, if the course is not available at the home college.

For courses taken through the BSEP, students must have at least a 2.000 average, receive the per-

mission of their adviser and the Director of the Center for Academic Services and Support (CASS), and the course requested must still be open. Only undergraduate courses applicable toward a degree and offered during the fall and spring are considered for acceptance. Independent study, private study, special tutorials, etc., are excluded from the program. Courses taken 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 20 minutes driving time from Loyola; students must provide their own transportation. All students taking a course at a BSEP college agree to abide by the rules and regulations, academic and otherwise, of that college. Loyola students are subject to the disciplinary procedures established by the cooperative institutions for any violations of these policies.

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

**NOTE:** Courses taken as private lessons require payment of a fee directly to the instructor at the first lesson.

### COURSES AT OTHER COLLEGES

Ordinarily, a student enrolled at Loyola College will not be allowed to take core courses at other institutions. Exceptions can only be granted with the written approval of the department chair in which the core course is offered and the Director of Center for Academic Services and Support (CASS). Major courses may only be taken at other institutions with the prior written permission of both the chair of the department in which the major course is offered and the Director of CASS. Elective courses taken elsewhere must be approved

in advance by the Director of CASS. Only courses at accredited four-year institutions will be approved.

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

College-level work done prior to high school graduation may be awarded transfer credits upon receipt of the following: (1) an official letter from the high school principal or guidance counselor stating that the courses were taught on the college campus by a member of the college faculty, open to enrollment by and graded in competition with regularly matriculated undergraduates at the college, and a regular part of the normal curriculum published in the college catalogue; and (2) an official, seal-bearing transcript from the college/university. Each supporting document is to be sent to CASS.

#### **EXCEPTIONS**

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

#### **GRADE REPORTS AND TRANSCRIPTS**

Grade reports 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. Notification of official grades is sent by mail from the Records Office to the dorm and home address. No grades are given in person or over the telephone; however, students can access their mid-term and final grades via the Internet at <http://www.loyola.edu/privare/>. Online access

requires a valid PIN (obtained from Information Services) and student ID number.

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. 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 which cannot be processed in a timely manner due to a student's indebtedness to the College.

Transcripts given to the student do not receive the seal of the college or the signature of the Director of Records. Transcripts officially transmitted directly to another college or university or other official institution or agency receive the seal of the College and are signed by the Director of Records.

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

#### **LEAVE OF ABSENCE**

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

A medical leave of absence will be granted when the attending physician provides the College with documentation recommending the leave. A review of the student's financial obligations to the College will take place once the medical leave is approved.

Students applying for leave must complete the Student Departure Report and must consult the Financial Aid Office to determine what effect this leave may have on financial aid available upon their return. Prior written permission must be

obtained from the Center for Academic Services and Support for courses taken at other colleges while on leave.

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

### **Federal Leave of Absence Policy**

Beginning July 1, 1995, 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 60 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 repeat any course. All grades for a repeated course will be included with the original grade in the computation of the cumulative QPA. If a course is failed in a core area, it may be repeated by another course in that area unless the failed course is a specified course.

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 Registration Request Form and complete a Repeat/Replacement Form (available on the Web or from the Records Office).

### **RESIDENCY REQUIREMENT**

The residency requirement is the satisfactory completion of at least 20 three- or four-credit courses. Ordinarily, students are required to take their last two years (junior and senior level) of coursework at Loyola College. At least half of the courses in the major field of study must also be taken at Loyola College. Any course in the major taken at another college requires prior written permission of both the chair of the department offering the major and the Director of the Center for Academic Services and Support.

Courses taken in Loyola's own study abroad programs in Alcalá, Bangkok, Leuven, Melbourne, and Newcastle or in Loyola's exchange programs satisfy the residency requirement but not the major field of study requirement. Study abroad courses sponsored by other institutions do not count toward residency.

### **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

A student may withdraw from a course upon the advice and approval of the instructor of the course, the faculty adviser, and the Director of the Center for Academic Services and Support and receive a grade of “W” no later than four full weeks (20 class days) before the end of the semester. Failure to comply with the official withdrawal procedure will result in a permanent grade of “F” or “AW.”

### WITHDRAWAL FROM THE COLLEGE

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

- The student must not be liable to dismissal on account of academic deficiency or breach of discipline;
- All financial indebtedness to the College must be settled;
- The student must complete the Student Departure Form and return it together with the student identification card to the Records Office;
- 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 KEY

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

AC	Accounting
AH	Art History
BA	Business Administration
BL	Biology
CH	Chemistry
CL	Classics
CS	Computer Science
DR	Drama
EC	Economics
ED	Education
EG	Engineering Science/ Electrical Engineering

EN	English
FA	Fine Arts
FE	First Year Experience
FR	French
GK	Greek
GL	Geology
GR	German
GY	Geography
HN	Honors Program
HS	History
ID	Interdisciplinary
IT	Italian
JP	Japanese
LT	Latin
MA	Mathematical Sciences
ME	Media
MS	Military Science
ML	Modern Language
MU	Music
PE	Physical Education
PH	Physics
PL	Philosophy
PS	Political Science
PT	Photography
PY	Psychology
RS	Special Education
SA	Studio Art
SC	Sociology
SL	Service Leadership Program
SN	Spanish
SP	Speech Pathology
TH	Theology
WM	Writing/Media
WR	Writing

### COURSE NUMBERS

001 through 099	independent study projects
100 through 199	introductory courses
200 through 299	lower-division courses
300 through 499	upper-division courses
500 through 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 1998–99, Loyola sent over 33 percent of its juniors to 18 different countries. The College sends students abroad through five packaged programs in Alcalá, Bangkok, Leuven, Melbourne, and Newcastle; nine exchange programs in Buenos Aires, Hirakata City, Jönköping, Koblenz, LaRochele, Montpellier, Rotterdam, Seoul, and Wernigerode; four affiliations in Beijing, Florence, and Harare; and a number of non-Loyola host programs.

In order to go abroad the student should have a 3.000 cumulative QPA (students with a 2.500, however, will be considered), should be able to find 15 to 30 credits worth of academic work abroad. In addition, students with a history of serious disciplinary problems or those on disciplinary probation will not be considered for study abroad.

In Loyola programs one may use all financial aid. All grades from Loyola programs are directly transferred to Loyola and affect the student's cumulative average at the College.

Students interested in any of the programs listed should contact the Director of International Programs, 410-617-2910.

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### PACKAGED PROGRAMS

#### LOYOLA AT ALCALÁ

The city of Alcalá de Henares is located 30km northeast of Madrid on the Castilian Plateau. It is best known as the birthplace of Miguel de Cervantes, author of the celebrated *Don Quixote*. The city was the seat of the Spanish Renaissance in the sixteenth century. It was also the home of Saint Ignatius of Loyola. Loyola College's program at The University of Alcalá is a one-semester, fall term program that runs from September to December. This program is best designed for Spanish majors and minors, and Intermediate Spanish is a prerequisite. It can also serve international business and English majors. A Ph.D. student who provides cultural excursions and teaches a course in Spanish culture helps direct the program.

Loyola students participate in classes with other international students, but they remain formally enrolled at Loyola College paying the regular tuition, housing, and comprehensive fee (see Fees for more information). All college financial aid, except work-study, is applicable to this program. The program includes one round trip airfare, tuition, housing, food, insurance and medical fees, a director, trips, and special dinners.

Since Alcalá grades appear on the Loyola transcript and are included in the calculation of the student's quality point average, Loyola students at Alcalá can earn Dean's List recognition (see Dean's List under Academic Standing).

#### LOYOLA IN BANGKOK

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

After the term at Assumption University, students visit the hill tribes in Northwest Thailand to experience Asian village life. The group then spends some time vacationing at Thai beaches and sight-seeing in Hong Kong and Macau. The religious formation component of this Asian educational experience includes attendance at a variety of Catholic and Buddhist services, formal talks on religion in Asia, and a period of reflection about the whole semester's experience.

During the term, students remain formally enrolled at Loyola paying the regular tuition, housing, and comprehensive fee (see Fees for more information). All college financial aid, except work-study, is applicable to the program. Courses are available in the humanities, sciences, social sciences, and business.

Since Bangkok grades appear on the Loyola transcript and are included in the calculation of the student's quality point average, Loyola students in Bangkok can earn Dean's List recognition (see Dean's List under Academic Standing).



## LOYOLA AT LEUVEN

Loyola has established a study abroad program at the Katholieke Universiteit Leuven (KUL) in Belgium. Leuven is a city of about 90,000 people situated 15 kilometers east of Brussels. Founded in 1427, The KUL is the oldest Catholic university in the world and one of the premier educational institutions of the Low Countries. Under the direction of a resident faculty adviser Loyola, Belgian, and international students live in The International Nachbahr Huis, and take regular classes from the KUL faculty. Courses are taught in English, and students from many countries attend. Over one hundred courses are available in a variety of fields, and many are offered in other languages including Dutch, French, German, and Italian.

In addition to standard classwork, Loyola at Leuven includes a number of trips to interesting cities such as Paris, Amsterdam, and Cologne. Under the guidance of the resident director, these travel experiences are integrated into a European culture course for credit.

Loyola students participate in the normal academic life of a European university, but remain formally enrolled at Loyola College paying the regular tuition, housing, and comprehensive fee (see Fees section for more information). All college financial aid, except work-study, is also applicable to this program. Students must plan to enroll in the Leuven program for their entire junior year.

Since Leuven grades appear on the Loyola transcript and are included in the calculation of the student's quality point average, Loyola students at Leuven can earn Dean's List recognition (see Dean's List under Academic Standing).

## LOYOLA AT MELBOURNE

Loyola students study in Melbourne, Australia from July to November. The city of Melbourne is the second largest city in Australia and has been called the cultural hub, offering ballet, symphony, theater, 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 "Great Eight." Nearly all of Loyola's majors can be served at Monash. Students should have a 3.000 or higher GPA.

Loyola students study at the Clayton and Caulfield Campuses, located within fifteen minutes of each other. Students live with other internationals and Australians on Clayton Campus in dormitories offering single bedrooms and shared bath and kitchen facilities.

Loyola students participate in the normal academic life of an Australian but remain formally enrolled at Loyola College paying the regular tuition, housing, and comprehensive fee (see Fees for more information). All college financial aid, except work-study, is applicable to this program. The program includes one round trip airfare, tuition, and housing, airport pickup, orientation, medical, visa, and student fees. Students have the opportunity to participate in Monash's orientation, day trips, and weekend farm stay.

Since Monash grades appear on the Loyola transcript and are included in the calculation of the student's quality point average, Loyola students at Monash can earn Dean's List recognition (see Dean's List under Academic Standing).

## LOYOLA AT NEWCASTLE UPON TYNE

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

With about 9,500 undergraduate students and 1,500 graduate students, the University specializes in baccalaureate education. Loyola students attend for the full academic year from mid-September to mid-June and enroll in courses offered in about 30 academic disciplines under the guidance of the Office of Combined Studies.

In addition, just as at Loyola, each student is assigned a faculty tutor from the department of the major field of interest to assist in course selection and to act as an academic adviser.

Loyola students live in “self-catering” residence halls with British students. The rooms are located within walking distance of the academic buildings, the library, the computer center, the 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, theaters, and the soccer stadium for Newcastle’s professional team. As with our programs in Leuven and Bangkok, a package of trips, vacations, airline tickets, and other items are included in the program’s cost.

During the year, students remain formally enrolled at Loyola paying the regular tuition, housing, and comprehensive fee (see Fees for more information). All college financial aid, except work-study, is applicable to the program.

Newcastle grades will appear on the Loyola transcript and are included in the calculation of the student’s quality point average. Loyola students at Newcastle can earn Dean’s List recognition at the end of the academic year.

#### **AFFILIATIONS**

Loyola has made special arrangements at our affiliated universities abroad for the support of its programs in those locations. In general, Loyola requires prior written permission for the transfer of credit from another institution. To protect these special arrangements, it is College policy not to give this permission for students to attend a university where Loyola has a program, except as part of that program.

#### **LOYOLA AT BEIJING**

This program offers a unique mix of study and first-hand experience: a mix of morning language classes, afternoon, and evening culture seminars; contemporary business courses by professors trained in the United States; and education-based travel to spots of historic and cultural significance. Coordinated through the Office of International Programs at Loyola Marymount University in Los

Angeles, the program is a collaborative effort of over 20 Jesuit colleges and universities. Loyola students can register through Loyola College. The basic package includes tuition, room, excursions, weekly group meals, a pre-orientation and an on-site orientation, language tutors, and group e-mail access. All courses are taught in English.

Grades and credits from all affiliations will appear on the Loyola transcript. Students, therefore, can earn Dean’s List recognition (see Dean’s List under Academic Standing). Eligibility for financial aid is limited to Federal Direct Stafford Loans (Subsidized and Unsubsidized), Federal Direct Parent Loans (PLUS), Federal Pell Grants, and most forms of state grant/scholarship assistance. Institutionally-controlled forms of financial aid including academic scholarships, need-based grants, Federal Perkins Loans, Federal Supplemental Grants, and Federal Work-Study may not be used to assist with educational expenses incurred for this study abroad program. Loyola scholarships and grants are forfeited for the semester and/or year that the student is abroad.

#### **LOYOLA AT FLORENCE**

Through an affiliation with Fairfield University, Loyola students study at Lorenzo de’ Medici Insitute in Florence, Italy. Founded in 1973, the Lorenzo de’ Medici is divided into three sections: academic programs, the Art Institute, and the Italian Language School. All courses are taught in English and housed in buildings within a five-minute walk of each other in the San Lorenzo historic district. Loyola students receive certain benefits as a result of this affiliation: priority registration and housing, “backup” services during the application process, site visits by Loyola faculty, a Loyola faculty adviser, and the full transfer of credits and grades.

Loyola now has a second affiliation in Florence. This is with Syracuse University. As with Fairfield, this is a fall only program in which all courses except Italian are taught in English. Students stay in Italian homestays with five dinners and seven breakfasts provided. Syracuse has given a \$2000 discount to Loyola students using this affiliation.

Eligibility for both of these affiliations financial aid is limited to Federal Direct Stafford Loans

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

#### **LOYOLA AT HARARE**

The Syracuse-Loyola affiliation in connection with the leading regional research institute and the University of Zimbabwe offers this fall opportunity in Southeast Africa to a variety of Loyola majors in the liberal arts, social sciences and business. All courses are taught in English. This affiliation offers classroom courses, internships and field studies. Living is in a Zimbabwe homestay in the Marbelreign neighborhood; all meals are provided. Syracuse University offers a \$2500 discount to our students using this affiliation.

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

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#### **EXCHANGE PROGRAMS**

Loyola presently has single-semester or one-year exchange programs in nine cities: Buenos Aires, Hirakata City, Jönköping, Koblenz, LaRochelle, Montpellier, Rotterdam, Seoul, and Wernigerode. Students pay tuition to Loyola while paying room, board, and fees to the host university.

#### **Buenos Aires, ARGENTINA**

This is a single-term or one-year program for most majors at the Universidad del Salvador

(USAL). Students must have successfully completed intermediate Spanish since nearly all courses are taught in Spanish. A one month language and culture course is offered before the start of USAL's second term. Housing is off campus with other internationals.

#### **LAROCHELLE, FRANCE**

This is a one-year or single-semester program at the École Supérieure de Commerce for students studying business and French. Since three or more courses are in French, students must have completed intermediate French at Loyola. Housing is off campus with internationals in either the marina or old city areas of the town.

#### **MONTPELLIER, FRANCE**

This is a one-year program at the Université Paul Valéry. As with Loyola's year-long packaged programs this exchange includes air fare and various other items such as an initial, month-long intensive French course. This exchange accommodates most majors at Loyola, but all students must have completed intermediate French at Loyola. Housing can be on campus, in town apartments, or with local families.

#### **KOBLENZ, GERMANY**

This is a spring term program for nearly all majors at the Universität Koblenz. Intermediate German must be successfully completed before going. The program is divided into two parts: the first two months are spent studying the language and culture (6 credits); the next three months are spent in the university where two of the three courses (9 credits) may be taken in English. Homestays are arranged by the university.

#### **WERNIGERODE, GERMANY**

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

**HIRAKATA CITY, JAPAN**

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

**ROTTERDAM, THE NETHERLANDS**

This spring term program at the Rotterdam College for Economics and Business Administration is for business majors and minors. All courses are taught in English, and students must take a Dutch language and culture course. Housing is off campus with other internationals studying at the International School of Economics in Rotterdam.

**JÖNKÖPING, SWEDEN**

Jönköping offers a wide variety of beaches, culture, concert halls, restaurants, and beautiful country surroundings. Loyola's exchange with Jönköping International Business School (JIBS) is a one-year or spring semester program for business majors (primarily international business). All courses are taught in English, and students must take a Swedish language and culture course.

**SEOUL, KOREA**

Yonsei University, in the capital city of Seoul is the oldest and one of the best universities in Korea. Most Loyola majors can study at Yonsei during the Fall term (September to December) or during the Spring term (March to June). Housing with other internationals will be provided on campus. Along with Yonsei, Sogang University, a nearby Jesuit university, will offer support services.

**NON-LOYOLA HOST PROGRAMS**

Students in good standing may spend a term or a year in study at a variety of programs abroad sponsored by other accredited institutions or approved organizations. The College assists students in finding suitable programs.

Approved courses are applicable toward the Loyola degree if a grade of "C" (2.000) or higher is

obtained. To obtain honors at graduation, an overall QPA of 3.500 or better is required at Loyola and must remain 3.500 once outside grades are factored in.

Most students choose to study abroad in their junior year. 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 who wish to study abroad should notify the College as soon as possible. Early notification allows adequate time for proper scheduling both here and abroad. Ordinarily, **November 1** is the deadline for submitting an application for the following spring term and **April 1** is the deadline for the following fall term. Interested students should consult the Office of International Programs (HU 176) for detailed information.

The College suggests using programs which have been used successfully by other Loyola students. If a student feels that one of these programs does not fulfill his/her study abroad needs, the student has the option to investigate a different program. However, any program selected must be reviewed and approved by the International Programs Office before a student can study abroad. Although the student is ultimately responsible for selecting a program, choosing courses, and completing degree requirements, the International Programs Office must approve not only the program visited but also the courses taken abroad.

Eligibility for financial aid is limited to Federal Direct Stafford Loans (Subsidized and Unsubsidized), Federal Direct Parent Loans (PLUS), Federal Pell Grants, and most forms of state grant/scholarship assistance. Institutionally-controlled forms of financial aid including academic scholarships, need-based grants, Federal Perkins Loans, Federal Supplemental Grants, and Federal Work-Study may not be used to assist with educational expenses incurred for host programs. Loyola's academic scholarships and grants are forfeited for the semester and or year that the student studies abroad.

## 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.

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### BUCKLEY AMENDMENT

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

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

- Review and inspect their education records.
- Request correction to their record that the student believes is inaccurate or misleading.
- Consent to disclosure of personally identifiable information contained within the student's folder to a third party (including parent's), except for information the College identifies as Directory Information and to the extent that FERPA authorizes disclosure without consent.
- To file a complaint with the U.S. Department of Education concerning alleged failures by Loyola College to comply with the requirements of FERPA.

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

Loyola College considers the following information to be directory information which can be released without the written consent of the student. Name, photo, home, dorm, local, and e-mail address; home, dorm, local phone number; voice mailbox; class year; and enrollment status. Every student has the right to file a written request with the College (Records Office) to restrict the listing of directory information in the printed and electronic address directory.

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### FREEDOM OF EXPRESSION

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

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

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

## STANDARDS OF CONDUCT

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

Violations are reported by students, faculty, campus police, or any member of the College Community. These reports are directed to the Student Life Office. The Director of Student Life or designee shall then hear the case or refer the case to the Peer Judicial Board. The appeal process for such decisions is published in the **Student Life Handbook**.

Warnings, restrictions on social and other activities, fines, suspensions, and dismissals are used in cases involving violations of College regulations. Suspension and dismissal are normally the only ones of these actions which are recorded on the student's permanent record. Particulars concerning the kinds of violations, due process, and sanctions that may be imposed, can be found in the **Student Life Handbook**.

## 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 persons. 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 joint responsibility of faculty and students alike to maintain the academic integrity of Loyola College in all respects.

The faculty is responsible for announcing the ground rules for all work in a course, the conduct of examinations, and the security of tests, papers, and laboratories in connection with courses and programs of the College. Faculty should remind students at the first meeting of each class of the standards of behavior and conduct to which they

are expected to adhere. The instructor should also make every effort, through vigilance and the nature of assignments, to discourage dishonesty in any form.

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

## HONOR CODE

The Honor Code states that all students of the Loyola Community will conduct themselves honestly on all academic assignments. The goal of the Code is to foster an atmosphere that is ideal for learning. In order to achieve this goal, every student must be committed to its pursuit and its responsibilities, and should be active in the governing of the community's standards. All students have the right and the duty to expect honest work from their colleagues.

Loyola students understand that their responsibility for the actions of their peers represents a commitment to the community. Students who submit materials that are the products of their own minds demonstrate respect for themselves and the community in which they study. These students will be rewarded with a strong sense of honor, reverence for truth, and a commitment to Jesuit education when they graduate from the College.

Students found violating the Honor Code will be appropriately reprimanded in the belief that they will, with the support of their peers, learn from the mistake. The Honor Code not only requires students to understand the ideals of truth and personal care but also calls them to demonstrate these ideals in their concern for the welfare of their colleagues and the College.

## INTELLECTUAL HONESTY

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

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. Refer to the **Writing Handbook** for additional information. Particulars concerning the kinds of violations, due process, and sanctions that may be imposed, may be found in the Honor Code section of the **Student Handbook**.

## ALCOHOLIC BEVERAGES

All purchasing and consumption of any alcoholic beverage is regulated by the Maryland State law to persons of 21 years of age. 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 **Student Life Handbook**. College organizations, approved by the Student Activities Office, may dispense beer or wine at scheduled events in certain designated areas.

## NEW STUDENT ORIENTATION

This program is designed to help new students (freshmen and transfer) make a successful transition into the academic and social life of Loyola College. To this end, the orientation staff (referred to as Evergreens) sponsors a variety of programs and events throughout the first year which assist new students in developing the following: (a) a better understanding of the merits of a Jesuit, liberal arts education; (b) the knowledge, skills, and abilities necessary to succeed in the classroom; (c) an appreciation for the learning which takes place from participation in co-curricular programs and activities; and (d) meaningful relationships with other students and members of the faculty, staff, and administration.

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

Transfer students are encouraged to attend fall orientation programs with new students to become acclimated to their new surroundings. There is also a transfer orientation provided prior to the beginning of the Spring Semester to acclimate new students.

### STUDENT GOVERNMENT ASSOCIATION (SGA)

The SGA serves three chief functions: 1) to provide leadership within the student body; 2) to perform both social and academic services for the students; and 3) to represent the student body outside the College. The SGA consists of representatives for the entire student body as well as each of the four classes, with governance divided into three areas—executive, legislative, and judicial. In addition, the Student Government supports a variety of clubs and organizations, which allow students to pursue a wide range of interests. SGA offices are located in Guilford Towers 206.

### SGA CLUBS AND ORGANIZATIONS

Adam Smith Society  
Advertising Club  
Alpha Phi Omega  
Alpha Sigma Nu  
Amnesty International  
Army Athletic Club  
Association for Computing Machinery  
Bacchus  
Best Buddies  
Beta Alpha Psi  
Beta Gamma Sigma  
Black Students Association  
Charles Street Players  
Chemistry Club  
Chess Club  
Circle K  
Choice Club  
Classics Society  
College Republicans  
Commuter Students Association  
Dance Team  
Debate Team  
Education Society  
Engineers of Intelligence  
Entrepreneur Club  
Environmental Action Club  
*Evergreen Annual*  
Evergreen Players  
Evergreens for Life  
Fine Arts Club  
Filipino Club  
Financial Management Association  
French Club  
German Club

Hispanic Club  
Howlin' Hounds  
International Students  
Institute of Management Accounting  
International Business Club  
Investment Association  
Italian Club  
Jazz Ensemble  
Jewish Students Association  
K'Lal  
Korean Students Association  
Lattanze Center for Executive Information  
Studies (Student Chapter)  
Loyola Christian Fellowship  
Loyola College Belles  
Loyola College Chimes  
Loyola College Concert Choir  
Loyola College Dance Company  
Loyola College Democrats  
Loyola College Dogs  
Loyola College Ski Club  
Loyola College Trivia Club  
Loyola Internationals  
Loyola Marketing Association  
Martial Arts Club  
Mathematical Sciences Club  
Model UN/OAS  
Mu Kappa Tau  
National Student Speech, Learning and  
Hearing Association (NSSLHA)  
Omicron Delta Epsilon  
Operation Smile  
Outdoor Society  
Pax Christi  
Phi Alpha Theta  
Phi Beta Kappa  
Philosophy Club  
Physics Club  
Pi Delta Phi  
Pi Mu Epsilon  
Pi Sigma Alpha  
Poisoned Cup Players  
Pre Law Society  
Psi Chi  
Psychology Club  
Public Relations Student Society of America  
(PRSSA)  
Resident Affairs Council  
Roleplaying Club  
ROTC Club  
Russian Club  
Science Fiction Club



Sigma Delta Phi  
 Sigma Pi Sigma  
 Sigma Tau Delta  
 Society for International Business and Global  
 Awareness  
 Sociology Club  
 South Asian Students Association  
 Students for the Ethical Treatment of Animals  
*The Forum*  
*The Garland*  
*The Greyhound*  
 The Storybook Players  
 Theta Alpha Kappa  
 Tri Beta  
 Upsilon Pi Epsilon  
 Young Feminist Group  
 WLCR

#### GREEN BOOKS

A custom-made examination book called the **Green Book** was created and funded by the S.G.A. 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*, demonstrates the College community's appreciation and respect for honest academics. **Green Books** are individually numbered for each exam and are unavailable to students prior to their distribution at the exam. Questions regarding the **Green Books** should be directed to the S.G.A. Vice President of Academic Affairs.

#### STUDENT ACTIVITIES

Loyola College encourages co-curricular activities which contribute to the academic, social, spiritual, and recreational growth and development of the student.

These activities are an integral part of the life of the collegiate community. They should contribute to its objectives and goals but remain subordinate to them. All students are urged to participate in one or several activities, but are advised to participate only to the extent that their academic progress is not impeded.

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

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

The Office of Student Activities, located in Guilford Towers 205, is a valuable source of information concerning student events and organizations.

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#### INTERCOLLEGIATE SPORTS

Loyola College is a member of the NCAA and competes on the Division I level. The College fields teams in sixteen intercollegiate sports: men's and women's basketball, cross-country, lacrosse, soccer, swimming and diving; tennis; men's golf; women's volleyball; and men's and women's crew.

Loyola is also a member of the Metro Atlantic Athletic Conference (MAAC). Loyola participates in the following MAAC championships: basketball, soccer, volleyball, swimming, golf, tennis, cross country, and crew. The intercollegiate athletic program 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 receive national recognition, and many of our athletes receive academic and athletic honors. In 1997, Loyola won the MAAC Commissioner's Cup for the fourth time in the last five years, indicative of the Conference's top all-around athletic program.

The Athletic complex, completed in 1984, consists of the DeChiaro College Center, which houses the Emil "Lefty" Reitz Arena, a swimming pool, saunas, weight training room, racquetball/squash courts, and the John M. Curley, Jr. Athletic Field, which features one of the world's largest artificial turf surfaces. Tennis courts and a grass practice field complete the comprehensive athletic facilities.

## RECREATIONAL SPORTS

### INTRAMURAL SPORTS

The intramural program enriches student life by offering competition in organized sports and recreational activities. Soccer, volleyball, flag football, basketball, floor hockey, indoor lacrosse, indoor soccer, racquetball, squash, tennis, and softball are among the intramural sports offered to Loyola students. Co-ed intramural activities include basketball, indoor/outdoor soccer, softball, tennis, and volleyball. Various special events such as co-ed marathon volleyball, three-on-three basketball, bowling, running races, golf, and a sports trivia contest are also held throughout the year. Participation in the intramural program enables students to occupy their leisure time in a wholesome and healthful setting. In addition to participants, the intramural program is always looking for interested supervisors and officials.

### LIFETIME SPORTS

This program offers another outlet for students to become involved in sports at Loyola College. Under the guidance of experienced instructors, students learn a wide range of sport skills in such activities as tennis, racquetball, golf, swimming, martial arts, aerobics, dance, and outdoor recreation. The enriching, non-credit classes provide additional enjoyment for all students.

### FITNESS CENTERS

To improve the College community's physical fitness, the Department of Recreational Sports manages a fitness center located in Gardens Apartment D. The center is equipped with Nautilus, Cybex, and Universal machines, as well as Lifecycles, Lifesteps, cross trainers, and rowing machines. For special assistance in designing individual fitness programs, experienced exercise physiologists are available for consultation. A computerized Microfit system provides fitness assessments and charts participants' progress.

## CLUB SPORTS

Club sports bridge the gap between intramurals and intercollegiate athletics, allowing members to enjoy extramural competition without the pressures of highly organized sports. A relaxed atmosphere allows participants to relieve the stress and tension of their daily routines. Because the clubs are student directed, members are required to assume responsibility for organizing activities, thus encouraging development of leadership skills. Club sports include baseball, women's basketball, field and ice hockey, men's and women's lacrosse, pistol and rifle, rugby, sailing, men's and women's soccer, softball, men's and women's volleyball, and track and field.

### OUTDOOR RECREATION

The Mid-Atlantic region offers tremendous opportunities for outdoor recreation, and students have the chance to discover for themselves the diversity of natural resources located nearby through participation in activities sponsored throughout the year. By joining the Outdoor Adventure Experience (OAE), students can participate in outdoor activities such as camping, rock climbing, kayaking, skiing, and white water rafting. In addition, freshmen have the opportunity to participate in "Exploration," a wilderness-based pre-orientation activity.

## SERVICES

### ADMINISTRATIVE OFFICE HOURS

Administrative offices are open Monday through Friday, from 8:30 a.m. to 5:00 p.m.; from mid-June to mid-August the hours are 8:30 a.m. to 4:00 p.m. Some offices have hours which begin earlier and/or close later. Check the department's schedule prior to coming on campus. If necessary, appointments may be arranged at other times.

### CENTER FOR ACADEMIC SERVICES AND SUPPORT (CASS)

CASS provides services and support regarding academic matters to Loyola's undergraduates, including those with special needs. Students interested in study abroad programs, peer tutoring, services available for the learning disabled, academic support for student athletes, and graduation audits come to CASS. The initial registration of freshmen and transfer students is also handled through this office located in the Humanities Center 176.

### ALCOHOL AND DRUG EDUCATION AND SUPPORT SERVICES

Loyola College's Alcohol and Drug Education and Support Services Department (ADESS) works closely with, but is separate from, the College's Counseling Center. ADESS is located on the west side of campus in Charleston Apartments, CL 02B, next to the Health Center. Fax: 410-617-5307. Website: <http://www.loyola.edu/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 all registered Loyola College undergraduate and graduate students. All counseling services are confidential.

Counseling support groups, facilitated by our counselors, are available to help students in recovery from alcohol or other drug dependence and students from families with alcoholism or other problems, sometimes called "Adult Children of

Alcoholics" (ACOAs) or Adult Children from Dysfunctional Families (ACDFs).

An Intensive Outpatient Treatment Program is available to any student with alcohol or other drug dependence. This service is intended to give the student the opportunity for treatment without interruption of academic pursuits. The program is certified by the State of Maryland, and includes involvement in twelve-step support groups. Any student interested in talking about any of these services may call ADESS at 410-617-2928 for information or to make an appointment.

### Prevention Education

Alcohol and other drug abuse prevention education programs are presented throughout the school year. Peer educators, called C.A.D.E.T.s (Choice Alcohol and Drug Education Team), are involved in development and presentation of educational programs. Any student interested in becoming a peer educator may call ADESS at 410-617-2928.

### Substance Free Housing

Housing for students choosing to live in an alcohol and other drug free environment is available to students willing to make such a commitment. This housing option is not limited to students in recovery. Call the Associate Director of Student Life at 410-617-2339 for further information.

### Telephone Information Lines (recordings)

Indicators of an Alcohol Problem: 410-617-5501  
 Family of Origin Problems/ACOAs: 410-617-5502  
 Resources Available for Alcohol and Drug Problems: 410-617-5503

### CAMPUS MINISTRY

Campus Ministry serves the spiritual needs of the Loyola Community. The Office, located in Cohn Hall, is open daily, 8:30 a.m. to 5:00 p.m. Members of the staff are available during these hours, as well as evenings and weekends when needed. Campus Ministry tries to make spirituality an integral part of life at Loyola through a coordinated program which students help to shape. Included in the program are retreat week-

ends away, prayer groups, pastoral care in sickness or death in the family, and ecumenical services. Campus Ministry also offers the following:

**Religious Education:** For persons interested in exploring the Catholic faith tradition, either as one interested in membership or as a Catholic desiring full membership in the church, the Rite of Christian Initiation of Adults (RCIA) meets on a weekly basis during the academic year. For those planning to marry, a weekend marriage preparation instruction is offered in the spring.

**Music:** Musicians willing to make a commitment to the weekend and special liturgies are welcome. Rehearsals are held weekly, as well as immediately before the liturgy.

**Liturgy:** Students are welcome to participate in liturgies as planners, eucharistic ministers, readers, and ushers. Both those with experience from their own parishes and those who would like training are needed at masses. The celebration of Reconciliation and sacraments of Christian initiation are also available.

#### Liturgy Schedule (Alumni Chapel)

Monday–Friday	12:10 p.m.
Thursday (Evening Prayer Service)	5:00 p.m.
Sunday	11:00 a.m., 6:00 p.m., 9:00 p.m., 10:30 p.m.

**Protestant Worship:** The opportunity for Sunday Protestant worship is available in the Alumni Memorial Chapel at 7:30 p.m. Services are led by pastors of local A.M.E. Baptist, Episcopal, Lutheran, Methodist, and Presbyterian churches. Students take part in planning the services and provide musical talent and leadership. For more information, contact Campus Ministry, 410-617-2768.

**Retreat Program:** The Retreat Program provides a time away from campus with opportunities for individual and group prayer, faith sharing, community building, and meditation and discernment in the Ignation tradition. The more than twenty retreats offered throughout the year include men's, women's, individual class, service and spirituality, Cornerstone, and weekend directed retreats. Students are also invited to apply to be team leaders and directors of student retreats,

and an internship in retreat ministry is available for qualified juniors and seniors. For more information, contact the Director of Retreat Programs, 410-617-2444. Junior and senior students are invited to participate in the five-day Ignation retreat. For more information, contact the Director of Ignation Retreats, 410-617-2510.

**Spiritual Development:** The College offers students the chance to deepen their experience of the Spiritual Life by offering a wide variety of opportunities for shared prayer, community building, theological reflection, and service. With liturgical and retreat ministries as their foundation, students will be challenged, in an on-going way, to find God in all things. Throughout the year, students are invited to gather and reflect more deeply on their life experiences and how these experiences impact their relationships with self, others, and God. For more information, contact the Director of Spiritual Development, 410-617-2883.

#### CAREER DEVELOPMENT AND PLACEMENT CENTER

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

#### CENTER FOR VALUES AND SERVICE

The programs of the Center for Values and Service are based on the idea that participation in community service enriches and expands the context of the educational experience. This experience must go beyond the preparation of professional, technical, and scientific competence. It must impart an equally strong moral dimension firmly grounded in specific human and religious values. In short, Jesuit/Mercy education seeks to “create men and women for and with others.”

The Center for Values and Service provides opportunities for Loyola students, faculty, and staff to incorporate service into their education through

work with over 70 agencies and programs in and around Baltimore. The Center also offers week-end and week-long service immersion programs; supports a wide range of one-time service events; and promotes social justice education through reflection discussions, lecture series, and the integration of service into the academic curriculum. For more information, contact the Center for Values and Service at 410-617-2380.

#### **COLLEGE STORE**

The College Store is located on the Baltimore Campus on the second floor of the DeChiaro College Center, East Wing. In addition to new and used textbooks, the store has a wide selection of general reading books, school supplies, software, CDs, Loyola clothing and gifts, greeting cards, health and beauty aids, and snacks. The Store also offers special orders for any book in print as well as film processing, photocopy, fax, and UPS services. Students may sell their used books back at any time but are paid the most at the end of each semester. Visit, <http://www.lcb.bkstr.com/> for information regarding textbook reservations and special sales. Any questions or concerns can be directed to 410-617-2291/3332.

#### **COMPUTER FACILITIES**

Loyola College has extensive computer facilities for use in research and course work. There is no charge for computer time and students are encouraged to become familiar with computer operations. Instruction in the use of the computer is an integral part of the College's quantitative courses. Introductory and special subject courses are offered to students by Information Services without charge.

The campus network consists of a Digital Equipment Corporation VAX 6630; an IBM RS6000/990; UNIX workstations; IBM PCs and Macintosh, and Novell file servers networked via a campus-wide Ethernet. Internet access is provided by the College. Each residence hall room is wired to the campus backbone with 10MB service. General purpose computer labs are located on the Baltimore Campus in various academic buildings and residence halls, as well as the Columbia and Timonium Campuses. Most labs are accessible 24-hours a day via card key (issued by Public

Safety). Labs contain IBM PCs, Macintoshes, UNIX workstations, and laser printers.

Documentation for software supported by the College is available at the Technology Help Desk (DS 202). WordPerfect, Word, Excel, Powerpoint, SAS, SPSS, and MINITAB are just a few of the software packages currently supported by the College. Any questions concerning the use of computer facilities should be directed to the Technology Help Desk, 410-617-5555.

#### **Telephone Services**

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

#### **Video Services**

The campus cable system consists of an educational television system which provides forty commercial channels and additional Loyola channels to most dormitory rooms, and an instructional television system which allows scheduled transmissions to classes and assembly rooms for educational presentations. Students may obtain the cable equipment necessary for connection to their personal television sets from the Technology Help Desk (DS 202).

#### **COUNSELING CENTER**

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

Comprehensive services are designed to address a range of issues including adjustment to college, stress management, public speaking anxiety, test

anxiety, coping with loss and grief, effective communication skills, and various mental health concerns. Students may talk privately with a counselor, participate in a group, and/or attend educational workshops. The staff is also a resource to the College community and will provide consultations, classroom programs, and skill-building workshops on a range of topics including assertiveness, stress management, and group dynamics.

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

The Center is located in Beatty Hall 203. Appointments may be made by contacting the Center at 410-617-5109. Students are encouraged to visit the Center in the event of a personal crisis or simply to discuss questions or issues with a counselor. Information disclosed by the student is considered private and confidential. The Center is accredited by the International Association of Counseling Services (IACS).

#### **DINING SERVICES**

In January 1999, an exciting new restaurant opened in Wynnewood Towers. Primo's, The New College Market, combines excellence in food quality with a variety of meal options for the campus community. Its market atmosphere allows students to choose from a carving station, grill, deli, brick-oven pizza, freshly made pasta, wok, wraps, or even sushi. All foods are prepared as needed before the customer which allows them to be served hot and fresh. The different stations are complemented by a fresh produce area, salad bar, and home replacement meals. Convenience store items such as snack foods, canned goods, frozen foods, and bottled beverages are also available.

In August 1999, a new food court will open in the Andrew White Student Center. The menu will feature hamburgers, steak and cheese subs, chicken, fresh cut fries, subs, pizza, and soup. McGuire Hall is the location for Taco Bell and Starbreaks,

featuring Starbuck's coffee and a selection of pastries and gourmet sandwiches.

For further information or questions regarding Dining Services, call 410-617-2985.

#### **DISABILITY SUPPORT SERVICES (DSS)**

DSS provides services for students with disabilities to ensure physical and programmatic access to all College programs. DSS arranges accommodations, adjustments, and equipment for students with disabilities.

Based upon a student's disability and needs, services could include the following: advocacy, alternative arrangements for tests, assistance physically getting around campus, priority registration, counseling, study skills help, notetakers, readers/recorded books, referral to appropriate services, sign language interpreters, adaptive equipment, taped lectures, and other accommodations as needed.

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

The DSS Office is located in 4502A Charleston Hall, 410-617-2062 or (TDD) 410-617-2141. Students should call to schedule an appointment.

#### **EVERGREEN PLAYERS PRODUCTIONS**

Evergreen Players Productions are major theatrical productions designed and directed by the Fine Arts Department faculty and theater professionals. Occasionally, outstanding Loyola student directors are chosen by the Drama faculty to direct. Three major productions are presented each season. Students, faculty, and staff are all invited to audition for these productions of musicals, comedies, and dramas performed in the McManus Theater. The Players also welcome all to participate on stage crew, set construction, lighting, sound, publicity, costumes, make-up, and ushering.

During their twenty year "life on the stages," the Evergreen Players have presented: *Cyrano de Bergerac*, *South Pacific*, *A Streetcar Named Desire*, *A Midsummer*

*Night's Dream, Antigone, Oedipus Rex, and Fiddler on the Roof.*

#### **LOYOLA/NOTRE DAME LIBRARY**

Students are encouraged to make extensive use of the Library, which contains approximately 375,000 book and bound periodical volumes and 30,000 audiovisual items (many of which are videos and CDs). The Library subscribes to approximately 2,100 periodicals and has a number of CD-ROM databases available, including: MLA Bibliography (literary criticism), Religion Index, ERIC (education), and the full text of the Baltimore Sun since 1992.

The Library's information system serves as a gateway to the Library's catalogue, the catalogues of other library systems, and numerous databases, including Expanded Academic Index, Lexis-Nexis Academic Universe, National Newspaper Index, PsycINFO, and General BusinessFile. This system can be accessed via Loyola's campus network as well as on Library workstations. Some of the databases can be accessed from off-campus computers by current students who are registered library users. In addition, Library workstations provide access to the Internet through the campus network.

Various types of carrel arrangements, a coffee bar, and informal lounge areas make this attractive facility highly conducive to student research and study. An Audiovisual Center with listening/viewing facilities, a microforms reading room, and group study rooms are also available.

Librarians in the Reference Department assist students in selecting and using various information sources. Books and articles not owned by the Library can usually be acquired by the Interlibrary Loan Department. Circulation Department staff are available to assist with reserve materials and photocopying facilities.

Hours during fall and spring semesters are:

Monday-Thursday	8:00 a.m. - 2:00 a.m.
Friday	8:00 a.m. - 10:00 p.m.
Saturday	8:00 a.m. - 8:00 p.m.
Sunday	10:00 a.m. - 2:00 a.m.

Summer and intersession hours are posted and printed in course schedule booklets.

#### **MULTICULTURAL AFFAIRS OFFICE**

The Department of Multicultural Affairs, located in Maryland Hall 227, is responsible for providing leadership to the campus community in the implementation of the College's multicultural diversity initiatives as indicated in the College's mission of preparing graduates to "lead, learn, and serve in a diverse and changing world." A five-year Plan for Diversity was developed which outlines specific objectives in areas of recruitment and retention, education, and support. (Copies of this plan are available in MH 227.)

The Department works with faculty to infuse scholarship on multicultural issues in their courses by providing lectures, seminars, workshops, and other educational events to increase understanding of similarities and differences based on race, ethnicity, gender, nationality, culture, and other aspects of diversity. Multicultural Affairs works with the Director of Minority Student Services and others on campus to offer services to enhance the educational experience for African-, Asian-, Hispanic-, and Native-American, 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 achieving the diversity goal.

#### **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 (Maryland Hall 219) and complete a parking permit application. A sticker or hang tag indicating parking lot designations is issued. Free shuttle service is available to all areas of the campus.

#### **Resident Students**

The College offers convenience and no-fee parking to upper-class resident students. Freshmen

resident students are not permitted to bring a vehicle to campus.

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

### **Commuter Students**

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

### **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 4:00 p.m..

### **RECORDS OFFICE**

The Records Office (Maryland Hall 121) provides services during the following hours:

Monday – Thursday	7:00 a.m. – 7:45 p.m.
Friday	7:00 a.m. – 3:00 p.m.

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

### **STUDENT ADMINISTRATIVE SERVICES**

Student Administrative Services (Maryland Hall 219) provides services during the following hours:

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

### **STUDENT HEALTH AND EDUCATION SERVICES**

The medical clinic provides routine, out-patient care during the academic year. It is located at 4502-A Charleston Hall; hours are 8:30 a.m. to 5:00 p.m., weekdays. After-hours medical care is provided by Sinai Hospital, 410-583-9396.

The Center also promotes many wellness programs. For information, please call the medical clinic or Health Education Services, 410-617-5055, or visit <http://www.loyola.edu/healthctr/>.



# HONORS AND AWARDS

## HONOR SOCIETIES

### PHI BETA KAPPA

Phi Beta Kappa is the oldest academic honor society in the United States. For over two hundred years, election to Phi Beta Kappa has served to recognize an individual's intellectual capacities well employed, especially in the liberal arts and sciences. The objectives encouraged by Phi Beta Kappa include intellectual inquiry, honesty, and tolerance—the quickening of not only mind but also spirit.

Loyola College's chapter (Epsilon of Maryland) elects each year a small number of seniors and juniors majoring in the College of Arts and Sciences. Requirements for election include outstanding academic achievement and evidence of good character. Because Loyola's chapter represents a continuing national tradition of excellence in humane learning, candidates for election must complete a minimum of ninety academic credits in the traditional liberal arts and sciences.

### BETA GAMMA SIGMA

#### **The National Honor Society for Collegiate Schools of Business**

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

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

### ALPHA SIGMA NU

#### **The National Jesuit Honor Society**

Alpha Sigma Nu is the national Jesuit honor society for men and women. Students nominated by the members of the society, approved by the dean of their school and the president of the college, who have demonstrated outstanding qualities of scholarship, service, and loyalty to the college are elected to the society in junior and senior years.

### DISCIPLINE ASSOCIATED HONOR SOCIETIES

#### Alpha 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

#### National Honor Society

The Financial Management Association

#### Mu Kappa Tau

National Marketing Honorary Society

#### Omicron Delta Epsilon

The International Honor Society in Economics

#### Phi Alpha Theta

The International Honor Society in History

#### Phi Lambda Upsilon

National Honorary Chemical Society

#### Phi Sigma Iota

International Foreign Language Honor Society

#### Phi Sigma Tau

International Honor Society in Philosophy

#### Pi Delta Phi

National French Honor Society

#### Pi Mu Epsilon

National Honorary Mathematical Society

#### Pi Sigma Alpha

The National Political Science Honor Society

#### Psi Chi

The National Honor Society in Psychology

#### Sigma Delta Pi

The National Spanish Honor Society

#### Sigma Pi Sigma

The National Physics Honor Society

Sigma Tau Delta

The International English Honor Society

Theta Alpha Kappa

The National Honor Society for Religious Studies/Theology

Upsilon Pi Epsilon

Honor Society for the Computing Sciences

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## MEDALS AND AWARDS

### STUDENT RECOGNITION

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

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

The **Madeleine Freimuth Memorial Award for Chemistry** (\$500) is presented to the graduating senior with a major in chemistry who shows promise of distinguished graduate study in chemistry.

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

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

The Lybrand Accounting Medal

The Carrell Biology Medal

The Business Economics Medal

The McNeal Chemistry Medal

The P. Edward Kaltenbach Classics Medal

The Communications Medal

The James D. Rozics Computer Science Medal

The Economics Medal

The Education Medal

The Electrical Engineering Medal

The Engineering Science Medal

The Carrell English Medal

The Finance Medal

The Fine Arts Medal

The General Business Medal

The Whiteford History Medal

The International Business Medal

The Management Information Systems Medal

The Management Medal

The Marketing Medal

The Mathematical Sciences Medal

The Alfons & Christine Renk Language Medal  
(French, German, Spanish)

The Ayd Philosophy Medal

The Physics Medal

The Political Science Medal

The Grindall Psychology Medal

The Sociology Medal

The Speech-Language Pathology/Audiology Medal

The Murphy Theology Medal

The Writing and Media Medal

### COMMUNITY RECOGNITION

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

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

The **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 of alumni, parents, and friends whose support is essential for future excellence. The College sponsors a comprehensive development program that includes opportunities to participate in an annual campaign providing 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. Development programs at Loyola are designed 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 College welcomes gifts of cash, securities, and other property.

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### THE EVERGREEN FUND

Support for The Evergreen Fund, the College's annual fund, helps to keep tuition as affordable as possible and ensures that Loyola's programs continue to be of the highest quality. Reunion-year campaigns for alumni, a parents' council, and a senior class gift program are just some of the ways by which Loyola seeks to involve donors in The Evergreen Fund.

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### CAPITAL PROGRAMS

Special capital campaigns and fund raising programs provide additional funds for construction projects, endowment needs, and other capital programs.

In Summer 1997, Loyola College successfully completed its most ambitious capital campaign to date, "Renewing The Promise: The Campaign for Loyola College in Maryland." Highlights of "Renewing The Promise," which raised over \$43 million, include the transformation of the former Jesuit residence into The Reverend Francis X. Knott, S.J., Humanities Center; the establishment of the Sellinger Commuter Scholarship; and the funding for a \$3 million endowment to support humanities programs. This endowment was made possible by a \$600,000 challenge grant from the National Endowment for the Humanities.

Now, Loyola turns its attention to achieving the goals found in *Magis*, the current strategic plan that is leading the College into the new millennium. Capital support will be raised to bolster the climate of learning on campus through the construction and renovation of academic buildings, support for centers of excellence, and the implementation of innovative academic programs. By Loyola's 150th anniversary in 2002, the College will be a classic Jesuit university of national standing.

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### THE JOHN EARLY SOCIETY

Leadership donors to the College have a unique opportunity to shape the future of Loyola through membership in The John Early Society. Membership is recognized at one of the following levels: Fellows (\$5,000 or more); Associates (\$1,000–\$4,999); Institutional Associates (Corporate gifts of \$5,000 or more); and Colleagues (\$400 or more from undergraduate alumni who have graduated within the past 10 years). This group is comprised of over 600 donors who are the College's most generous alumni, parents, and friends. The John Early Society gathers annually for a social event and is invited to other events on campus.

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### MAKING BEQUESTS AND OTHER PLANNED GIFTS

When making a bequest or other planned gift to the College, it is advisable to consult both legal and tax advisers as well as the Development Office. By doing so, donors are assured not only that all legal requirements will be met, but also that their wishes as to the use of the gift will be implemented in a manner that benefits the College most effectively.

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, and 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."

Loyola College also offers Gift Annuities and a Pooled Income Fund. Both vehicles allow donors to make a current gift to the College and to receive lifetime income for themselves and/or another person(s).

For a complimentary brochure on these topics and other charitable giving vehicles, please contact the Development Office at 410-617-2290.

# COLLEGE OF ARTS AND SCIENCES

**DEAN:** John C. Hollwitz, Professor

**OFFICE:** Humanities Center, Room 218

**TELEPHONE:** 410-617-2563

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## HISTORY

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

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## MISSION

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

The College of Arts and Sciences offers all undergraduates the foundation upon which their specialized education is built. This foundation is Loyola's core curriculum, the major focus of a student's education during their first two years. Students have the option to formally declare a major as early as the end of their second semester but may remain undeclared until the end of the fourth semester.

In addition to its undergraduate program, the College of Arts and Sciences also offers specialized graduate programs. A graduate catalogue can be obtained from the Office of Graduate Admissions, 4501 N. Charles Street, Baltimore, Maryland 21210-2699, 410-617-5020.

# BIOLOGY

**OFFICE:** Knott Hall, Room 370

**TELEPHONE:** 410-617-2642

**FAX:** 410-617-2646

**CHAIR:** Andrew J. Schoeffield, Associate Professor

**PROFESSORS:** Henry C. Butcher IV (emeritus); Charles R. Graham, Jr.; Donald A. Keefer

**ASSOCIATE PROFESSORS:** Elissa Miller Derrickson; Andrew J. Schoeffield

**ASSISTANT PROFESSORS:** Kirsten L. Crossgrove; Kim C. Derrickson; Neena Din, David B. Rivers; Bernadette M. Roche

**ADJUNCT FACULTY:** Christine Hall; Eugene R. Meyer; Lindsey J. Pantone; Elizabeth Reeder; Jennifer Macbeth Scrafford; Elaine M. Shea

The Biology Department is excited about the future and has taken a leadership role in developing an exciting, innovative curriculum. All biology courses required for a biology major are three credits and all integrate classroom with laboratory or seminar components. This approach is pedagogically sound when teaching the concepts and facts of modern biology. Having courses of an integrated nature helps to blur the lines between lecture and lab, and between facts and application as recommended by the Council on Undergraduate Research (CUR).

In the Loyola curriculum, framework courses generally consist of a stronger classroom component with integrated laboratory and/or seminar exercises. Experiential courses consist of a stronger laboratory component with integrated lectures. This curricular feature helps students to (1) better see theory in practice, (2) teach one another, (3) become more active participants in their own education, and (4) develop a greater sense of academic community. The general biology curriculum is also flexible in the major requirements. This flexibility allows students to individualize their curriculum to suit their academic and career goals. Loyola's biology curriculum helps to prepare students as academicians, for "life after Loyola," and as learners for life.

## MISSION

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

- Students need to understand the current factual content of the discipline and how to organize the large quantities of new scientific information into a meaningful framework.
- Students are taught about the process of conducting research; how to ask scientific questions; design an experiment; and analyze and interpret the data which they collect.
- It is important for students to become proficient in communication through verbal, written, and symbolic (mathematical) channels; to be able to read and understand a scientific article; write a paper in scientific format; discuss scientific experiments in a group; present results verbally or in poster format; and use computer packages.
- Students are exposed to the discussion of ethical issues surrounding the practice and direction of biological research.

## The fostering of student-faculty relationships

Guiding students to a level of independent thinking requires that we foster a caring and open student-faculty relationship that encourages students to view faculty as both models and mentors. The teaching atmosphere we develop should allow students to feel comfortable in making mistakes during the process of growing from student to biologist.

## The preparation of students for life after Loyola as members of the job market or for studies in graduate or professional schools

It is, therefore, important for our curriculum to be flexible to serve a diverse student population, and to make appropriate connections between our students' course work and the world around them.

**MAJOR IN BIOLOGY**

The following curriculum applies to the students in the Class of 2003 and later. Classes of 2000–2002 should consult with their adviser.

A summary of the requirements for a major are as follows:

Biology: BL 121–125 and nine Biology Electives

Chemistry: CH 101, 102, 301

Physics: PH 101

Mathematics: MA 251 or MA 252 or MA 265

From the nine upper-level courses, students must select:

- At least one course from each Elective Category (A, B, C), listed after the typical program;
- At least three framework electives;
- At least three experiential electives.

**BACHELOR OF SCIENCE**

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

**Freshman Year***Fall Term*

BL 121 Organismal Biology\*

BL 124 Process of Science I\*

CH 101 General Chemistry I\*

CH 105 General Chemistry Lab I (1 credit)\*

WR 113 Effective Writing\*\*

Language Core

*Spring Term*

BL 122 Ecology, Evolution, and Diversity *or*

BL 123 Cellular and Molecular Biology\*/\*\*

BL 125 Process of Science II\*

CH 102 General Chemistry II\*

CH 106 General Chemistry Lab II (1 credit)\*

HS 101 History of Modern Western Civilization\*\*

Language Core

**Sophomore Year***Fall Term*

BL 122 Ecology, Evolution, and Diversity *or*

BL 123 Cellular and Molecular Biology\*/\*\*

CH 301 Organic Chemistry I\*

CH 307 Organic Chemistry Lab I (1 credit)\*

EN 130 Understanding Literature

PL 201 Foundations of Philosophy

Fine Arts Core

*Spring Term*

PL 200-Level Philosophical Perspectives Course

English Core

Biology Framework Elective\*

Biology Experiential Elective\*

Non-Departmental Elective (CH 302/308†)

**Junior Year***Fall Term*

PH 101 Introductory Physics I\*

PH 191 Introductory Physics Lab I (1 credit)\*

MA 251 Calculus I *or*

MA 252 Calculus II *or*

MA 265 Biostatistics\*/†

TH 201 Introduction to Theology

Biology Framework Elective\*

Elective

*Spring Term*

Theology Core

Biology Framework Elective\*

Biology Experiential Elective\*

Non-Departmental Elective (PH 102/192†)

Non-Departmental Elective (MA 252 *or* MA 265†)

**Senior Year***Fall Term*

Ethics Core

Social Science Core

Biology Framework Elective\*

Biology Experiential Elective\*

Elective

*Spring Term*

History Core

Social Science Core

Biology Framework Elective\*

Biology Experiential Elective\*

Elective

\* Required for major.

\*\* Terms may be interchanged.

† One math course is required for the biology major. Two math courses are required for the Honors Biology Program. The math requirement for medical schools, graduate schools, and other professional schools is variable.

‡ These courses are optional for the biology major, **but are required** for the Honors Biology Program, medical schools, and some graduate and other professional schools.

1. Biology majors must successfully complete BL 121–125 before starting their junior year.
2. The math requirement (MA 251 or MA 252 or MA 265) may be taken anytime. Most students choose the sophomore or junior years. Students who plan to take General rather than Introductory Physics should arrange to take Calculus I and II during their freshman or sophomore year.
3. Courses from BL 105–120 may be elected in partial fulfillment of the **core natural science requirement** of the non-natural science major.

### Elective Categories

#### Category A: Cellular/Molecular Biology

- BL 302 Cell Ultrastructure<sup>c</sup>
- BL 321 Recombinant DNA Technology<sup>c</sup>
- BL 341 Molecular Genetics<sup>f</sup>
- BL 356 Eukaryotic Genetics and Human Disease<sup>f</sup>
- BL 410 Mechanisms of Development<sup>c</sup>
- BL 431 Biochemistry<sup>f</sup>
- BL 432 Biomolecular Interactions<sup>f</sup>
- BL 434 Techniques in Biochemistry<sup>c</sup>
- BL 461 Immunology<sup>f</sup>

#### Category B: Organismal Biology

- BL 260 Vertebrate Morphology<sup>c</sup>
- BL 308 Parasitology<sup>f</sup>
- BL 310 Botany<sup>f</sup>
- BL 316 Comparative Physiology<sup>f</sup>
- BL 319 Physiological Research Methods<sup>c</sup>
- BL 324 Substance Abuse and Sexually Transmitted Diseases<sup>c</sup>
- BL 332 Microbiology<sup>f</sup>
- BL 361 Experimental Plant Physiology<sup>c</sup>
- BL 401 Endocrinology<sup>c</sup>
- BL 420 Histology<sup>c</sup>
- BL 452 General and Human Physiology<sup>f</sup>

#### Category C: Population Biology

- BL 222 Aquatic Biology<sup>c</sup>
- BL 230 Avian Biology<sup>f</sup>
- BL 241 Invertebrate Zoology<sup>c</sup>
- BL 250 General Entomology<sup>c</sup>
- BL 299 Exploring Ecosystems: Special Topics<sup>c</sup>
- BL 305 Plant Ecology<sup>f</sup>
- BL 346 Plant-Animal Interactions<sup>f</sup>
- BL 350 Biology of Mammals<sup>f</sup>
- BL 371 Research in Animal Behavior<sup>c</sup>
- BL 390 Conservation Biology<sup>f</sup>
- BL 435 Evolution<sup>f</sup>
- BL 470 Seminar: Special Topics in Organismal Biology
- BL 471 Seminar: Special Topics in Ecology, Evolution, and Diversity
- BL 472 Seminar: Special Topics in Cellular and Molecular Biology
- BL 481 Biology Research I
- BL 482 Biology Research II
- BL 491 Honors Biology Research I
- BL 492 Honors Biology Research II

<sup>f</sup> Framework course

<sup>c</sup> Experiential course

Of the nine biology electives, students must take at least one course from each category. Only two semesters of any combination of Honors Research, Internships, and Independent Study may count toward the nine biology electives. Additional such courses may be taken as free electives. Students should consult their faculty advisers before selecting their electives.

#### CONCENTRATION IN CELLULAR AND MOLECULAR BIOLOGY

Within the general biology program, students may choose to focus on the cellular and molecular aspects of biology by applying for admission into this concentration. In addition to BL 121–125, General Chemistry I and II, Organic Chemistry I, Introductory Physics I, Calculus I or Calculus II or Biostatistics, students fulfill the general requirements for a biology major through ten additional biology courses (one more than required for the major without a concentration). For the concentration, these courses must include:



- BL 302 Cell Ultrastructure  
 BL 341 Molecular Genetics  
 BL 356 Eukaryotic Genetics and  
 Human Disease  
 BL 431 Biochemistry  
 BL 472 Seminar in Biology: Special Topics in  
 Cellular and Molecular Biology  
 BL 481/482 Biology Research (one semester  
 required; two preferred) *or*  
 BL 491/492 Honors Biology Research (one  
 semester required; two preferred)

Plus any two of the following:

- BL 308 Parasitology  
 BL 321 Recombinant DNA Technology  
 BL 332 Microbiology  
 BL 410 Mechanisms of Development  
 BL 432 Biomolecular Interactions  
 BL 434 Techniques in Biochemistry  
 BL 461 Immunology  
 CH 311 Physical Chemistry

Plus two Biology Electives

At least one course (200-level or higher) must be taken from each of Elective Categories B and C.

#### **CONCENTRATION IN ECOLOGY AND EVOLUTIONARY BIOLOGY**

Within the general biology program, students may choose to focus on the ecological and evolutionary aspects of biology by applying for admission into this concentration. In addition to BL 121–125, General Chemistry I and II, Organic Chemistry I, Introductory Physics I, Calculus I or Calculus II or Biostatistics, students fulfill the general requirements for a biology major through ten additional biology courses (one more than required for the major without a concentration). For the concentration, these courses must include:

- BL 435 Evolution  
 BL 471 Seminar in Biology: Special Topics in  
 Ecology, Evolution, and Diversity  
 BL 481/482 Biology Research (one semester  
 required; two preferred) *or*  
 BL 491/492 Honors Biology Research (one  
 semester required; two preferred)

Four additional Category C Electives  
 One Category A Elective

One Category B Elective  
 One Biology Elective

Please consult the concentration adviser when selecting courses in Elective Categories A and C.

#### **INTERDISCIPLINARY MAJOR IN BIOLOGY/CHEMISTRY**

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

Students should declare this major by the end of their freshman year. Within this major, students may choose to concentrate in the area of biochemistry or in the area of molecular biology, and should make their choice by the end of sophomore year.

The following curriculum applies to the students in the Class of 2003 and later. Classes of 2000–2002 should consult with their advisers.

#### **BACHELOR OF SCIENCE**

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

##### **Freshman Year**

###### *Fall Term*

- BL 121 Organismal Biology\*  
 BL 124 Process of Science I\*  
 CH 101 General Chemistry I\*  
 CH 105 General Chemistry Lab I (1 credit)\*  
 WR 113 Effective Writing\*\*  
 Language Core

###### *Spring Term*

- BL 123 Cellular and Molecular Biology\*  
 BL 125 Process of Science II\*  
 CH 102 General Chemistry II\*

CH 106 General Chemistry Lab II (1 credit)\*  
 HS 101 History of Modern Western  
 Civilization\*\*  
 Language Core

#### CONCENTRATION IN BIOCHEMISTRY

A summary of the requirements for the major with a concentration in biochemistry are as follows:

Biology: BL 121, 123, 124, 125, 341, 431, 432, 434,  
 one biology elective  
 Chemistry: CH 101/105, 102/106, 301/307,  
 302/308, 311/315, one chemistry elective  
 Math: MA 251, 252  
 Physics: PH 201/291, 202/292  
 One Biology/Chemistry Elective

#### Sophomore Year

##### Fall Term

CH 301 Organic Chemistry I\*  
 CH 307 Organic Chemistry Lab I (1 credit)\*  
 EN 130 Understanding Literature  
 MA 251 Calculus I\*  
 PL 201 Foundations of Philosophy  
 Biology Elective\*†

##### Spring Term

BL 341 Molecular Genetics\*  
 CH 302 Organic Chemistry II\*  
 CH 308 Organic Chemistry Lab II (1 credit)\*  
 MA 252 Calculus II\*  
 PL 200-Level Philosophical Perspectives Course  
 English Core

#### Junior Year

##### Fall Term

BL/CH 431 Biochemistry\*  
 PH 201 General Physics I\*  
 PH 291 General Physics Lab I\*  
 TH 201 Introduction to Theology  
 Fine Arts Core  
 Non-Departmental Elective

##### Spring Term

BL/CH 434 Techniques in Biochemistry\*  
 PH 202 General Physics II\*  
 PH 292 General Physics Lab II\*  
 Theology Core  
 Non-Departmental Elective  
 Non-Departmental Elective

#### Senior Year

##### Fall Term

CH 311 Physical Chemistry I\*  
 CH 315 Physical Chemistry Lab I\*  
 Ethics Core  
 Social Science Core  
 Biology/Chemistry Elective\*†‡  
 Elective†

##### Spring Term

BL/CH 432 Biomolecular Interactions\*  
 History Core  
 Social Science Core  
 Chemistry Elective\*†‡  
 Elective†

\* Required for major.

\*\* Terms may be interchanged.

† Students are strongly encouraged to gain laboratory research experience and should consider enrolling in research courses (BL 481/482 or 491/492 or CH 420). Three credits of research may be used to fulfill one course for the interdisciplinary major. Further research credits will count as free electives. Students should consult with their adviser when selecting these electives.

‡ Choose from CH 201, 310, 312/316, 410/411 for Chemistry electives and BL 200-level or higher for Biology electives (see restrictions on research courses).

#### CONCENTRATION IN MOLECULAR BIOLOGY

A summary of the requirements for the major with a concentration in molecular biology are as follows:

Biology: BL 121, 123, 124, 125, 321, 332, 341, 431,  
 432 or 434, one Biology Elective  
 Chemistry: CH 101/105, 102/106, 301/307,  
 302/308, 311/315  
 Math: MA 251, 252  
 Physics: PH 201/291, 202/292  
 One Biology/Chemistry Elective

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

## Sophomore Year

### Fall Term

- BL 332 Microbiology\*
- CH 301 Organic Chemistry I\*
- CH 307 Organic Chemistry Lab I (1 credit)\*
- EN 130 Understanding Literature
- MA 251 Calculus I\*
- PL 201 Foundations of Philosophy

### Spring Term

- BL 321 Recombinant DNA Technology\*
- CH 302 Organic Chemistry II\*
- CH 308 Organic Chemistry Lab II (1 credit)\*
- MA 252 Calculus II\*
- PL 200-Level Philosophical Perspectives Course
- English Core

## Junior Year

### Fall Term

- BL/CH 431 Biochemistry\*
- PH 201 General Physics I\*
- PH 291 General Physics Lab I\*
- TH 201 Introduction to Theology
- Fine Arts Core
- Non-Departmental Elective

### Spring Term

- BL 341 Molecular Genetics\*
- PH 202 General Physics II\*
- PH 292 General Physics Lab II\*
- Theology Core
- Non-Departmental Elective
- Non-Departmental Elective

## Senior Year

### Fall Term

- CH 311 Physical Chemistry I\*
- CH 315 Physical Chemistry Lab I\*
- Ethics Core
- Social Science Core
- Biology Elective\*†‡
- Elective†

### Spring Term

- BL/CH 432 Biomolecular Interactions *or*
- BL/CH 434 Techniques in Biochemistry\*
- History Core
- Social Science Core
- Biology/Chemistry Elective\*†‡
- Elective†

\* Required for major.

\*\* Terms may be interchanged.

† Students are strongly encouraged to gain laboratory research experience and should consider enrolling in research courses (BL 481/482 *or* 491/492 *or* CH 420). Three credits of research may be used to fulfill one course for the interdisciplinary major. Further research credits will count as free electives. Students should consult with their adviser when selecting these electives.

‡ Choose from CH 201, 310, 312/316, 410/411 for Chemistry electives and BL 200-level or higher for Biology electives (see restrictions on research courses).

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### MINOR IN BIOLOGY

- BL 121–125
- Two Biology Electives, 200-level or higher

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### MINOR IN NATURAL SCIENCES

- BL 121–125
- CH 101/105 *and* CH 102/106
- CH 301/307 *and* CH 302/308
- MA 251 *or* MA 252 *or* MA 265
- PH 101/191 *and* PH 102/192
- Two Biology Electives, 200-level or higher

Students interested in pre-health programs can take this minor along with a non-science major and thereby satisfy the necessary course requirements for most health professional schools. The math requirement for health professional schools is variable. Please consult with the pre-health adviser about the math requirement.

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### COURSE DESCRIPTIONS

#### BL 105 Introduction to Anatomy and Physiology (4.00 cr.)

A lecture and laboratory course designed for psychology majors. For the function of each human organ system, interactions with the central nervous system are noted. Laboratories are primarily physiology and include cardiovascular function. Laboratories also include some student-designed projects and show normal variation in function.

**BL 106 Science of Life (4.00 cr.)**

*Prerequisite:* PH 110. 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. *Restricted to elementary education majors.*

**BL 110 Principles of Bioscience (3.00 cr.)**

Designed for the non-biology major to provide an understanding of the principles of cell biology, heredity, taxonomy, evolution, and ecology. *Lecture only.*

**BL 111 Environmental Biology (3.00 cr.)**

Designed for the non-biology major to explore current environmental issues at both the local and global levels. Topics include ecosystem structure, endangered species and habitats, global climate change, ozone depletion, environmental ethics, and preservation efforts.

**BL 113 Human Biology (3.00 cr.)**

An introduction to the biology of humans. Topics include testing ideas about 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 birth. *Four to five laboratory sessions.*

**BL 115 The Evolution of Life (3.00 cr.)**

Designed for the non-biology major to survey the evolution of life from its origins to the present. Topics include Darwinian theory, the origin of life, taxonomy, mass extinction, and human evolution. *Lecture only.*

**BL 121 Organismal Biology (3.00 cr.)**

An examination of the relationship between structure and function of cells, tissues, and organ systems in eukaryotic organisms. Uses a comparative approach to examine how organisms solve various problems including nutrition, hormonal and neural communication in the internal environment, reproduction and development, and transport of materials. Designed to introduce students to the process of scientific thinking as well as principles of organismal biology. *Required for biology majors; satisfies the science core requirement for non-science majors.*

**BL 122 Ecology, Evolution, and Diversity (3.00 cr.)**

An examination of the processes which produce the diversity of organisms on our planet. Topics include the biotic and abiotic factors which determine the distribution and abundance of species and evolutionary

processes which lead to adaptation, speciation, and extinction. Also examines conservation of the diversity of life by studying the interaction between humans and other organisms. *Required for biology majors; satisfies the science core requirement for non-science majors.*

**BL 123 Cellular and Molecular Biology (3.00 cr.)**

An examination of the cellular basis of life, specifically how cell structure determines cell function, thereby enabling cells to adapt to their environment. Topics include metabolism, energy conservation, central dogma, gene regulation, cell reproduction, and the cell in its social context. *Required for biology majors; satisfies the science core requirement for non-science majors.*

**BL 124 Process of Science I (3.00 cr.)**

Part one of a two-semester course introducing students to the processes of investigative biology and scientific writing. First semester investigations focus on developing observational and questioning skills, while the second semester focuses on student-designed investigative projects. Data collection, computer-aided analyses, and communication skills are emphasized throughout the year. *Not designated to accompany any particular lecture course. Required for biology majors.*

**BL 125 Process of Science II (3.00 cr.)**

*Prerequisite:* BL 124. A continuation of BL 124. *Required for biology majors.*

**BL 190 Seminar in Life Sciences Volunteerism (2.00 cr.)**

Students perform volunteer service a minimum of four hours per week for 15 weeks and attend weekly one-hour seminars throughout the semester. Students prepare a written report on their experiences for distribution to all class members the week prior to the session in which they serve as facilitator. *Cannot be used as a Biology elective. Limited enrollment.*

**BL 222 Aquatic Biology (3.00 cr.)**

*Prerequisite:* BL 122, BL 125. A study of physical, chemical and biological interrelationships in aquatic environments including freshwater, estuarine, and marine systems. Field trips to various aquatic habitats including streams, reservoirs, and the Chesapeake Bay supplemented by laboratory analyses of collections and water samples and museum and aquarium excursions.

**BL 230 Avian Biology (3.00 cr.)**

*Prerequisite:* BL 121, BL 122. An introduction to the study of birds, their evolutionary origins, diversity, special adaptations, life histories, social behavior, and ecology.

Occasional field trips and a weekend camping trip provide opportunities to learn to identify local bird species. Access to binoculars recommended.

**BL 241 Invertebrate Zoology (3.00 cr.)**

*Prerequisite:* BL 121, BL 124. *Recommended Prerequisite:* BL 122. An introduction to all aspects of invertebrate biology implementing methods for studying reproductive behavior, food collection, seasonal adaptations, carrion ecology, host-parasite relationships, and associative learning. Field trips for collection of common invertebrates are required.

**BL 250 General Entomology (3.00 cr.)**

*Prerequisite:* BL 121, BL 124. *Recommended Prerequisite:* BL 122. An introduction to the insect world emphasizing insect life histories, structure, behavior, physiology, and ecology. Consideration is given to adaptations for interacting with plants, animals, and man.

**BL 260 Vertebrate Morphology (3.00 cr.)**

*Prerequisite:* BL 121, BL 124. An integrated approach to the developmental, microscopic and macroscopic anatomy of the vertebrates.

**BL 299 Exploring Ecosystems: Special Topics (6.00 cr.)**

*Prerequisite:* Written permission of the instructor is required. A detailed examination of one ecosystem. Readings and library research provide the background to appreciate the intricate workings of the ecosystem and, if applicable, to design experiments. Students travel to the ecosystem to experience what they have learned and, if appropriate, conduct experiments. Ecosystems studied will vary from year to year but may include: Amazon River system, tropical forests in Panama, Chesapeake Bay, barrier islands, coral reef, rocky intertidal, alpine, and Florida Everglades. Students maintain a journal during the trip, conduct a seminar, write a research proposal, conduct their experiment, and write up their results. *An additional fee is required. Seniors taking this course will not graduate until September.*

**BL 302 Cell Ultrastructure (3.00 cr.)**

A look at the role that various organelles play in cells which are the functional basis of all life. Structure and function are examined both in lecture and through use of transmission and scanning electron microscope.

**BL 305 Plant Ecology (3.00 cr.)**

General principles of ecology are used to study the relationship of plants to physical and biological factors. Topics include the role of microclimate, soil characteris-

tics, and competition in determining plant distribution. Also investigates plant reproductive strategies, pollination biology, herbivory, and chemical defenses.

**BL 308 Parasitology (3.00 cr.)**

*Prerequisite:* BL 121, BL 122, BL 123, BL 124, BL 125. Morphology, life cycles, and host/parasite interactions of representative protozoan, arthropod, and helminth parasites are explored. Parasites of both animals and plants are discussed with particular attention to disease-causing parasites.

**BL 310 Botany (3.00 cr.)**

*Prerequisite:* BL 121. The cell biology, anatomy, physiology, diversity, and economic importance of plants with emphasis on practical applications in pharmacology, horticulture, and the environment.

**BL 316 Comparative Physiology (3.00 cr.)**

*Prerequisite:* BL 121, BL 123, BL 125. *Recommended Prerequisite:* CH 301. A comprehensive introduction to the similarities and differences in the functional processes of animals at selected levels in phylogeny. Emphasizes the adaptive significance of life processes that have evolved as a consequence of an ever-changing environment.

**BL 319 Physiological Research Methods (3.00 cr.)**

*Prerequisite:* BL 125. Students participate in faculty research while learning modern research techniques used to study physiological processes and mechanisms including cell culture, protein electrophoresis, immunoblots, fluorescent imaging, and extracellular recording.

**BL 321 Recombinant DNA Technology (3.00 cr.)**

*Prerequisite:* BL 123, BL 125. An introduction to recombinant DNA techniques including the use of restriction enzymes to construct DNA maps and for molecular cloning; amplification of DNA using PCR; detection of gene expression using protein gels and Weston blotting techniques; and use of the yeast two hybrid system to detect protein-protein interactions.

**BL 324 Substance Abuse and Sexually Transmitted Diseases (3.00 cr.)**

*Prerequisite:* Restricted to junior and senior majors. An interdisciplinary (biology/psychology) service learning course. Trains participants to explain to middle school students the basic biology and psychology of chemical addiction and its relationship to sexually transmitted diseases. Uses the first eight weeks of the semester for selected topic instruction and development of a teaching plan for informing middle school

students about these diseases. Pairs of participants finish the semester by conducting intensive, four-week informational sessions at area middle schools. *Enrollment limited to six students. Same course as PY 324.*

**BL 332 Microbiology (3.00 cr.)**

*Prerequisite:* BL 121, BL 123. An introduction to the structure, growth, and cultivation of microorganisms. Emphasis on bacteria; also covers allied areas of microbiology.

**BL 341 Molecular Genetics (3.00 cr.)**

*Prerequisite:* BL 123, BL 125. Students are introduced to the basic principles of molecular genetics and work toward how studies in molecular genetics have advanced fields such as genetic engineering. Topics include structure and function of nucleic acids and proteins; gene expression and regulation in prokaryotic and eukaryotic organisms; and the nature of mutations and cancer. Examines some of the genetic tools used to analyze genes.

**BL 346 Plant-Animal Interactions (3.00 cr.)**

*Prerequisite:* BL 122. Interactions between plants and animals may strongly influence their evolution and ecology. Students explore the predominant interactions between plants and animals (e.g., pollination, herbivory, seed dispersal). The ecological conditions that favor certain types of interactions and the (co)evolution of interactions are emphasized.

**BL 350 Biology of Mammals (3.00 cr.)**

*Prerequisite:* BL 121, BL 122, BL 125. Examines the diversity found within the class Mammalia to gain an understanding of the evolution, physiology, and ecology of these animals. Includes an examination of the conservation problems of this group.

**BL 356 Eucaryotic Genetics and Human Disease (3.00 cr.)**

*Prerequisite:* BL 121, BL 122, BL 123, BL 124, BL 125. Human diseases are used to illustrate concepts of classical and molecular eukaryotic genetics. The importance of model organisms such as *Drosophila*, *C. elegans*, and mice are emphasized in understanding the basis of human genetics and disease.

**BL 361 Experimental Plant Physiology (3.00 cr.)**

*Prerequisite:* BL 121, BL 123, BL 125. Techniques and instruments physiologists use to study plant function. Activities include tissue culture, gas chromatography-mass spectrometry, radioisotope tracers, tissue printing, and bioassays.

**BL 371 Research in Animal Behavior (3.00 cr.)**

*Prerequisite:* BL 121, BL 122, BL 124, BL 125. An introduction to selected topics in the field of animal behavior used to explain the behavior of individuals and social groups. Students develop observational skills, the ability to quantify behavior, design behavioral experiments, and statistically analyze results through laboratory exercises, field trips, and a semester-long independent research project.

**BL 390 Conservation Biology (3.00 cr.)**

*Prerequisite:* BL 121, BL 122. A comprehensive survey of current practices and theoretical background in conservation biology. Students examine local and global threats to biological diversity; the value of biological diversity; conservation strategies including the design and management of protected areas, captive breeding of endangered species, and reintroduction programs; and ethical and moral responsibilities of our society as it interacts with nature and other nations.

**BL 401 Endocrinology (3.00 cr.)**

*Prerequisite:* BL 121, BL 123, BL 125. An integrated examination of the mammalian endocrine system with emphasis on humans. How do hormones operate at the molecular level? How do sex hormones influence fetal development to produce male or female brains? Why are some environmental pollutants disrupting reproductive cycles? How do some hormones alter behavior? What diseases result from endocrine malfunction? Laboratory work includes neuroanatomy and the gross anatomy and histology of the endocrine and reproductive systems, as well as live animal surgery, radioimmunoassay, and individual research projects.

**BL 410 Mechanisms of Development (3.00 cr.)**

*Prerequisite:* BL 121, BL 123, BL 125. An integrated study of patterns of development from fertilization through organ formation. Topics include descriptive embryology, mechanisms of cellular differentiation, cellular interactions, metamorphosis and sex determination.

**BL 420 Histology (3.00 cr.)**

*Prerequisite:* BL 121, BL 123, BL 125. The microscopic anatomy and physiology of mammalian tissues and organs.

**BL 431 Biochemistry (3.00 cr.)**

*Prerequisite:* BL 121, BL 123, BL 125. General principles of biochemistry including studies of the macromolecules (carbohydrates, lipids, proteins and nucleic acids),

enzyme kinetics and reaction mechanisms, and intermediary metabolism. *Same course as CH 431.*

**BL 432 Biomolecular Interactions (3.00 cr.)**

*Prerequisite:* BL 431. Explores how the various cellular processes required for life are regulated by the interactions between macromolecules. Topics vary and may include protein structure and function, protein-DNA interactions, signal transduction cascades, the cytoskeleton, protein synthesis, and cellular secretion. *Same course as CH 432.*

**BL 434 Techniques in Biochemistry (3.00 cr.)**

*Prerequisite:* BL 431. An introduction to modern experimental biochemistry focusing on techniques for the purification, characterization, and analysis of proteins. *Same course as CH 434.*

**BL 435 Evolution (3.00 cr.)**

*Prerequisite:* BL 121, BL 122, BL 123. An examination of the evidence for Darwin's theory of evolution by natural selection. Students study the details of the process of evolution from several perspectives including population genetics, evolutionary ecology and macroevolution. Topics include genome evolution, adaptation, speciation, and extinction. *Lecture/Field Trips*

**BL 452 General and Human Physiology (3.00 cr.)**

*Prerequisite:* BL 121, BL 123, BL 125. *Prerequisites can be waived with the written permission of the instructor.* General physiological phenomena with an emphasis on bioelectricity are studied for the first through fourth weeks. The remainder of the semester is devoted to studies on selected human and vertebrate organ systems. Direct measurements and computer simulations of functioning organ systems are demonstrated when appropriate.

**BL 461 Immunology (3.00 cr.)**

*Prerequisite:* BL 121, BL 123, BL 125. The biology of the immune system; structural, functional, and applied aspects of cellular and humoral immune mechanisms in the vertebrates.

**BL 470 Seminar: Special Topics in Organismal Biology (3.00 cr.)**

*Prerequisite:* BL 121, BL 122, BL 123, BL 124, BL 125, two additional Biology courses, and junior/senior standing. An examination of current topics and areas in organismal biology with an emphasis on primary literature. Students lead group discussions and/or make oral presentations.

**BL 471 Seminar: Special Topics in Ecology, Evolution, and Diversity (3.00 cr.)**

*Prerequisite:* BL 121, BL 122, BL 123, BL 124, BL 125, two additional Biology courses, and junior/senior standing. An examination of current topics in ecology, evolution, and diversity with an emphasis on primary literature. Students lead group discussions and/or make oral presentations.

**BL 472 Seminar: Special Topics in Cellular and Molecular Biology (3.00 cr.)**

*Prerequisite:* BL 121, BL 122, BL 123, BL 124, BL 125, two additional Biology courses, and junior/senior standing. An examination of current topics in cell and molecular biology with an emphasis on primary literature. Students lead group discussions and/or make oral presentations.

**BL 481 Biology Research I (1-3.00 cr.)**

*Prerequisite:* Written permission of a sponsoring faculty member is required. Requires a preliminary paper outlining the nature and scope of the problem, the experimental procedures, and associated literature. Also requires progress reports and a final research paper.

**BL 482 Biology Research II (1-3.00 cr.)**

*Prerequisite:* Written permission of a sponsoring faculty member is required. A continuation of BL 481.

**BL 491 Honors Biology Research I (3.00 cr.)**

*Prerequisite:* Students must apply for this course and receive written permission of a sponsoring faculty member. Requires a preliminary paper outlining the nature and scope of the problem, the experimental procedures, and associated literature. Also requires progress reports, a final research paper, and presentation of research findings.

**BL 492 Honors Biology Research II (3.00 cr.)**

*Prerequisite:* BL 491. Students must apply for this course and receive written permission of a sponsoring faculty member. A continuation of BL 491.

# CHEMISTRY

**OFFICE:** Knott Hall, Room 468

**TELEPHONE:** 410-617-2328

**CHAIR:** Timothy J. McNeese, Professor

**PROFESSORS:** Timothy J. McNeese; Melvin P. Miller (emeritus); David F. Roswell; Norbert M. Zaczek (emeritus)

**ASSOCIATE PROFESSORS:** Francis J. McGuire (emeritus); Daniel M. Perrine

**ASSISTANT PROFESSORS:** Brian K. Barr; Danielle M. Brabazon; Kimberly G. Olsen

**ADJUNCT FACULTY:** James Salmon, S.J. (joint appointment with Theology)

Students who complete all required courses and at least one of the chemistry electives listed in the program receive a Bachelor of Science certified by the American Chemical Society (ACS). Students planning to attend dental or medical school should take at least a minimum of BL 121 and BL 123 as elective courses. For students interested in graduate studies, MA 304 and MA 351 are recommended as elective courses. A biochemistry concentration within the Biochemistry-Molecular Biology Interdisciplinary major is available to students planning careers in biochemistry. This concentration also provides students with a foundation for graduate studies in biochemistry, molecular, or cell biology. A chemistry minor is also available. CH 110, CH 112, and GL 110 may be elected in partial fulfillment of the natural science core requirement for the non-natural science major.

## MAJOR IN CHEMISTRY

### BACHELOR OF SCIENCE

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

#### Freshman Year

##### *Fall Term*

CH 101 General Chemistry I\*  
CH 105 General Chemistry Lab I\*  
MA 251 Calculus I\*\*/\*\*  
WR 113 Effective Writing\*\*  
Language Core  
Elective\*\*/\*\*

##### *Spring Term*

CH 102 General Chemistry II\*  
CH 106 General Chemistry Lab II\*  
HS 101 History of Modern Western Civilization\*\*  
MA 252 Calculus II\*\*/\*\*  
Language Core  
Elective\*\*/\*\*

#### Sophomore Year

##### *Fall Term*

CH 201 Quantitative Analysis\*  
CH 301 Organic Chemistry I\*  
CH 307 Organic Chemistry Lab I\*  
EN 130 Understanding Literature  
PH 201 General Physics I\*  
PL 201 Foundations of Philosophy

##### *Spring Term*

CH 302 Organic Chemistry II\*  
CH 308 Organic Chemistry Lab II\*  
PH 202 General Physics II\*  
PH 394 Methods of Instrumentation I\*  
PL 200-Level Philosophical Perspectives Course  
English Core  
History Core\*\*

#### Junior Year

##### *Fall Term*

CH 311 Physical Chemistry I\*  
CH 315 Physical Chemistry Lab I\*



CH 399 Chemistry Seminar\*  
 CH 431 Biochemistry\*  
 TH 201 Introduction to Theology  
 Elective\*\*  
 Elective\*\*

#### *Spring Term*

CH 312 Physical Chemistry II\*  
 CH 316 Physical Chemistry Lab II\*  
 CH 399 Chemistry Seminar\*  
 Fine Arts Core\*\*  
 Social Science Core\*\*  
 Theology Core  
 Elective\*\*

#### **Senior Year**

##### *Fall Term*

CH 401 Chemistry Seminar\*  
 CH 406 Advanced Synthesis and  
 Spectroscopy\*  
 CH 412 Inorganic Chemistry\*  
 Ethics Core\*\*  
 Elective\*\*  
 Elective\*\*

##### *Spring Term*

CH 401 Chemistry Seminar\*  
 CH 410 Instrumental Methods\*  
 CH 411 Instrumental Methods Lab\*  
 CH 434 Techniques in Biochemistry  
 Social Science Core\*\*  
 Elective\*\*  
 Elective\*\*  
 Elective\*\*

\* Required for major.

\*\* Terms may be interchanged.

\*\*\* Students planning to attend medical or dental school may substitute BL 121, BL 123, or another elective.

For courses listed as “elective,” three must be taken outside the Chemistry Department. **Chemistry electives include:**

CH 310 Medicinal Chemistry  
 CH 420 Chemistry Research

## **INTERDISCIPLINARY MAJOR IN CHEMISTRY/BIOLOGY**

### **BACHELOR OF SCIENCE**

Requirements for the biochemistry concentration within the interdisciplinary major and an example of a **typical** program of courses are as follows:

#### **Freshman Year**

##### *Fall Term*

BL 121 Organismal Biology\*  
 BL 124 Process of Science I\*  
 CH 101 General Chemistry I\*  
 CH 105 General Chemistry Lab I (1 credit)\*  
 WR 113 Effective Writing\*\*  
 Language Core

##### *Spring Term*

BL 123 Cellular and Molecular Biology\*  
 BL 125 Process of Science II\*  
 CH 102 General Chemistry II\*  
 CH 106 General Chemistry Lab II (1 credit)\*  
 HS 101 History of Modern Western  
 Civilization\*\*  
 Language Core

#### **Sophomore Year**

##### *Fall Term*

CH 301 Organic Chemistry I\*  
 CH 307 Organic Chemistry Lab I (1 credit)\*  
 EN 130 Understanding Literature  
 MA 251 Calculus I\*  
 PL 201 Foundations of Philosophy  
 Biology Elective\*†

##### *Spring Term*

BL 341 Molecular Genetics\*  
 CH 302 Organic Chemistry II\*  
 CH 308 Organic Chemistry Lab II (1 credit)\*  
 MA 252 Calculus II\*  
 PL 200-Level Philosophical Perspectives Course  
 English Core

#### **Junior Year**

##### *Fall Term*

BL/CH 431 Biochemistry\*  
 PH 201 General Physics I\*  
 PH 291 General Physics Lab I\*  
 TH 201 Introduction to Theology  
 Fine Arts Core  
 Non-Departmental Elective

*Spring Term*

BL/CH 434 Techniques in Biochemistry\*  
 PH 202 General Physics II\*  
 PH 292 General Physics Lab II\*  
 Theology Core  
 Non-Departmental Elective  
 Non-Departmental Elective

**Senior Year***Fall Term*

CH 311 Physical Chemistry I\*  
 CH 315 Physical Chemistry Lab I\*  
 Ethics Core  
 Social Science Core  
 Biology/Chemistry Elective\*†‡  
 Elective†

*Spring Term*

BL/CH 432 Biomolecular Interactions\*  
 History Core  
 Social Science Core  
 Chemistry Elective\*†  
 Elective†

\* Required for major.

\*\* Terms may be interchanged.

† Students are strongly encouraged to gain laboratory research experience and should consider enrolling in research courses (BL 481/482 or 491/492 or CH 420). Three credits of research may be used to fulfill one Biology or Chemistry elective for the interdisciplinary major. Further research credits will count as free electives. Students should consult with their adviser when selecting these electives.

‡ Choose from CH 201, 310, 312/316, 410/411 for Chemistry electives and BL 200-level or higher for Biology electives (see restrictions on research courses).

**MINOR IN CHEMISTRY**

The following courses are required for a minor in chemistry:

CH 101 General Chemistry I  
 CH 105 General Chemistry Lab I  
 CH 102 General Chemistry II  
 CH 106 General Chemistry Lab II  
 CH 301 Organic Chemistry I  
 CH 307 Organic Chemistry Lab I  
 CH 302 Organic Chemistry II  
 CH 308 Organic Chemistry Lab II  
 CH 311 Physical Chemistry I  
 CH 315 Physical Chemistry I Lab  
 CH 431 Biochemistry

One additional course from the following:

CH 201 Quantitative Analysis and Lab  
 CH 310 Medicinal Chemistry  
 CH 312 Physical Chemistry II *and*  
 CH 316 Physical Chemistry II Lab  
 CH 406 Advanced Synthesis and Spectroscopy  
 CH 410 Instrumental Methods *and*  
 CH 411 Instrumental Methods Lab  
 CH 412 Inorganic Chemistry  
 CH 420 Chemistry Research (3 credits)

**COURSE DESCRIPTIONS****CH 101 General Chemistry I (3.00 cr.)**

*Corequisite:* CH 105. Basic atomic structure, periodic table, chemical equations, gases, liquids, solids, electrolysis, properties of elements and compounds, rates and mechanisms of reactions.

**CH 102 General Chemistry II (3.00 cr.)**

*Prerequisite:* CH 101. *Corequisite:* CH 106. A continuation of CH 101.

**CH 105 General Chemistry Lab I (1.00 cr.)**

*Corequisite:* CH 101. An introduction to the laboratory study of the physical and chemical properties of matter; the principles and applications of gravimetric, volumetric chemical, and qualitative analysis.

**CH 106 General Chemistry Lab II (1.00 cr.)**

*Corequisite:* CH 102. A continuation of CH 105.

**CH 110 Chemistry and Society (3.00 cr.)**  
A study of basic chemical principles as applied to areas of societal importance such as: nuclear chemistry, environmental issues, nutrition, and biotechnology. *Restricted to non-science majors.*

**CH 111 Science of Weather (3.00 cr.)**  
A study of the essentials of meteorology including atmospheric conditions, weather forecasting, severe storms, and climate change. Special topics such as global warming, air pollution, and El Niño are discussed. *Satisfies science core requirement.*

**CH 112 The Chemistry of Drugs and Drug Dependency (3.00 cr.)**  
A study of the actions, uses, and side effects of the most common drugs, including alcohol, nicotine, barbiturates, amphetamines, narcotics, antidepressants, antipsychotics, steroids, and psychedelics. *No background in chemistry or biology is required, although a familiarity with the main concepts of high school science is helpful.*

**CH 201 Quantitative Analysis (4.00 cr.)**  
*Prerequisite: CH 102.* Separations. Volumetric and gravimetric analysis. An introduction to instrumental analysis, computer programming, and chemometrics. *Lecture/Laboratory.*

**CH 301 Organic Chemistry I (3.00 cr.)**  
*Prerequisite: CH 102. Corequisite: CH 307.* Syntheses and reactions of aliphatic and aromatic compounds with emphasis on stereochemistry and mechanisms. Discussion and use of spectroscopy in structure determinations.

**CH 302 Organic Chemistry II (3.00 cr.)**  
*Prerequisite: CH 301. Corequisite: CH 308.* A continuation of CH 301.

**CH 307 Organic Chemistry Lab I (1.00 cr.)**  
*Prerequisite: CH 102, CH 106. Corequisite: CH 301.* Techniques used in the isolation, purification and synthesis of organic compounds.

**CH 308 Organic Chemistry Lab II (1.00 cr.)**  
*Prerequisite: CH 307. Corequisite: CH 302.* A continuation of CH 307.

**CH 310 Medicinal Chemistry (3.00 cr.)**  
*Prerequisite: CH 302.* A survey of the principal classes of prescription drugs including neurologic, anesthetic, and cardiovascular drugs; hormones; anti-infective, anti-inflammatory, and oncolytic agents. Detailed study of

the discovery, chemical structure, synthesis, and pharmacology of several representatives in each category.

**CH 311 Physical Chemistry I (3.00 cr.)**

*Prerequisite: CH 102. Corequisite: CH 315.* The laws of thermodynamics, thermochemistry, and equilibrium; the gaseous state; transport phenomena; solutions; chemical kinetics; electrochemistry. Basic quantum/statistical mechanics.

**CH 312 Physical Chemistry II (3.00 cr.)**

*Prerequisite: CH 311. Corequisite: CH 316.* A continuation of CH 311.

**CH 315 Physical Chemistry Lab I (1.00 cr.)**

*Prerequisite: CH 302, CH 308. Corequisite: CH 311.* A combination of classical and modern experiments. Emphasis on carefulness in performing experiments, interpreting results, and writing formal reports.

**CH 316 Physical Chemistry Lab II (1.00 cr.)**

*Prerequisite: CH 311, CH 315. Corequisite: CH 312.* A continuation of CH 315.

**CH 399 Chemistry Seminar (0.00 cr.)**

*Prerequisite: Junior standing in Chemistry.* An introduction to the chemical literature culminating in presentations of formal seminars by seniors.

**CH 401 Chemistry Seminar (1.00 cr.)**

*Prerequisite: Senior standing in Chemistry.* An introduction to the chemical literature culminating in presentations of formal seminars by seniors. *One credit awarded in senior year.*

**CH 406 Advanced Synthesis and Spectroscopy (4.00 cr.)**

*Prerequisite: CH 302, CH 308.* The identification of unknown compounds by chemical, physical, and instrumental methods. Organic and inorganic laboratory component.

**CH 410 Instrumental Methods (3.00 cr.)**

*Prerequisite: CH 311, CH 315. Corequisite: CH 411.* Principles and applications of some spectroscopic and chromatographic techniques. Introduction to computer interfacing.

**CH 411 Instrumental Methods Lab (1.00 cr.)**

*Prerequisite: CH 311, CH 315. Corequisite: CH 410.* Covers principles and applications of some spectroscopic and chromatographic techniques. Applications of Chemometrics.

**CH 412 Inorganic Chemistry (3.00 cr.)**

*Prerequisite:* CH 312. Application of thermodynamic, kinetic, and structural principles to the chemistry of the elements. *Lecture only.*

**CH 420 Chemistry Research (1-2.00 cr.)**

Supervised research projects *with the permission of the department chair.*

**CH 431 Biochemistry (3.00 cr.)**

*Prerequisite:* CH 302, CH 308. General principles of biochemistry including studies of the macromolecules (carbohydrates, lipids, proteins and nucleic acids), enzyme kinetics and reaction mechanisms, and intermediary metabolism. *Same course as BL 431.*

**CH 432 Biomolecular Interactions (3.00 cr.)**

*Prerequisite:* CH 431. Explores how the various cellular processes required for life are regulated by the interactions between macromolecules. Topics vary and may include protein structure and function, protein-DNA interactions, signal transduction cascades, the cytoskeleton, protein synthesis, and cellular secretion. *Same course as BL 432.*

**CH 434 Techniques in Biochemistry (3.00 cr.)**

*Prerequisite:* CH 431. An introduction to modern experimental biochemistry focusing on techniques for the purification, characterization, and analysis of proteins. *Same course as BL 434.*

**GEOLOGY****GL 110 Principles of Geology (3.00 cr.)**

Includes a brief look at the earth's composition; a study of the surface processes that modify our landscapes; a survey of our mineral resources and needs; and a knowledge of how geological processes may be used to decipher the record of past events. *Field trips are included.*

# CLASSICS

**OFFICE:** Maryland Hall, Room 506

**TELEPHONE:** 410-617-2780

**CHAIR:** Joseph J. Walsh, Associate Professor

**PROFESSOR:** Robert S. Miola

**ASSOCIATE PROFESSORS:** Joseph J. Walsh;  
Martha C. Taylor

**ASSISTANT PROFESSOR:** Thomas D. McCreight

**ADJUNCT FACULTY:** Mary H. T. Davisson

The department offers majors in Classics (Latin and Greek) or Latin and a minor in Classical Civilization to full-time students who do not major in Classics or Latin.

Undergraduates enrolled in departmental offerings study closely the mind of ancient Rome and Greece through their languages, literature, and culture, in order to understand themselves and the modern world.

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## MAJOR IN CLASSICS

### BACHELOR OF ARTS

Requirements for a major are as follows:

- Eight courses in Latin beyond two years of secondary school Latin or their college equivalent (LT 121, LT 122)
- Latin Prose Composition
- Four courses in Greek (GK 121–124)

Advanced Greek reading courses may be substituted for Latin electives. A typical program of courses follows:

### Freshman Year

#### *Fall Term*

HS 101 History of Modern Western  
Civilization\*\*

LT 123 Intermediate Latin\*

Math/Science Core\*\*

Social Science Core\*\*

Elective

#### *Spring Term*

LT 124 Latin Golden Age Prose and Poetry\*

WR 113 Effective Writing\*\*

Math/Science Core\*\*

Social Science Core\*\*

Elective

### Sophomore Year

#### *Fall Term*

EN 130 Understanding Literature\*\*

PL 201 Foundations of Philosophy\*\*

TH 201 Introduction to Theology\*\*\* or

Elective

Math/Science Core\*\*

Latin Elective\*

#### *Spring Term*

PL200-Level Philosophical Perspectives Course\*\*

English Core\*\*

History Core\*\*

Theology Core or

Elective

Latin Elective\*

### Junior Year

#### *Fall Term*

GK 121 Introductory Greek I\*

TH 201 Introduction to Theology\*\*\* or

Elective

Latin Elective\*

Non-Departmental Elective

Elective

#### *Spring Term*

GK 122 Introductory Greek II\*

Theology Core\*\* or

Elective

Latin Elective\*

Non-Departmental Elective

Elective

### Senior Year

#### *Fall Term*

GK 123 Introduction to Attic Prose\*

LT 300 Latin Prose Composition\*

Fine Arts Core\*\*

Latin Elective\*

Elective

*Spring Term*

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.

CL 211, 212, 213, and 218 are cross-listed with English. CL 300, 312, 313, 314, 320, 324, 326, 329, 334, 335, and 420 are cross-listed with History. CL 241 and 340 are cross-listed with Fine Arts. These courses fulfill English, History, and Fine Arts core requirements. CL 340 fulfills major requirements for Visual Arts and Art History majors.

**MAJOR IN LATIN**

Requirements for a major are as follows:

- Ten courses in Latin beyond two years of secondary school Latin or their college equivalent (LT 121, LT 122)
- Latin Prose Composition (LT 300)
- Two courses in Roman History

Advanced Greek reading courses may be substituted for Latin electives. Up to two Civilization courses 200-level or above may be substituted for two Latin courses.

**MINOR IN CLASSICAL CIVILIZATION**

Requirements for a minor are as follows:

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

The minor in Classical Civilization is a true interdisciplinary area studies program on a small scale. It offers the astute undergraduate a unique

opportunity to fulfill a not insignificant number of core requirements (Language, English, History, Fine Arts) while pursuing a major in his chosen field.

**COURSE DESCRIPTIONS****CLASSICAL CIVILIZATION****CL 101 Etymology: Greek and Latin Roots of English Vocabulary (3.00 cr.)**

An analytical approach to English vocabulary which is designed to help students go beyond passive memorization to active comprehension of meanings. Some introduction to historical linguistics.

**CL 110 Cruelty and Violence: Sport and Athletics in the Ancient World (3.00 cr.)**

A study of the mechanics, sociology and psychology of ancient sport; politics, violence, class conflict, homosexuality, art, and why the Greeks carried weights while competing in the long jump.

**CL 211 Classical Mythology (3.00 cr.)**

*Prerequisite: EN 130.* A study of the traditional stories of the Greeks and Romans as expressed in their literature and art with an emphasis on the relationship of mythology to rituals and religious beliefs, legends, and folktales. *Art elective for elementary education majors. Same course as EN 211.*

**CL 212 The Classical Epics (3.00 cr.)**

*Prerequisite: EN 130.* A study of the epic poetry of Homer and Virgil in translation, with an emphasis on the poetry's background, value, and influence. The course may include a short survey of other epics. *Same course as EN 212.*

**CL 213 Greek Drama (3.00 cr.)**

*Prerequisite: EN 130.* A study of selected plays in English translation by Aeschylus, Sophocles, Euripides, and others, with an emphasis on the literature's background, value, and influence. Specific readings vary with the instructor. *Same course as EN 213.*

**CL 218 The "Golden Age" of Rome (3.00 cr.)**

*Prerequisite: EN 130.* A study of selected works in translation by some of Rome's greatest writers, with special emphasis on Vergil, Ovid, and Livy. The course may be organized chronologically or thematically. Specific readings vary with the instructor. *Same course as EN 218.*

**CL 220 The Ancient World (3.00 cr.)**  
Studies the development of Western thought in the ancient world.

**CL 241 Survey of Art: Paleolithic to Gothic (3.00 cr.)**  
A broad overview of art from the Paleolithic age to the Gothic era, focusing on Egyptian, Greek and Roman, early Christian and medieval art and architecture. *Same course as AH 110.*

**CL 250 Clash of the Titans: Ancient vs. Modern Worlds (3.00 cr.)**  
The classical tradition and the modern perception of the ancients; exploration of the legacy of the Greeks and Romans in selected areas; discussion of the reception and interpretation of antiquity by the modern world. Topics include: the myth and character of Odysseus, ancient and modern comedy, the Roman and American constitutions and politics, the ancient and modern Olympics, democracy and relativism, architecture, the ancient world in contemporary film, and concepts of justice.

**CL 260 Christmas (3.00 cr.)**  
Tracing the history of Christmas from the Birth of Christ to the present day, students learn the origins of works as momentous as the Gospel Nativity narratives and of things as trivial as Rudolph the Red-Nosed Reindeer. Students see how Christmas has been adapted, transformed, co-opted, corrupted, and even suppressed and discuss to what extent it has managed to preserve its core identity. (*Alpha course*)

**CL 300 Death of the Roman Republic (3.00 cr.)**  
*Prerequisite: HS 101, WR 113.* A study of the final century of the Roman Republic when Rome suffered under the struggles for personal power of men like Sulla, Mark Antony, and Julius Caesar. Focuses on primary sources with a particular emphasis on the writings of Cicero who documented the final years of the Republic in public speeches as well as private, biting personal letters. *Same course as HS 300.*

**CL 301 The Church and the Roman Empire (3.00 cr.)**  
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; orthodox and heterodoxy in the early Church; myths concern-

ing 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. *Same course as HS 301. Counts toward Catholic Studies and Medieval Studies minors.*

**CL 312 History of Ancient Greece (3.00 cr.)**  
*Prerequisite: HS 101, WR 113.* A study of Greece from the Bronze Age to Alexander the Great, with special attention to the development of the Greek *polis* or city-state and to the various constitutional, social, economic, and religious forms which this took. *Same course as HS 312.*

**CL 313 History of Rome (3.00 cr.)**  
*Prerequisite: HS 101, WR 113.* A study of Rome from its earliest beginnings to the Battle of Actium, with particular emphasis on the rise of Rome in Italy, its expansion throughout the Mediterranean, and the political and social forces that led to the collapse of the Republic. *Same course as HS 313.*

**CL 314 History of the Roman Empire (3.00 cr.)**  
*Prerequisite: HS 101, WR 113.* 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. *Same course as HS 314. Counts toward Medieval Studies minor.*

**CL 320 Hellenistic History (3.00 cr.)**  
*Prerequisite: HS 101, WR 113.* A study of the Greek world from the death of Socrates (399 B.C.) to the Roman conquest (146 B.C.). Covers the fourth century struggle for supremacy over Greece, Alexander the Great, the waning of the city-state and the growth of federal government and monarchy, and the nature of and reasons for the Roman conquest of Greece. Emphasizes the cultural, social, artistic, and intellectual developments of the period: the status of women, Hellenistic philosophy and technology, the class struggle, the evolution of Greek art and literature, athletics, private life, Greek religion, and ancient warfare. *Same course as HS 320.*

**CL 324 Seminar: The Persecution of the Christians in the Roman World (3.00 cr.)**  
*Prerequisite: Written permission of the instructor is required.* An exploration of the causes, nature, and extent of

early Christian persecutions until Christianity became the official religion of the Roman Empire in the fourth century. Topics include the Jewish-Greek-Roman environment of early Christianity; Rome's policies toward foreign cults; Christians' reputation for extreme promiscuity and cultic atrocities; comparison with competing cults; the danger of open profession of the new faith; and Christian acceptance of the ancient world. Given the muddled understanding of the early Christian persecutions, we shall examine and dispel the myths and bring some order to the chaos. *Same course as HS 475. Counts toward Catholic Studies minor.*

**CL 326 The Golden Age of Athens (3.00 cr.)**

An examination of what has been called Athens' golden age focusing on the political and cultural factors which made the fifth century unique. Subjects include creation and workings of Athenian democracy, victories of the Persian wars, the Greek "enlightenment," Pericles' rule of the best citizen, demagoguery and empire, the Peloponnesian War, and the "end" of Athens symbolized by the execution of Socrates. *Same course as HS 326.*

**CL 329 Women in Greece and Rome (3.00 cr.)**

*Prerequisite: HS 101, WR 113.* An examination of the lives of and attitudes toward women in ancient Greece and Rome. Classic texts of ancient literature are read, masterpieces of art are viewed, and the sociology of ancient women is probed. Topics include: the family; prostitution; women of the imperial family; Cleopatra; health, child bearing, and birth control; the source and psychology of Greek misogyny; jetsetters and women's liberation under the early Roman Empire; women and work; women in myth; women in early Christianity; the legacy of classical civilization for modern women. *Same course as HS 329. Counts toward Gender Studies minor.*

**CL 334 Roman Private Life (3.00 cr.)**

*Prerequisite: HS 101, WR 113.* 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. *Same course as HS 334.*

**CL 335 Roman Public Life (3.00 cr.)**

*Prerequisite: HS 101, WR 113.* A study of the public customs and institutions which enabled the Romans to conquer the world and lose their souls; politics, the constitution, the army, class structure, religion, art and architecture, law and literature. *Same course as HS 335.*

**CL 340 Classical Art: Greek and Roman (3.00 cr.)**

An examination of the origins and development of the classical civilizations of Greece and Rome. An exploration of the classical ideal through archaeological sites, extant classical monuments, sculpture, and painting. *Same course as AH 310.*

**CL 380 Platonic Political Philosophy (3.00 cr.)**

Socrates and the founding of political philosophy; Thucydides and the crisis of the *polis*; the critique of Aristophanes; Plato's *Apology*, *Crito*, *Gorgias*, *Republics*, *Theaetetus*; subsequent contributions to the tradition by Cicero, St. Augustine, Alfarabi, and St. Thomas More; Plato's modern enemies: Machiavelli and Mill. *Same course as PS 380.*

**CL 381 Aristotelian Political Philosophy (3.00 cr.)**

An investigation of the founding of political science by Aristotle devoted to a reading of *Nicomachean Ethics* and *Politics* as well as selections from Aristotle's scientific and logical treatises. Subsequent contributions to the tradition are also considered, including those of Marsilius of Padua and St. Thomas Aquinas. Aristotle's modern enemies: Hobbes and Marx. *Same course as PS 381.*

**CL 420 Homer and History (3.00 cr.)**

*Prerequisite: HS 101, WR 113.* Was there a Trojan War? What is the relation of Homer's epic *Iliad* to historical events of the Bronze Age Aegean? What was its impact on the Greek world of the Geometric era (the most likely period for the composition of the Homeric poems), a lively period of expansion, colonization, trade, and the rise of the nation-state of the *polis*. Investigates Homer's effect both on contemporary Greek national identity and later Greeks' understanding of and deliberate construction of their own past. Interdisciplinary approach combining literary texts, archaeology, and secondary historical analysis. *Same course as HS 420.*

**CL 421 Caesar and Augustus (3.00 cr.)**

*Prerequisite: HS 101, WR 113.* They transformed a great republic into a monarchy; killed (literally) millions of people; conquered a huge chunk of the Mediterranean World and Europe; carried out one of the greatest urban renewal projects in history; revived and transformed religion; revised the calendar; inspired Shakespeare, Shaw, and dozens of movies. And yet, the one wound up assassinated by his peers, and the other had so little control over his own family that he felt compelled to exile his jet-set daughter to the Roman equivalent of Siberia. Who were they? And how did the epochal



events of their lifetime give birth to such genius monsters? *Same course as HS 421.*

## GREEK

### **GK 121 Introductory Greek I (3.00 cr.)**

An enriched beginning course, intended for students with no previous knowledge of the language, which emphasizes grammar, syntax, and vocabulary through extensive reading of easy passages from Greek authors. An introduction to the literature and culture of Athens.

### **GK 122 Introductory Greek II (3.00 cr.)**

*Prerequisite: GK 121 or equivalent.* A continuation of GK 121.

### **GK 123 Introduction to Attic Prose (3.00 cr.)**

*Prerequisite: GK 122 or equivalent.* Selections from different writers—historians, philosophers, and orators. Analysis of styles and genres; consolidation of the fundamentals of grammar and syntax.

### **GK 124 Homer (3.00 cr.)**

*Prerequisite: GK 123 or equivalent.* A reading of elect books of the *Iliad* and *Odyssey*, with close attention to their language, style and literary value. An examination of the essentials of formulaic composition, meter, history of the text and of the Homeric question.

### **GK 311 Greek Tragedy: Euripides (3.00 cr.)**

*Prerequisite: GK 123, GK 124 or the equivalent.* A survey of Euripides' tragedies, read partly in the original and partly in translation. The place of Euripides in the history of Greek tragedy.

### **GK 312 Greek Tragedy: Sophocles (3.00 cr.)**

*Prerequisite: GK 124 or the equivalent.* A survey of Sophocles' tragedies, read partly in the original and partly in translation. Emphasis on style, characters, language, and themes.

### **GK 323 Greek Historians (3.00 cr.)**

*Prerequisite: GK 124 or equivalent.* A reading, partly in the original and partly in translation, of Herodotus, Thucydides, and Xenophon—their characteristics as historiographers are examined.

### **GK 325 Herodotus (3.00 cr.)**

*Prerequisite: GK 124 or equivalent.* A reading, partly in the original and partly in translation, of Herodotus' *History*. Discussions focus on Herodotus' historical methodology, literary technique, and the wealth of legends,

tall tales, and historical and anthropological information he offers.

## LATIN

### **LT 121 Introductory Latin I (3.00 cr.)**

An enriched beginning course, intended for students with no previous knowledge of the language, which emphasizes grammar, syntax, vocabulary, and reading of easy passages from Latin authors. An introduction to the literature and culture of Rome.

### **LT 122 Introductory Latin II (3.00 cr.)**

*Prerequisite: LT 121 or equivalent.* A continuation of LT 121.

### **LT 123 Intermediate Latin (3.00 cr.)**

*Prerequisite: LT 122 or equivalent.* Forms and uses of the subjunctive; readings from Cicero and Sallust.

### **LT 124 Latin Golden Age Prose and Poetry (3.00 cr.)**

*Prerequisite: LT 123 or equivalent.* Selected readings from authors of the "Golden Age" of Roman poetry (in particular) and prose. Analysis of styles/genres. *Counts toward Medieval Studies minor.*

### **LT 300 Latin Prose Composition (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* Exercises in the translation of sentences and connected passages into felicitous Latin prose. Development of knowledge of correct, idiomatic expression in written Latin.

### **LT 308 Vergil: Aeneid (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* A close examination of the masterpiece of literary epic, with emphasis on meter, language, style, characters, and themes. A reading of about six books of the poem in the original Latin. *Counts toward Medieval Studies minor.*

### **LT 311 Cicero (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* A reading of selected passages from Cicero's letters, speeches, and philosophical works. In studying the life, career, and concerns of this eminent politician and social philosopher the class explores the events, personalities, and shifting values of the Romans in an age of revolution.

### **LT 315 Tacitus and Suetonius (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* Selections from the chief writers of history and biography of the Roman Empire. Discussions focus on the history of the emperors from Augustus to Nero, the differences between history

and biography, and the authors' selection and presentation of material.

**LT 320 Livy (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* A reading of select passages from Livy's monumental history of the rise and corruption of the Roman Empire. Focuses on the events described; ancient notions of history; and how Livy viewed the intersection of power, degeneration, human frailty, and wealth.

**LT 325 Cicero's Speeches (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* A reading of select orations of Cicero, with particular attention to rhetorical analysis as well as to historical, political, and social background.

**LT 330 Roman Historians (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* One of the major Roman historians will be read extensively, the others more briefly. Attention drawn to the literary style of each author and to the canons of Roman historical writing with special attention to the rhetorical traditions derived from the Hellenistic historiographers.

**LT 333 Sallust (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* A reading of the historical writings of Sallust with attention to his historical accuracy, his place in the development of Latin prose style and his description of the shortcomings of the Roman senatorial order.

**LT 334 Roman Lyric (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* A study of the development of lyric poetry in Rome with special attention to the lyrics of Catullus and Horace.

**LT 340 Roman Comedy (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* An examination of selected plays of Plautus and Terence, along with notice of their precursors, backgrounds, and some descendants. Students study the language of the plays and also learn to appreciate them as hilarious, artful, and living theatre.

**LT 344 Horace (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* Selected odes, satires, and epistles.

**LT 350 Readings in Medieval Latin (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* Selections from prose and poetry including the Vulgate Bible, Augustine, Saints' lives, hymns, and parodies. Students examine

differences in content and language between classical and medieval Latin literature. Projects are based on the interests of individual students. *Counts toward Catholic Studies and Medieval Studies minors.*

**LT 355 Petronius and Apuleius (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* Close reading of sections of two underground classics, Petronius' *Satyricon* and Apuleius' *Metamorphoses*. Discussions focus on language, style, and subject matter along with the lure of the demimonde, sociocultural background, antihero, narrative technique, literary parody, and religious echoes.

**LT 356 Apuleius (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* Close reading of sections of Apuleius' underground classic *Metamorphoses*. Discussions focus on language, style, and subject matter along with the lure of the demimonde, sociocultural background, anti-hero, narrative technique, literary parody, and religious echoes.

**LT 374 Roman Satire (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* A study of the origin and development of the only literary form created by the Romans, with selections from Horace, Persius, and Juvenal.

**LT 380 Ovid (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* A reading of extensive selections from the brilliant poet of love and change; human psychology as seen through the lens of the classical myths. *Counts toward Medieval Studies minor.*

**LT 386 Ovid's Metamorphoses (3.00 cr.)**

*Prerequisite: LT 124 or equivalent.* A reading of extensive selections from the brilliant poem of change; human psychology as seen through the lens of the classical myths. *Counts toward Medieval Studies minor.*

# COMPUTER SCIENCE

**OFFICE:** Donnelly Science Center, Rm. 206A

**TELEPHONE:** 410-617-2464

**CHAIR:** Roberta E. Sabin, Associate Professor

**PROFESSORS:** Arthur L. Delcher; Robert D. Shelton (joint appointment with Electrical Engineering); Bernard J. Weigman (joint appointments with Electrical Engineering and Physics)

**ASSOCIATE PROFESSORS:** David W. Binkley; Roger D. Eastman; Keith B. Gallagher; Roberta E. Sabin

**LECTURER:** Michael D. French, S.J.

**ADJUNCT FACULTY:** James Bentley; Richard A. Brown, Donald Dimitroff, F.S.C.

The Computer Science program is accredited by the Computing Sciences Accreditation Board (CSAB), a specialized accrediting body recognized by the Council on Postsecondary Accreditation (COPA) and the U.S. Department of Education.

## 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

CS 201 Computer Science I\*  
MA 251 Calculus I\*  
WR 113 Effective Writing  
Language Core  
Elective

##### Spring Term

CS 202 Computer Science II\*  
EN 130 Understanding Literature  
HS 101 History of Modern Western  
Civilization  
MA 252 Calculus II\*  
Language Core

#### Sophomore Year

##### Fall Term

CS 301 Data Structures and Algorithms I\*  
CS 371 Computer Engineering I\*

CS/MA 295 Discrete Structures\*

PH 201 General Physics I\*

PH 291 General Physics Lab I\*

Philosophy Core *or*

Theology Core

##### Spring Term

CS 302 Data Structures and Algorithms II\*

MA 301 Computational Linear Algebra\*

PH 202 General Physics II\*

PH 292 General Physics Lab II\*

History Core

Philosophy Core *or*

Theology Core

#### Junior Year

##### Fall Term

CS 482 Software Engineering\*

MA 310 Introduction to Probability and  
Statistics\*

Philosophy Core *or*

Theology Core

CS Elective\*

Elective

##### Spring Term

CS 451 Programming Languages\*

CS 466 Operating Systems\*

English Core

Philosophy Core *or*

Theology Core

Science Elective\*\*

#### Senior Year

##### Fall Term

CS 496 Computer Science Project I\*

CS Elective\*

Ethics Core

Social Science Core

Elective

##### Spring Term

CS 462 Algorithm Analysis *or*

CS 478 Theory of Computation\*\*\*

CS Elective\*

Fine Arts Core

Social Science Core

Elective

\* Required for major.

\*\* Science elective for Computer Science majors must be majors-level course emphasizing quantitative and/or experimental methods.

\*\*\* One theory-oriented course required.

1. The three Computer Science electives for majors must be 400- or graduate level courses.
2. All electives must be at least three credits. At least three electives must be taken outside of Computer Science.
3. Three speciality tracks are offered: Computer Engineering, Networks, and Software Engineering. To complete a concentration in a track, students must complete all requirements for the Computer Science major and choose their electives as follows:

**Computer Engineering:** Computer Interfacing and Lab, Microcomputer Systems and Lab, one elective approved by the track coordinator.

**Networks:** Local-Area Computer Networks, Wide-Area Computer Networks, one elective approved by the track coordinator.

**Software Engineering:** Software Testing, Object-Oriented Analysis and Design, one elective approved by the track coordinator.

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#### MINOR IN COMPUTER SCIENCE

The following courses are required for a minor in Computer Science:

- CS 201 Computer Science I
- CS 202 Computer Science II
- CS 301 Data Structures and Algorithms I
- CS 371 Engineering I
- CS XXX Approved Computer Science Elective
- CS 4XX Advanced Computer Science Elective

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

A certificate in Computer Programming is awarded to students who complete CS 201, CS 202, and CS 262.

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#### COMBINED B.S./M.E.S. PROGRAMS

Students may choose computer science electives from Loyola's graduate 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.

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#### INTERDISCIPLINARY PROGRAMS

Interdisciplinary majors which include computer science are offered. Interested students should contact the department chair to discuss the requirements.

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#### COURSE DESCRIPTIONS

##### CS 110 Introduction to Computers and Computer Software (3.00 cr.)

An introduction to computers and computer applications in the professions. In addition to a study of computer background concepts and terminology, the course also includes experience in popular computer applications such as word processing, spreadsheets, database management, presentation graphics, and Internet access and utilities. Also includes a brief introduction to structured programming. Incorporates extensive, hands-on experience on IBM computers.

##### CS 111 Introduction to Computers with Business Applications (3.00 cr.)

An intensive course in computer concepts and a survey of business applications including word processing, spreadsheets, database management, presentation graphics, and Internet access and utilities. Also includes a thorough introduction to structured programming using Visual BASIC. Incorporates extensive, hands-on experience on IBM computers.

##### CS 201 Computer Science I (3.00 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, functions, loops, and arrays.

**CS 202 Computer Science II (4.00 cr.)**

*Prerequisite:* CS 201. A continuation of CS 201, emphasizes structured programming skills and introduces more advanced programming features including recursion, pointers, and dynamic memory allocation using the C/C++ programming language.

**CS 210 Professional Computing (3.00 cr.)**

*Prerequisite:* CS 110 or CS 111 or equivalent. Expanded coverage of topics introduced in CS 110 and CS 111. Includes macro programming in spreadsheets, creating and managing webpages, network installation and management, and Windows operating system.

**CS 220 Current Topics in Computer Science (1.00 cr.)**

*Prerequisite:* Varies according to topic. A one-hour introductory exploration of a topic of current interest in Computer Science. *May be taken more than once. Does not count toward fulfillment of degree requirements. (Satisfactory/Unsatisfactory)*

**CS 262 Programming and Data Structures (4.00 cr.)**

*Prerequisite:* CS 202. A continuation of CS 202 including elementary file handling and abstract data types such as lists, stacks, queues, and trees. More advanced formal methods and algorithm analysis. Uses the C/C++ programming language.

**CS 295 Discrete Structures (3.00 cr.)**

Boolean algebra, combinatorics, graphs, inductive and deductive proofs, functions and relations, recurrences, finite state machines. *Same course as MA 295.*

**CS 301 Data Structures and Algorithms I (3.00 cr.)**

*Prerequisite:* CS 202. Elementary data structures are designed and built using an object-oriented approach and language. Associated algorithms are analyzed for efficiency. Introduces a UNIX-based platform for programming.

**CS 302 Data Structures and Algorithms II (3.00 cr.)**

*Prerequisite:* CS 301. A continuation of CS 301. More advanced data structures are designed, analyzed, and created using an object-oriented language. File structures, hashing, and formal methods are studied. UNIX programming tools are introduced.

**CS 371 Computer Engineering I (4.00 cr.)**

*Prerequisite:* CS 202. An introduction to the design and programming of digital systems. Topics include Boolean algebra, combinatorial and sequential circuit design, and programming in an assembly language.

**CS 420 Computer Science Research (1–4.00 cr.)**

*Prerequisite:* Written permission of the sponsoring Computer Science faculty member is required. Supervised research projects may be taken for credit by qualified students. Requires a preliminary paper outlining the scope of the problem and the associated literature. Requires progress reports and a final research paper.

**CS 440 Data Communications (3.00 cr.)**

*Prerequisite:* MA 252. The physical layer of computer networks. Visualization of signals and systems in the time and frequency domain. Transmission media, data encoding, multiplexing. Interfacing communications and computers.

**CS 451 Programming Languages (3.00 cr.)**

*Prerequisite:* CS 302 or CS 364. A study of important computer languages including functional, logical, and object-oriented languages. Study of run-time behavior of programs. An introduction to the formal study of programming language specification and analysis.

**CS 455 Graphical User Interface Design and Implementation (3.00 cr.)**

*Prerequisite:* CS 262 or CS 301. Covers the design, implementation, and evaluation of graphical user interfaces for computer applications. Topics include the human factors that direct interface design; existing standards for human/computer interaction; event-driven programming in a modern GUI system; and techniques for testing user interface effectiveness.

**CS 456 Web Programming (3.00 cr.)**

*Prerequisite:* CS 202. The design of Common Gateway Interface (CGI) scripts and the use of the Perl programming language for processing Web user input. An introduction to Java and the design of applets for Web clients and servers; includes graphical user interface (GUI) interactions.

**CS 461 Compiler Construction (3.00 cr.)**

*Prerequisite:* CS 451. Studies formal language theory and the basic elements of a language compiler. A compiler is constructed for a subset of a modern language.

**CS 462 Algorithm Analysis (3.00 cr.)**

*Prerequisite:* CS 302 or CS 364, MA 295. Design and analysis of the performance of computer algorithms. Includes dynamic programming, graph algorithms, and NP-completeness.

**CS 464 Object-Oriented Analysis and Design (3.00 cr.)**

*Prerequisite:* CS 302 or CS 364. A survey of object-oriented analysis, design, and programming including encapsulation, information hiding, and inheritance. Several modeling languages and object-oriented programming languages are studied. Also includes a survey of patterns and strategies.

**CS 466 Operating Systems (3.00 cr.)**

*Prerequisite:* CS 302 or CS 364, CS 366 or CS 371. Considers processes, process synchronization and mutual exclusion, and techniques for memory allocation, scheduling, and disk management. Surveys current computer operating systems and discusses research in distributed operating systems.

**CS 468 Image Processing (3.00 cr.)**

*Prerequisite:* CS 262 or CS 301 or EG 433, MA 301. Image formation, two-dimensional signal processing, image encoding, restoration and enhancement, two- and three-dimensional pattern recognition, and robotic vision.

**CS 472 Computer Interfacing and Lab (3.00 cr.)**

*Prerequisite:* CS 371 or CS 471 or EG 471. Analog and digital circuits are interfaced to a digital computer. Operational amplifiers, digital-to-analog converters (DAC) and analog-to-digital converters (ADC). Interfacing of serial ports, parallel ports, timers, and other digital devices. Programming is carried out using both assembly language and high level languages. The role of interrupts and direct memory access (DMA) in data collection. An associated laboratory includes experiments with peripheral address decoding, parallel and serial I/O interface design, applications of timers and counters, interrupt structures, and a final project. *Same course as EG 472.*

**CS 475 Microcomputer Systems and Lab (3.00 cr.)**

*Prerequisite:* CS 371 or CS 471 or EG 471. Design of a computer system using a microprocessor unit (MPU) and everything outside the MPU including the system clock, external memory design, input/output (I/O) design, the data bus, and the system control bus. Generation and detection of maskable and non-maskable priority interrupts. Covers elements of assembly language and high level languages required for exercising hardware control. Laboratory includes design and testing of memory, serial and parallel I/O, clock generation, priority interrupts, and direct memory access (DMA). *Same course as EG 475.*

**CS 478 Theory of Computation (3.00 cr.)**

*Prerequisite:* MA 251 or written permission of the instructor is required. Basic results from formal models of computation. Finite state concepts: acceptors, regular expressions. Formal grammars: Chomsky hierarchy, push down automata. Computability: Turing machines, computable functions, halting problem, and NP-completeness.

**CS 479 Topics in Computer Engineering (3.00 cr.)**

*Prerequisite:* CS 371 or CS 471, senior standing in Computer Science. An advanced course in computer engineering.

**CS 482 Software Engineering (3.00 cr.)**

*Prerequisite:* Junior or senior standing in Computer Science. Techniques of software design, development, maintenance: requirements analysis, design methods, implementation techniques, testing strategies, and project management. Life cycles and process models. A team project serves as a case study.

**CS 483 Software Testing (3.00 cr.)**

*Prerequisite:* CS 482. Techniques for evaluating software and verifying that software conforms to its requirements: static and dynamic analysis, theoretical foundations, and formal proofs; error, fault, and failure classification; test planning; software quality assurance; metrics; consistency.

**CS 484 Artificial Intelligence (3.00 cr.)**

*Prerequisite:* CS 302 or CS 364. An introduction to basic concepts and techniques of artificial intelligence. Methodologies for choice of representation of information and control of search. Survey of current applications in natural language, vision, speech, medicine, psychology, and robotics.

**CS 485 Database Management Systems (3.00 cr.)**

*Prerequisite:* CS 302 or CS 364. Concepts and structures necessary to design, implement, and use a database management system: logical and physical organization; hierarchical, network, relational, and object-oriented models with emphasis on the relational model; data description languages; query facilities. Experience with microcomputer database systems.

**CS 486 Computer Graphics (3.00 cr.)**

*Prerequisite:* CS 262 or CS 301; MA 301 or written permission of the instructor is required. An introduction to the mathematics and algorithms required to create two- and three-dimensional computer images. Covers the modeling and display of objects, scenes, and lighting in high-level computer languages.

**CS 487 Local-Area Computer Networks (3.00 cr.)**

*Prerequisite:* CS 202 or written permission of the instructor is required. Local area networks of computers. An introduction to telecommunications. Network architectures: physical, data link, network, transport, session, presentation, and application layers. Examples: Ethernet, Novell, and others.

**CS 488 Introduction to Coding Theory and Its Applications (3.00 cr.)**

*Prerequisite:* CS 262 or CS 301; MA 301 or equivalent. An introduction to the theory of error-correcting codes. Topics include linear, general algebraic, cyclic, Hamming, and BCH codes; bounds on minimum and maximum distances on code word weight; encoding and decoding algorithms; and circuitry. Additional topics may be drawn from Goppa, Reed-Soloman, Q-R, convolutional and trellis codes.

**CS 489 Topics in Computer Science (3.00 cr.)**

*Prerequisite:* Junior or senior standing in Computer Science or written permission of the instructor is required. An advanced course in computer science.

**CS 490 Wide-Area Computer Networks (3.00 cr.)**

*Prerequisite:* CS 202 or written permission of the instructor is required. Network layers protocols including routing; internetworking (IP); transport layers (TCP); application layer internals including DNS, email, and Web.

**CS 496 Computer Science Project I (3.00 cr.)**

*Prerequisite:* CS 482. A project-oriented course which may be taken on or off campus under the supervision of a faculty adviser. Requires a proposal and progress reports. An oral presentation and a formal paper conclude the course. Weekly seminar on social issues in Computer Science.

**CS 497 Computer Science Project II (3.00 cr.)**

*Prerequisite:* CS 496. A continuation of CS 496.

# ECONOMICS

**OFFICE:** Beatty Hall, Room 121

**TELEPHONE:** 410-617-2357

**CHAIR:** John C. Larson, Professor

**PROFESSORS:** Frederick W. Derrick; Thomas J. DiLorenzo; John C. Larson; Charles R.

Margenthaler (emeritus); Charles E. Scott;

Phoebe C. Sharkey; Stephen J.K. Walters

**ASSOCIATE PROFESSORS:** Arleigh T. Bell, Jr. (emeritus); William L. Harris; Ellen D. Hoadley;

John M. Jordan (emeritus); A. Kimbrough

Sherman; Nancy A. Williams

**ASSISTANT PROFESSOR:** Francis G. Hilton, S.J.

**ADJUNCT FACULTY:** G. Edward Dickey; Joseph A. Gribbon; Daniel Mercer; John Olsh; Janaki R. Potukuchi; Christopher S. Ruebeck

The 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 (e.g., Law) programs or graduate schools, will pursue careers as managers or economic analysts in government or business, or seek rigorous training in a social science. To fulfill the major requirements, students may follow the program outlined below or create special interdisciplinary programs combining studies in economics with other social sciences, computer science, mathematical sciences, or the business disciplines. Students with questions about economics are invited to consult the economics chair.

Students who wish a broad, business-oriented program may elect to pursue the B.B.A. in Business Economics. The B.B.A. is described in the section detailing the offerings of the Sellinger School of Business and Management. Students who plan doctoral work in preparation for a career in research or teaching are encouraged to meet with the department chair to discuss a dual major in economics and mathematics.

## MAJOR IN ECONOMICS

### BACHELOR OF ARTS

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

#### Freshman Year

##### *Fall Term*

EC 102 Microeconomic Principles\*

MA 151 Applied Calculus for Business and Social Sciences\* *or*

MA 251 Calculus I\* (recommended if considering graduate study)

WR 113 Effective Writing\*\*

Language Core

Elective

##### *Spring Term*

EC 103 Macroeconomic Principles\*

HS 101 History of Modern Western Civilization\*\*

Language Core

Math/Science Core

CS 110 Professional Computing I *or*

CS 111 Introduction to Computers with Business Applications

Elective

#### Sophomore Year

##### *Fall Term*

EC 220 Introduction to Statistics\*

EN 130 Understanding Literature

PL 201 Foundations of Philosophy

TH 201 Introduction to Theology\*\* *or*

Elective

History Core\*\*

##### *Spring Term*

PL 200-Level Philosophical Perspectives Course

EC 200-Level Elective\*

English Core

Math/Science Core

Theology Core\*\* *or*

Elective



## Junior Year

### Fall Term

- EC 302 Microeconomics\*
- TH 201 Introduction to Theology\*\* or  
Elective
- Fine Arts Core
- Economics Elective\*
- Elective

### Spring Term

- EC 301 Macroeconomics\*
- Theology Core\*\* or  
Elective
- Economics Elective\*
- Non-Departmental Elective
- Elective

## Senior Year

### Fall Term

- Ethics Core
- Economics Elective\*
- Economics Elective\*
- Non-Departmental Elective
- Elective

### Spring Term

- Economics Elective\*
- Economics Elective\*
- Non-Departmental Elective
- Elective
- Elective

\* Required for major.

\*\* Terms may be interchanged.

### MAJOR REQUIREMENTS

To earn the B.A. in Economics, students must (in addition to core requirements) take twelve economics courses. The five required courses are EC 102 and EC 103, EC 220, EC 301 and EC 302. Seven additional courses may be selected from the remaining offered. Economics majors may not count 200-level courses taken during the senior year toward the twelve required courses. Three of these courses must be at the 400-level. Students are cautioned to choose courses wisely, with the help of their major adviser, to insure that their career objectives are best served.

At the discretion of the adviser or department chair, certain courses offered by other departments may qualify toward upper-division requirement. Students may also design interdisciplinary programs involving related fields of interest, subject to approval of the relevant department chair.

In addition to twelve economics courses, students must take either MA 151 or MA 251. Students with good mathematical skills are encouraged to take MA 251 and MA 252.

### MINOR REQUIREMENTS

EC 102 and EC 103 plus four additional economics courses including, at most, one at the 200-level (excluding EC220). These courses must be approved by the economics minor adviser.

### COURSE DESCRIPTIONS

#### EC 102 Microeconomic Principles (3.00 cr.)

Investigates how individuals in market economies make decisions about what goods will be produced, how they will be produced, and for whom they will be produced. Students learn to analyze the impacts of changes in markets; illustrate the concepts of consumer demand and production; and explain the process of profit maximization under various market structures. Topics include the laws of supply and demand; behavior of firms in competitive and non-competitive markets; functioning of labor and capital markets; poverty and income inequality; economics and the environment; economic systems in other countries.

#### EC 103 Macroeconomic Principles (3.00 cr.)

*Prerequisite:* 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.

**EC 210 American Economic History (3.00 cr.)**

*Prerequisite:* EC 102 or written permission of the instructor is required. Examines the economic forces underlying historical development in America from the pre-Colombian period to modern times. Students develop skills in the use of economic tools of analysis and an enhanced understanding of the application of the laws of economic behavior to events of historical significance. Topics include problems of exploration and migration; the economics of revolution; the institution of slavery; entrepreneurship and development; causes and consequences of the Great Depression; and the economics of political and cultural change.

**EC 215 Comparative Economic Systems (3.00 cr.)**

*Prerequisite:* EC 102. A comparative analysis of the theory and practice of the various types of economic systems. Special attention given to the economic systems of the United States, the former Soviet Union, mainland China, and emerging market economies.

**EC 220 Business Statistics (3.00 cr.)**

*Prerequisite:* MA 109 or equivalent. Introduces the concepts and application of statistics in management. Students learn to apply estimation and hypothesis testing to univariate and multivariate business problems. Topics include descriptive statistics and statistical inference; linear regression; correlation; and trend and seasonal time series analysis.

**EC 250 Capitalism and Its Critics (3.00 cr.)**

*Prerequisite:* EC 102. Provides students with an opportunity to read and think carefully about some of the major writings that defend and criticize capitalism, especially on moral and philosophical grounds. Topics for discussion include the industrial revolution; causes and consequences of the Great Depression; economic justice; wealth creation; environmentalism; economics and race; and the social responsibility of business.

**EC 260 Law and Economics (3.00 cr.)**

An application of the tools of economic analysis to several key areas of the law. Topics include contracts, environmental policy, criminal law and crime deterrence, discrimination in employment and housing, landlord-tenant laws, property law, torts, and zoning.

**EC 270 Environmental and Resource Economics (3.00 cr.)**

*Prerequisite:* EC 102. Examines contemporary issues of environmental quality, natural resource allocation, and conservation from the economic perspective. Students

develop an understanding of the history of the environmental movement and learn to analyze environmental issues using economic tools. Topics include benefit-cost analysis, property rights, incentive-based pollution control policies, and a review of government regulatory performance.

**EC 301 Macroeconomics (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, MA 151 or MA 251. Analyzes the economy-wide forces, policies, and institutions that directly determine and otherwise influence long-term economic trends and short-term fluctuations. Students learn the central lessons of contemporary macroeconomics; gain confidence in their ability to discuss economic policies in professional settings; and acquire the skills needed to begin 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.

**EC 302 Microeconomics (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, MA 151 or MA 251. Analyzes the motives, constraints, and behaviors of consumers and producers. Students learn the foundations of supply and demand analysis, cost analysis, and pricing strategy; refinements of these foundations under different market structures and regulation environments; and basic market and policy research. Topics include consumer preferences, budget constraints, work incentives, and demand patterns; producer input-output technology, cost of production, factor demand, and product supply patterns; entrepreneurial behavior; market structures such as perfect competition, monopolistic competition, oligopoly, and monopoly; antitrust law and regulation institutions; international markets; property rights; and economic notions of voter behavior.

**EC 320 Mathematical Economics (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, MA 151 or MA 251. Investigates the use of applied mathematics in economics; serves as an introduction to economics for science and mathematics majors; and strengthens the mathematics skills of economics majors taking it as an elective. Students learn to structure, discuss, and analyze fundamental economic lessons using algebra and calculus.

Topics include the structure of constrained optimization problems; market equilibrium analysis; quality characteristics of economic models; distinctions between stocks and flows; dynamics and laws of motion in equilibration processes.

**EC 370 Cost-Benefit Analysis (3.00 cr.)**

*Prerequisite:* EC 102. Presents the foundations and methods of cost-benefit analysis (CBA) used to evaluate environmental, health, and safety regulations. Students learn to develop and use cost-benefit analysis. Topics include the economic and ethical principles underlying CBA; the distinction between real costs and transfers; alternative methods for estimating benefits and costs; the discounting of benefits and costs; risk assessment; and federal guidelines for conducting CBA.

**EC 420 Econometrics (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, EC 220. Develops and applies the tools of economic theory, mathematics, and statistics to economic phenomena. Students learn to investigate the specification, estimation, and interpretation of empirical economic relationships using least squares techniques. Simple and multiple regression, alternative specifications, and simultaneous equations are used in case studies to form a foundation of experience for students to become applied statisticians and economists.

**EC 430 Monetary Economics (3.00 cr.)**

*Prerequisite:* EC 103, EC 220, MA 151. Examines microeconomic and macroeconomic monetary issues, problems, and theory. Students learn to predict the effect of monetary events on financial markets and the real economy. Topics include functions and measures of money; interest rates, present value, and yield; capital asset pricing model; diversification; risk and term structure of interest rates; financial intermediaries; creation and determination of the money supply; the Federal Reserve System; tools, goals, and targets of monetary policy; demand for money; money and real GDP; transmissions mechanisms.

**EC 435 Public Sector Economics (3.00 cr.)**

*Prerequisite:* EC 102. Examines the non-market provision of goods and services. Students learn to analyze public expenditure and tax policies and investigate their impact on income distribution and resource allocation. Topics include the analysis of collective decision making and the application of cost-benefit analysis.

**EC 440 International Economics (3.00 cr.)**

*Prerequisite:* EC 103, EC 220, MA 151. *Recommended Prerequisite:* EC 302. Investigates the theory and issues in international trade. Students learn to use elementary general equilibrium analysis to predict the effects of domestic disturbances on international trade and of foreign shocks on the domestic economy. Topics include microeconomic general equilibrium models; the two-country, two-product, two-factor trade model; trade equilibrium in partial and general equilibrium under various demand, cost, economies of scale, and country size conditions; offer curves, elasticity, and the effect of demand and terms of trade changes on the trade balance; the effect of trade on factor returns and factor supply; the Rybczynski theorem; the potential gains from trade and their distribution; the Stolper-Samuelson theorem; tariff policy and theory; balance of payments accounting.

**EC 450 Managerial Economics (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, EC 220. Develops expertise in applying microeconomic analysis to practical business management decisions using a combination of economic theory, quantitative tools, and practical exercises. Students identify and analyze aspects of business strategy decisions. Topics include demand and cost, including the theory and how to apply it in a practical way; pricing; competitive strategies; and the impact of the environment of business and governmental actions on business decision making.

**EC 460 Business and Government (3.00 cr.)**

*Prerequisite:* EC 102 or written permission of the instructor is required. Examines the nature of business behavior in competitive and non-competitive markets and the nature and consequences of government regulation of this behavior. Students acquire tools useful in the development of competitive strategies and develop a sophisticated understanding of regulatory institutions and behavior. Topics include collusion, mergers and acquisitions, predatory behavior and monopolization, emerging deregulation of public utilities, and health and safety regulations.

**EC 480 Labor Economics (3.00 cr.)**

*Prerequisite:* EC 102. Focuses on the labor market with emphasis on the economic incentives related to work and the individual and institutional responses to them. Students learn to identify the critical economic aspects of individual, firm, and governmental decisions relating to work and the investment in human capital. Topics include supply and demand for labor;

labor markets; investment in human capital, including college; unions; unemployment; welfare; public policies related to labor; and the importance of incentives for behavior in each of these contexts.

**EC 490 Health Economics (3.00 cr.)**

*Prerequisite:* EC 102. Examines the basic concepts and models of health economics. Students learn to understand and critique the health care industry and proposed policies. Topics include the institutional and economic structure of the health care industry; the incentives by the market, government, and insurance; the private and public demand; production; and the political economy of health care.

# EDUCATION

**OFFICE:** Beatty Hall, Room 104

**TELEPHONE:** (410) 617-5095

**CHAIR:** Victor R. Delclos, Professor

## **TEACHER EDUCATION PROGRAM**

**COORDINATOR:** Sharon A. Wall, S.S.N.D.

**PROFESSORS:** Victor R. Delclos, Donald B. Hofler (emeritus); John C. Hollwitz; Donald J. Reitz; Beatrice E. Sarlos

**ASSOCIATE PROFESSORS:** Sharyn S. Rhodes; Elana Rock

**ASSISTANT PROFESSORS:** Michael O'Neal; John J. Vacca; Kevin Vinson

### **INTERNSHIP COORDINATORS:**

**Field Experience:** John Bailey; Jack Woodward

**Professional Development Schools:** Robert Chapman III; Peggy Golden; Kathleen Sears; Vickie Swanson

**ADJUNCT FACULTY:** Frederick Brown; Robby Champion; Agnes Hicks Coale; Diana Copenhaver; Kathleen Cornell, S.S.N.D.; Susan A. Gallagher; Joyce Hlass; Elizabeth Holden; John Hutchinson; Glenda Johnson; Eugenia Lombardi; William Maczis, Jr.; Robert Peters; Sam Polack; Maryanne Ralls; CreSaundra Sills; Carol Slizys; Patrick Wilson; Jack Woodward; Allen Zink

Elementary education majors are prepared for teaching through a program which blends theory with practice. The program has been accredited by the Maryland State Department of Education through evaluation by a state team using NASDTEC approved standards. Students completing the program satisfy course requirements for certification in the State of Maryland and are eligible for certification in many other states that participate in the interstate reciprocity agreement.

To enable education majors to respond to the needs of exceptional children within a school environment, courses in special education are required. Education majors seeking additional study in this area may choose to minor in special education; however, Maryland Certification requirements for special education are not completely met by this minor.

A program minor in secondary education allows students from other disciplines to complete degree requirements for their major while taking education courses required for certification.

Consonant with Loyola's emphasis on high quality teacher preparation, elementary education majors and students who choose a secondary education or special education minor are required to maintain a 2.500 overall average in order to remain in good standing and be eligible for Phase II of the Internship or the Practicum in Special Education. In addition, students must complete all required education coursework, including field experience prior to beginning the second phase of the internship. During the spring of their senior year, elementary education majors who are not eligible for Phase II of the Internship register for two education courses in consultation with their adviser and three general electives (Non-Certification Option, 15 credits).

Qualifying students completing a either Major in Elementary Education or a Minor in Secondary Education may have the opportunity to complete their internship in a Professional Development School. The Professional Development School is a collaborative effort between the local schools and the Education Department of Loyola College. This year-long intensive internship experience integrates theory and practice.

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## **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*

- |        |  |
|--------|--|
| ED 100 | Education I: Elementary Education and Field Experience |
| MA 103 | Fundamental Concepts of Mathematics                    |
| PH 110 | Physical Science I                                     |
| WR 113 | Effective Writing Language Core                        |

*Spring Term*

- BL 106 Science of Life
- ED101 Education II: Field Experience
- ED 302 Human Growth and Development
- EN 130 Understanding Literature
- HS 101 History of Modern Western Civilization
- Language Core

**Sophomore Year***Fall Term*

- ED 301 Educational Psychology
- ED 419 Foundations of Reading and Language Arts
- ED 430 Field Experience: Science
- PH 111 Physical Science II
- PL 201 Foundations of Philosophy
- Discipline-Based Elective

*Spring Term*

- AH 100 Introduction to Art History
- ED 303 Educational Technology
- ED 438 Field Experience: Special Education
- RS 496 Introduction to Special Education
- PL 200-Level Philosophical Perspectives Course
- English Elective
- Math Elective

**Junior Year***Fall Term*

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

*Spring Term*

- ED 412 Arithmetic Methods and Field Experience
- Ethics Core (PL 300–319 *or* TH 300–319)
- Theology Core
- Non-Western History Elective
- Math Elective
- Discipline-Based Elective

**Senior Year***Fall Term*

- ED 420 Assessment for Instruction: Reading and Math
- ED 421 Comprehensive Classroom Management
- ED 442 Instruction for Reading: Methods, Materials, and Resources
- ED 444 Internship I and Seminar: Integrated Language Arts
- GY201 Principles of Geography

*Spring Term*

- ED 445 Internship II and Seminar *and*
- RS 481 Differentiating Curriculum and Instruction for Diverse Learners *or* Non-Certification Option (15 credits)

As part of the degree, all students majoring in elementary education must take three electives in one area of concentration other than education. These courses are referred to as discipline-based electives in the typical program of study. Students are encouraged to complete a minor whenever possible.

**MINOR IN SPECIAL EDUCATION**

The Education Department offers a Minor in Special Education which provides students with a basic understanding of special education, the diverse learner, and assessment and instructional strategies for children with special needs. Elementary education majors can complete the minor as part of the elementary education program. Maryland certification in special education may be obtained along with the minor. Contact the Coordinator of Special Education for advisement. The Minor in Special Education for elementary education majors includes the following courses:

- ED 302 Human Growth and Development\*
- ED 420 Assessment for Instruction: Reading and Math\*
- ED 421 Comprehensive Classroom Management\*
- RS 481 Differentiating Curriculum and Instruction for Diverse Learners
- RS 482 Instructional Planning for Special Education

- RS 483 Collaboration and Consultation for Students with Special Needs
- RS 496 Introduction to Special Education\*

\* Taken as part of the elementary education major. The minor is available for students in other majors. Please contact the Coordinator of Special Education for advisement.

#### MINOR IN SECONDARY EDUCATION

The Department offers students majoring in certain academic disciplines the opportunity to undertake the coursework needed to become certified to teach on the secondary level in Maryland. Before deciding on electives, students who wish to minor in education should contact the adviser of secondary minors.

#### COURSE DESCRIPTIONS

##### EDUCATION

#### ED 100 Education I: Elementary Education and Field Experience (3.00 cr.)

An overview of current educational issues; an introduction to classroom observational skills and preparation for field experience. *Prerequisite for all fieldwork. (Pass/Fail)*

#### ED 101 Education II: Field Experience (1.00 cr.)

*Prerequisite: ED 100.* An introduction to classroom observational skills and preparation for future field experiences. Students focus on the culture of the classroom and on planning.

#### ED 201 Foundational Perspectives on Education (3.00 cr.)

Provides exposure to philosophical, historical, and sociological perspectives on education. Studies antecedents of current American educational thought and practice. Includes key concepts and values underlying American schooling, responses to change in a multicultural society and fundamental characteristics of group process.

#### ED 215 Contemporary Parenthood (3.00 cr.)

Develops knowledge and skills in parenting within the contemporary family and societal setting. Examines parenthood from two perspectives: 1) preparation for their own roles as future mothers and fathers; and 2) preparation for working with parents and families in their own chosen profession. Topics include communication among family members; parenting styles; bal-

ancing work and family; childhood stress; the role of achievement in the family; family climates; parenting skills (e.g., decision-making; discipline; financial management; motivating children; building family stability; planning and evaluating family progress, etc.). Identifies major resources for helping students prepare for parenthood and child-rearing.

#### ED 222 The Teaching of Art (3.00 cr.)

Presents the general theory of education as applied to the teaching of art in Grades K–12. Consideration is given to the selection and organization of content and the methods and techniques associated with the teaching of art.

#### ED 300 Learning Theory (3.00 cr.)

*Prerequisite: ED 100.* An examination of the various interpretations of the learning process. Explores major theories and principles of learning, motivation, and assessment. Includes historical perspectives but focuses on the application of theoretical knowledge and current research.

#### ED 301 Educational Psychology (3.00 cr.)

Explores major theories and principles of learning, motivation, and assessment. Focuses on the theoretical knowledge and the current research and their application to learning and teaching.

#### ED 302 Human Growth and Development (3.00 cr.)

Biological and psychological perspectives which contribute to the normal development of the child. Particular attention is paid to prenatal growth and development; cognitive, language, and moral development; sex roles; and socialization.

#### ED 303 Educational Technology (2.00 cr.)

A survey of the development and use of computers in the educational environment. In addition to providing an historical perspective, lectures discuss a variety of applications for the use of computers in the classroom: e.g., record keeping, tutorials, drill and practice and simulations. Requires some programming using computer assisted instruction (CAI).

#### ED 304 Teaching: Legal and Ethical Responsibilities (3.00 cr.)

Defines the contractual obligations of the classroom teacher and the employer, within the framework of Constitutional and Statutory principles. Examines the teacher's liability for student injury and malpractice in terms of recent and current court decisions. Also

explores the teacher's role as a professional person with ethical responsibilities.

**ED 305 Children's Literature (3.00 cr.)**

An introduction to children's literature and its contribution to child development. Exposure to the classics and trade books for children, ages 0 to 12. Discusses techniques for stimulating imaginative thought, listening ability and reading interest in young children. Student involvement through class discussions and presentations.

**ED 400 Micro-Teaching I (3.00 cr.)**

Students teach lessons according to skills and techniques demonstrated during the Methods courses. Includes observations and discussions of teaching in the school setting.

**ED 402 Micro-Teaching II (3.00 cr.)**

*Prerequisite: ED 400.* Students work in a Professional Development School and continue to refine teaching strategies begun in Micro-Teaching I (ED 400).

**ED 404 Micro-Teaching: PDS (3.00 cr.)**

*Prerequisite: ED 403 or equivalent.* Students teach lessons according to skills and techniques demonstrated during the Methods courses. Includes observations and discussions of teaching in the PDS school setting.

**ED 412 Arithmetic Methods and Field Experience (2.00 cr.)**

Presents the program of the modern elementary school as an integrated whole, organized to eliminate unnecessary duplication. Adequate arrangements are made to cover the specific body of knowledge peculiar to the teaching of each subject in the curriculum. Develops the underlying principles of teaching and learning through observation and participation in the regular classroom; supplemented by reading and discussion.

**ED 416 Social Studies Methods and Field Experience (2.00 cr.)**

Studies the teaching of social studies from a developmental point of view. Methods and materials are presented for children K-8. Emphasizes inquiry approach of teaching and hands-on techniques.

**ED 418 Methods and Materials in Teaching (Early Childhood) (3.00 cr.)**

Examines the many facets to be considered in the preparation of curriculum for young children. Defines the appropriate methods and materials of teaching the content areas of language arts, mathematics, science,

and social studies. Discusses practical writing guides, skill sheets, and activities.

**ED 419 Foundations of Reading and Language Arts (3.00 cr.)**

A basic course in reading; lectures and demonstrations constitute course procedures. Emphasis on evaluation techniques, word recognition and analysis procedures, directed reading activities, and comprehension abilities.

**METHODS COURSES (SECONDARY LEVEL)**

**ED 420 Assessment for Instruction: Reading and Math (3.00 cr.)**

*Prerequisite: RS 496.* Students demonstrate a thorough understanding of the role of the assessment process in education. The content addresses the principles and ethics related to test selection, administration, results, interpretation, and development of appropriate educational programs. Students become familiar with a variety of informal and formal assessment techniques (norm-referenced, criterion-referenced, curriculum-based, and authentic measures). Opportunities are provided to administer, score and interpret reading and math assessments and to demonstrate awareness of the ethical and legal requirements, roles of professionals, and the implications of culture and diversity in the assessment process.

**ED 421 Comprehensive Classroom Management (3.00 cr.)**

*Prerequisite: RS 496.* Students demonstrate a thorough understanding of the various models, theories, and principles of behavior management. Students recognize the impact of student cultural background, classroom environment, and instruction on classroom behavior. Each student develops an applied classroom management plan including appropriate classroom design, effective rules, routines, and logical consequences. Social skill development and instruction is modeled and practiced. Students create behavioral intervention plans using skills such as selecting target behaviors, measurement and recording techniques, strategies for increasing or decreasing behavior, and evaluating plan effectiveness. Methods to insure generalization and maintenance of behavioral skills are also described.

**ED 422 The Teaching of Science (3-4.00 cr.)**

Presents the general theory of education as applied to the specific subject areas. Courses are part of the educational term and are coordinated with ED 401 and



ED 405. Consideration given to the selection and organization of content and the methods and the techniques associated with each subject. *One of the six methods courses is required by the State Department of Education for secondary school teachers.*

**ED 423 The Teaching of English (3–4.00 cr.)**

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

**ED 424 The Teaching of Social Studies (3–4.00 cr.)**

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

**ED 426 The Teaching of Modern Foreign Language (3–4.00 cr.)**

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

**ED 427 The Teaching of Mathematics (3–4.00 cr.)**

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

**ED 428 The Teaching of Music (3–4.00 cr.)**

Presents the general theory of education as applied to the teaching of music in Grades K–12. Consideration is given to the selection and organization of content and the methods and techniques associated with the

teaching of music. *One of the six methods courses is required by the State Department of Education for secondary school teachers.*

**ED 430 Field Experience: Science (2.00 cr.)**

*Prerequisite: Restricted to students taking PH 111.* A school-based involvement in science education for three to four hours per week. Students work with children in the classroom in a variety of ways including one-on-one instruction and small group teaching. They become acquainted with resources and participate in the preparation of learning materials. Problems and techniques of classroom management are experienced in a realistic setting.

**ED 431 Field Experience in Education (Elementary Level) (1–2.00 cr.)**

*Prerequisite: ED 100.* A school-based involvement in the educational process for three to four hours per week. Students work with children in the classroom in a variety of ways that include one-to-one instruction and small group teaching. They become acquainted with existing clerical support systems and media resources, and participate in the preparation of learning materials. Problems and techniques of classroom management are experienced in a realistic setting. *(Pass/Fail)*

**ED 432 Field Experience in Education (Secondary/Middle Level) (1.00 cr.)**

A school-based involvement in the education process. Students work with children in the classroom in a variety of ways that include one-on-one instruction and small group teaching. They become acquainted with existing clerical support systems and media resources and participate in the preparation of learning materials. Problems and techniques of classroom management are experienced in a realistic setting. *(Pass/Fail)*

**ED 433 Internship in Music (10.00 cr.)**

Involves at least ten weeks of supervised student teaching in elementary and secondary music.

**ED 434 Student Teaching the Elementary School (6–15.00 cr.)**

The fall/spring term of the senior year is devoted completely to supervised full-time student teaching in an elementary school. *Students teach at two different grade levels (primary and upper elementary). (Pass/Fail)*

**ED 435 Internship in Art (10–15.00 cr.)**

Involves at least ten weeks of supervised student teaching in elementary and secondary art.

**ED 438 Field Experience: Special Education (1.00 cr.)**

*Corequisite:* RS 496. A school-based involvement in special education for three or four hours per week. Students work with children in the classroom in a variety of ways, including one-on-one instruction and small group teaching. They become acquainted with resources and participate in the preparation of learning materials. Problems and techniques of classroom management are experienced in a realistic setting. *Restricted to students taking RS 496.*

**ED 440 Reading Methods (3.00 cr.)**

Emphasizes the importance of developing reading skills as an integral part of the language arts: listening, speaking, reading, and writing. Particular attention given to the reading, writing, and listening connection. Discusses general classroom strategies, including use of computer technology in reading, appropriate to grades K-8 reading program.

**ED 441 Language Arts Methods (2.00 cr.)**

Explores the four components of the language arts: reading, writing, listening, and speaking with emphasis on the integration of language arts throughout the curriculum. Students are actively involved with the four components through discussions, journals, and teaching.

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

Explores various methods, materials, and resources available when developing a balanced reading program. Lectures, demonstrations, and active student participation constitute course procedures. Emphasizes instructional methods and techniques, and a variety of materials and resources are used to implement a balanced reading program.

**ED 444 Internship I and Seminar: Integrated Language Arts (3.00 cr.)**

The first phase of an intensive year-long internship during which students continue to develop their teaching skills through classroom instruction and in-school experience. Classroom instruction focuses on the four components of the language arts: listening, speaking, reading, and writing with emphasis on the integration of the language arts throughout the curriculum. In-school experiences focus on the application of theories learned in methods classes relating to the development, implementation, and assessment of language arts instructional programming.

**ED 445 Internship II and Seminar (12.00 cr.)**

*Prerequisite:* GPA of 2.500 and completion of major coursework. Students continue their intensive year-long internship in this closely supervised, full-time experience. During this second phase, students gradually assume all of the responsibilities of their cooperating teacher. Seminars are held on a regular basis, and topics focus on concerns relevant to the beginning teacher.

**ED 452 Student Teaching (Secondary Level):  
Science (10–15.00 cr.)**

An opportunity for students to translate academic theory into practice. Students practice-teach for a minimum of ten weeks under the supervision of a college supervisor and experienced classroom teacher.

**ED 453 Student Teaching (Secondary Level):  
English (10–15.00 cr.)**

An opportunity for students to translate academic theory into practice. Students practice-teach for a minimum of ten weeks under the supervision of a college supervisor and experienced classroom teacher.

**ED 454 Student Teaching (Secondary Level):  
Mathematics (10–15.00 cr.)**

An opportunity for students to translate academic theory into practice. Students practice-teach for a minimum of ten weeks under the supervision of a college supervisor and experienced classroom teacher.

**ED 455 Student Teaching (Secondary Level):  
Social Studies (10–15.00 cr.)**

An opportunity for students to translate academic theory into practice. Students practice-teach for a minimum of ten weeks under the supervision of a college supervisor and experienced classroom teacher.

**ED 456 Student Teaching (Secondary Level):  
Modern Foreign Language (10–15.00 cr.)**

An opportunity for students to translate academic theory into practice. Students practice-teach for a minimum of ten weeks under the supervision of a college supervisor and experienced classroom teacher.

**ED 460 Seminar in Education  
(Elementary Level) (1.00 cr.)**

Establishes a forum for a critical examination of student experiences in the field component of the teacher education program. Examines critical issues and/or problems experienced by students. *(Pass/Fail)*

**ED 461 Literacy: Teaching Adults and Related Issues**

**(3.00 cr.)**

An introduction to the nature and extent of illiteracy in Baltimore City, the United States, and the world. Students become proficient in the literacy tutoring methods used by the Literacy Volunteers of America. Also provides knowledge and background on demographics, learning disabilities, literacy and technology, public policy, and many "cutting edge" issues related to literacy. Special emphasis on the challenges facing the adult learner. Includes five hours a week of field experience in addition to the scheduled class.

**ED 463 Independent Study in Education**

**(1-6.00 cr.)**

*Prerequisite: Written permission of the adviser and the chair is required.* Individual projects geared to specific needs or interests of students. Specific requirements related to each independent study approved on an individual basis.

**ED 464 Geology and Geoarchaeology of Baltimore Area Cathedrals**

**(3.00 cr.)**

An introduction to the earth and human history contained in the building stone of Catholic churches and cathedrals in the Baltimore area. Classroom lectures, discussions, hands-on laboratory activities, and on-site field excursions focus on basic principles of geology, geoarchaeology, and global climate change as well as local, regional, and global earth history. *Counts toward Catholic Studies minor.*

**ED 495 Philosophical Reflections on the Educational Enterprise**

**(3.00 cr.)**

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

**ED 501 Current Research on Teaching and Learning**

**(3.00 cr.)**

Deals with current developments in instructional strategy. Acquaints students with recent research in principles of effective teaching such as selecting student-specific learning styles, integrating state-of-the-art computer technology into classroom activities, implementing cooperative learning patterns, and dealing with multicultural populations.

**ED 502 Career Decision Making**

**(3.00 cr.)**

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

**GEOGRAPHY**

**GY 201 Principles of Geography**

**(3.00 cr.)**

A broad view of the earth and its inhabitants in their most important relationships; the reasons for the wind systems, the natural vegetation regions, the centers of population; physical and human factors characteristic of various regions; map readings and interpretation.

**GY 202 World Regional Geography**

**(3.00 cr.)**

The study of spatial distribution and interrelationships of physical and human regions. Examines the earth as the home of humans, how we have adapted to our environment, and how we are changing it. Describes and analyzes the distinctive and comparative character of thirteen major regions and their peoples.

**PHYSICAL EDUCATION**

**PE 101 Physical Education for Elementary Education Majors**

**(2.00 cr.)**

An introduction to the physical education activities used in the elementary grades. *(Pass/Fail)*

**SPECIAL EDUCATION**

**RS 481 Differentiating Curriculum and Instruction for Diverse Learners**

**(3.00 cr.)**

*Prerequisite: ED 302, RS 496.* Emphasizes the benefits of and methods for differentiating curriculum across three domains: curriculum content, instructional processes, and student products. Students develop unit and lesson plans to differentiate across the three domains to address differences in student readiness, learning styles, and student interests. A variety of instructional and management strategies for differentiation are examined including curriculum compacting, independent projects, interest groups, tiered assignments, flexible skills grouping, and learning centers. Students are expected to select, develop, adapt, and evaluate cur-

riculum materials and technology according to cognitive, social, affective, and psychomotor characteristics of diverse learners.

**RS 482 Instructional Planning for Special Education (3.00 cr.)**

*Prerequisite:* RS 496. Students demonstrate knowledge of IEP development including measurement, maintenance, and revision. 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 instructional programs to include appropriate adaptations and accommodations to meet unique needs. Lesson planning, critical presentation skills, and specialized individual and group teaching methods are modeled and rehearsed. Emphasis is placed on designing methods and criteria for evaluating student progress on goals and objectives.

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

*Prerequisite:* RS 496. Students become familiar with parents' needs and concerns and demonstrate the ability to communicate with parents, as well as assist and encourage them to become active participants in the educational process. Students demonstrate understanding of parent rights, ethical concerns, and professional practices. Students explain the various roles and responsibilities of special and regular educators, other professionals, and parents. Students demonstrate the principles and techniques of collaboration and consultation necessary to work effectively with interdisciplinary teams as well as the ability to use various models of service delivery including inclusive education, resource services, team teaching, consultation, and itinerant programming.

**RS 496 Introduction to Special Education (3.00 cr.)**

*Corequisite:* ED 438 required for Elementary Education majors. Students identify and describe major philosophies, theories, and trends in the field of special education. Topics include cultural impact, delivery of service, and past to present knowledge and practices. For each area of disability, students become familiar with general information on physical and psychological characteristics; incidence and etiology; diagnostic and therapeutic services; interventions and educational programs; technology; and findings of recent research. Students demonstrate understanding of issues related to the assessment, identification, and placement of students with various exceptionalities. In addition, students are

expected to identify the federal laws and regulations relative to rights and responsibilities, student identification, and delivery of services.

**RS 497 Curriculum Methods and Management for Children with Special Needs (Focus: Grades K–8) (3.00 cr.)**

Presents the principles of curriculum adaptation, methods of instruction for special learners, and management of an included classroom. Emphasizes adaptation of the classroom system to meet the needs of diverse learners in a dynamic environment.

**RS 503 Developmental and Remedial Strategies for Reading and Math (3.00 cr.)**

Instructional strategies in reading and mathematics for the mildly handicapped student. Addresses the use of computers for this population as well as current trends in instructional methodology.

**RS 504 Diagnostic Teaching and Curriculum for Exceptional Students (Focus: Grades K–8) (3.00 cr.)**

Emphasizes informal classroom assessment techniques, structured observation, and the development of individual educational plans (IEPs) from this data to meet a student's academic, social, cognitive and physical needs. Special attention to principles of teaching students with mild disabilities, as well as the development of skills necessary to read psychological reports.

**RS 505 Diagnosis of Reading Disorders for Exceptional Students (Focus: Grades 1–8) (3.00 cr.)**

Major emphasis on the assessment and diagnosis of reading disabilities. Also emphasizes use of standardized and informal tests of reading, spelling and writing in diagnosis. Includes the construction of a testing manual which provides students with a useful diagnostic tool which may be expanded as future needs arise.

**RS 509 Reading, Writing, and Study Skills in the Content Area (3.00 cr.)**

Designed for teachers of content subjects. Provides an application of current theory and research into teaching of reading, writing, and study skills to the classroom situation. Through the development of assessment techniques and awareness of individual difference of students, teachers develop a knowledge base which allows for the teaching of various strategies necessary for the understanding of content material.

# ELECTRICAL ENGINEERING AND ENGINEERING SCIENCE

**OFFICE:** Donnelly Science Center, Rm. 206A

**TELEPHONE:** 410-617-2464

**CHAIR:** Wayne L. Elban, Professor

**PROFESSORS:** Paul J. Coyne, Jr., Wayne L. Elban, Robert D. Shelton (joint appointment with Computer Science), Bernard J. Weigman (joint appointments with Computer Science and Physics)

**ASSOCIATE PROFESSOR:** Glenn S. Kohne

**ASSISTANT PROFESSORS:** Brian K. Jennison, Suzanne E. Keilson

The department offers two engineering degrees. The Bachelor of Science in Engineering Science (B.S.E.S.) program provides a solid background in various engineering subjects, with the opportunity to concentrate, but not major, in electrical science, digital science, or materials science. The B.S.E.S. program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology. The Bachelor of Science in Electrical Engineering program which provides a solid foundation in electrical engineering and allows students to choose one of two tracks which provides in-depth study in a subfield of electrical engineering: signal processing and communications electronics.

## MAJOR IN ELECTRICAL ENGINEERING OR ENGINEERING SCIENCE

The first year of the Engineering Science and the Electrical Engineering programs is identical. A typical program of study is shown. Students are strongly encouraged to consult the department before deviating from this plan.

### Freshman Year

#### Fall Term

- EG 101 Introduction to Engineering\*
- MA 251 Calculus I\*
- PH 201 General Physics I\*
- PH 291 General Physics Lab I\*
- WR 113 Effective Writing\*\*
- Language Core

#### Spring Term

- EG 270 Introduction to Programming\*
- HS 101 History of Modern Western Civilization\*\*
- MA 252 Calculus II\*
- PH 202 General Physics II\*
- PH 292 General Physics Lab II\*
- Language Core

## BACHELOR OF SCIENCE IN ENGINEERING SCIENCE

### Sophomore Year

#### Fall Term

- CH 101 General Chemistry I\*
- CH 105 General Chemistry Lab I\*
- EG 051 Materials Science Lab\*
- EG 301 Engineering Mechanics\*
- EG 351 Introduction to Engineering Materials\*
- EN 130 Understanding Literature
- MA 351 Calculus III\*

#### Spring Term

- CH 102 General Chemistry II\*
- EG 031 Linear Circuit Analysis Lab\*
- EG 331 Linear Circuit Analysis\*
- EG 380 Engineering Thermodynamics\*
- EG 390 Experimental Methods\*
- MA 304 Differential Equations\*
- English Core

### Junior Year

#### Fall Term

- EG 032 Electronics Lab I\*
- EG 071 Digital Logic and Computer Systems Lab\*
- EG 432 Electronics I\*
- EG 471 Digital Logic and Computer Systems\*
- EG 481 Probability and Statistics\*
- PL 201 Foundations of Philosophy
- Engineering Elective\*

#### Spring Term

- EG 441 Engineering Systems Analysis\*
- EG 490 Introduction to Engineering Design\*
- PL 200-Level Philosophical Perspectives Course
- History Core\*\*
- Social Science Core\*\*\*\*\*
- Engineering Elective\*

**Senior Year***Fall Term*

EG 497 Engineering Design Project I\*  
 TH 201 Introduction to Theology  
 Fine Arts Core  
 Social Science Core\*\*\*\*  
 Engineering Elective\*  
 Non-Departmental Elective\*\*\*

*Spring Term*

EG 498 Engineering Design Project II\*  
 Ethics Core\*\*  
 Theology Core  
 Engineering Elective\*  
 Non-Departmental Elective\*\*\*  
 Non-Departmental Elective\*\*\*

Program concentrations offered by the department are listed below. Formal plan of study, including the choice of concentration, should be proposed by each student during the second semester of the sophomore year.

**Electrical Science:** EG 431, 433, 461, 463

**Digital Science:** EG 472, 474, 475, 476

**Materials Science:** EG 452, 453, 454, 455.

**Other Concentrations:** May be available through Loyola's Cooperative Education Program with area colleges and universities. The four electives in this category must be at the junior-senior level; therefore, students must plan ahead to ensure that prerequisites required by the institution offering the course are met. A formal plan of study, including the choice of concentration, should be initiated during the second semester of the freshman year.

1. Engineering Science cannot be taken as a split major.

**BACHELOR OF SCIENCE IN  
ELECTRICAL ENGINEERING****Sophomore Year***Fall Term*

CH 101 General Chemistry I\*  
 CH 105 General Chemistry Lab I\*  
 EG 071 Digital Logic and Computer Systems Lab\*  
 EG 471 Digital Logic and Computer Systems\*  
 EN 130 Understanding Literature  
 MA 351 Calculus III\*  
 PL 201 Foundations of Philosophy

*Spring Term*

EG 031 Linear Circuit Analysis Lab\*  
 EG 331 Linear Circuit Analysis\*  
 EG 474 Introduction to Microprocessor-Based Systems\*  
 MA 304 Differential Equations\*  
 PL 200-Level Philosophical Perspectives Course  
 English Core

**Junior Year***Fall Term*

EG 032 Electronics I Lab\*  
 EG 301 Engineering Mechanics\*  
 EG 431 Continuous-Time Signals and Systems\*  
 EG 432 Electronics I\*  
 EG 481 Probability and Statistics  
 TH 201 Introduction to Theology  
 Non-Departmental Elective\*\*\*

*Spring Term*

EG 433 Discrete-Time Signals and Systems\*  
 EG 435 Electronics II\*  
 EG 476 Electronic Digital Circuits\*  
 EG 490 Introduction to Engineering Design\*  
 MA 301 Computational Linear Algebra  
 Theology Core

**Senior Year***Fall Term*

EG 497 Engineering Design Project I\*  
 Ethics Core\*\*  
 Fine Arts Core\*\*  
 Social Science Core\*\*/\*\*\*\*  
 EE Track Elective\*  
 Non-Departmental Elective\*\*\*

*Spring Term*

EG 437 Field Theory\*  
 EG 498 Engineering Design Project II\*  
 History Core\*\*  
 Social Science Core\*\*/\*\*\*\*  
 EE Track Elective\*  
 Non-Departmental Elective\*\*\*

Beyond the core electrical engineering courses, a student selects a particular track: signal processing or communications electronics. The two tracks provide for depth of study in a particular subspecialty of electrical engineering. Course requirements are as follows:

**Signal Processing Track:** EG 434, 436  
**Communications Electronics Track:** EG 484, 486

- \* Required for major.
- \*\* Terms may be interchanged.
- \*\*\* Math-Science area not excluded.
- \*\*\*\* EC 102/103 strongly recommended.

1. Electrical Engineering cannot be taken as a split major.

**MINOR IN ENGINEERING SCIENCE****Prerequisite Courses:**

Calculus I, II, & III; Differential Equations  
 (MA 251, 252, 351; 304)  
 General Physics I & II (PH 201, 202)  
 General Physics Lab I & II (PH 291, PH 292)  
 General Chemistry I & II (CH 101, 102)  
 General Chemistry Lab I (CH 105)  
 Introduction to Engineering (EG 101)

**Required Courses:**

EG 031 Linear Circuit Analysis Lab  
 EG 051 Materials Science Lab  
 EG 270 Introduction to Programming  
 EG 301 Engineering Mechanics  
 EG 331 Linear Circuit Analysis  
 EG 351 Introduction to Engineering Materials  
 EG 380 Engineering Thermodynamics  
 EG 390 Experimental Methods  
 Two 400-level Engineering Electives

**NOTE:** Nine more courses and two labs are required for the major.

**COURSE DESCRIPTIONS****EG 031 Linear Circuit Analysis Lab (1.00 cr.)**

*Corequisite:* EG 331. A laboratory course which accompanies EG 331. Explores laboratory safety, measurement error, and error propagation in the experimental analysis of electric circuits. Ohm's law, Kirchoff's law, 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. Concludes with two small design problems in which the student constructs circuits to meet some design specifications.

**EG 032 Electronics Lab I (1.00 cr.)**

*Corequisite:* EG 432. A laboratory course which accompanies EG 432. Experiments involve measuring I-V characteristics of semiconductor diodes, using diodes as wave shapers, evaluation of piecewise linear transfer characteristic, measuring BJT characteristic curves, measuring BJT performance as a voltage amplifier, determining frequency response of BJT amplifier, and other selected topics.

**EG 051 Materials Science Lab (1.00 cr.)**

*Corequisite:* EG 351. A laboratory course which accompanies EG 351. Hands-on experiments are performed that help visualize and reinforce basic materials science concepts. Topics covered include crystallography, effect of temperature on material properties, phase diagrams/solidification structures, metallographic sample preparation/examination, and deformation/fracture behavior of materials. Emphasizes analysis of results and developing conclusions in response to questions in written laboratory exercises.

**EG 071 Digital Logic and Computer Systems Lab (1.00 cr.)**

*Corequisite:* EG 471. A laboratory course which accompanies EG 471. Experiments include basic logic gates; combinatorial logic design; N-bit adder/subtractor circuits; parity generation and detection; flip flops; sequential design and implementation of state machines; special counters and registers; design and testing of a 4-bit ALU; and applications of programmable chips. Electronic circuit design software is used to aid the design and testing of the circuits.

**EG 101 Introduction to Engineering (2.00 cr.)**

An introduction to engineering as a discipline and profession. Through case studies, readings, discussions,

teamwork, design contests, and student portfolios, the processes of design, creative problem solving, and innovation are studied. Emphasis is given to the historical and social contexts of engineering design and its impact on our society. Skills necessary for success such as creativity, teamwork, and oral and written communication are developed. An introduction to campus computing facilities and software applications used for subsequent courses is also provided.

**EG 270 Introduction to Programming (2.00 cr.)**

An introduction to programming using the C language. Programming fundamentals are applied to small-scale problems. Covers program design and basic algorithm development, data types, flow control, loops, functions, and arrays. Rudiments of matrix algebra and elements of MATLAB™ are also discussed.

**EG 301 Engineering Mechanics (3.00 cr.)**

*Prerequisite:* MA 252, PH 201. *Corequisite:* MA 351. Covers force vectors, equilibrium of a particle, force system resultants, equilibrium of a rigid body, simple structural analysis, and kinematics and kinetics of a particle.

**EG 331 Linear Circuit Analysis (3.00 cr.)**

*Prerequisite:* MA 252, PH 202. *Corequisite:* EG 031, MA 304. Basic techniques of lumped-parameter circuit analysis are presented. Signal waveforms, electrical element models, Kirchoff's laws are exercised. Mesh equations, node equations, and techniques based on the properties of circuit linearity are used extensively. The utility of Norton and Thevenin equivalent circuits, proportionality, and superposition are presented. The transient and steady-state responses of second-order energy storage circuits are explored. Concludes with sinusoidal steady-state analysis and the role of phasors in circuit analysis.

**EG 351 Introduction to Engineering Materials (3.00 cr.)**

*Prerequisite:* PH 202. *Corequisite:* EG 051. Covers fundamentals of materials science, including bonding, crystal structure, x-ray diffraction, mechanical behavior, defects in solids, phase diagrams, phase transformations, and electrical behavior. Emphasizes the properties of ferrous and non-ferrous metals and alloys, ceramics, polymers, and composites and their engineering applications.

**EG 380 Engineering Thermodynamics (3.00 cr.)**

*Prerequisite:* PH 202. Covers thermodynamic systems, phase changes, equations of state, the first law of thermodynamics, adiabatic processes, the second law of thermodynamics, the Carnot cycle, and entropy.

**EG 390 Experimental Methods (2.00 cr.)**

*Prerequisite:* MA 252, PH 202. *Corequisite:* MA 351. A lecture-laboratory introducing the fundamentals of experimental design and experimentation. Emphasizes uncertainty analysis and statistical methods, as well as the techniques of writing and delivering an engineering report. Introduces basic engineering tests and procedures.

**EG 431 Continuous-Time Signals and Systems (3.00 cr.)**

*Prerequisite:* EG 031, EG 331. Basic models for continuous-time signals and systems are presented. Complex exponential functions, singularity functions, and piecewise functions are discussed. The classification of signals, signal measurement, and signal representation are discussed. System representation, system classification, and input/output calculations are presented. Convolution, Fourier series, Fourier transform, and Laplace transform are used extensively.

**EG 432 Electronics I (3.00 cr.)**

*Prerequisite:* EG 031, EG 331. *Corequisite:* EG 032. An introduction to the theory of operation of various active components such as diodes, BJT, and MOSFET. Discusses transistor amplifier design based on small signal models. Studies special topics such as power supply, pulse, and digital circuit designs. Uses the operational amplifier as the fundamental building block in the system level design.

**EG 433 Discrete-Time Signals and Systems (3.00 cr.)**

*Prerequisite:* EG 431. Describes and characterizes simple discrete-time signals and systems. Covers convolution and difference equations for linear time-invariant systems. Develops frequency-domain representations of discrete-time signals and linear time-invariant systems. Introduces the use of the z-transform in linear systems analysis. Discusses ideal sampling of continuous-time signals.

**EG 434 Introduction to Digital Signal Processing (3.00 cr.)**

*Prerequisite:* EG 433. A continuation of EG 433. Treats sampling and quantization of continuous-time signals. The discrete Fourier transform (DFT) is defined and methods for its efficient computation are derived. Techniques for designing non-recursive filters are considered.

**EG 435 Electronics II (3.00 cr.)**

*Prerequisite:* EG 032, EG 432. A continuation of EG 432. Covers field effect transistors (FETs) with a concentration on n-channel metal-oxide semiconductor FETs; differential amplifiers; the frequency response of amplifiers that use bipolar junction transistor and FET devices;



the general concept of feedback and feedback in electronic circuits. Concludes with the study of different classes of output stages.

**EG 436 Digital Signal Processing (3.00 cr.)**

*Prerequisite:* EG 434, EG 481. A continuation of EG 434. Considers design techniques for recursive digital filters. Sample-rate conversion and multirate signal processing are treated. The implementation of digital filters using finite precision digital hardware is considered. Studies power spectrum estimation for stationary and non-stationary sequences. Provides an introduction to adaptive signal processing.

**EG 437 Field Theory (3.00 cr.)**

*Prerequisite:* MA 304, MA 351, PH 202. A study of electromagnetic theory with special emphasis on electrostatics and some topics in magnetostatics. Covers vector analysis and representation in Cartesian, cylindrical, and spherical coordinates; Coulomb's law; Gauss' law; divergence theorem; potential fields and gradients; dielectric properties of matter; Poisson's and Laplace's equations; curl; Ampere's law. Culminates in the presentation of Maxwell's equations and the spectrum of electromagnetic radiation and its engineering applications.

**EG 441 Engineering Systems Analysis (3.00 cr.)**

*Prerequisite:* EG 481, PH 202. Introduces the use of mathematical models to analyze and optimize real world systems. Studies deterministic systems, microeconomics, forecasting, and reliability and decision analyses. Case studies and projects may be used.

**EG 452 Electrical and Magnetic Properties of Materials (3.00 cr.)**

*Prerequisite:* EG 051, EG 351. Studies electrical properties of conductors and semiconductors including the solid-state description of modern electronic devices. Develops the magnetic and optical properties of modern materials and their applications.

**EG 453 Structure of Solids (3.00 cr.)**

*Prerequisite:* EG 051, EG 351. Studies x-rays, crystallography, x-ray diffraction, and experimental techniques and analysis with emphasis on the Laue single crystal and Debye-Scherrer powder specimen methods of x-ray diffraction and their applications to problems of crystal orientation, crystal quality, lattice parameter measurement, and phase analysis.

**EG 454 Mechanical Properties of Materials (3.00 cr.)**

*Prerequisite:* EG 051, EG 301, EG 351. Covers stress-strain relationships for materials, crystallographic aspects of plastic deformation, dislocation theory, fracture and materials testing techniques.

**EG 455 Transformations in Solids (3.00 cr.)**

*Prerequisite:* EG 051, EG 351, EG 380. Covers equilibrium multicomponent systems and their phase diagrams, transport phenomena, and nucleation and growth processes.

**EG 461 Introduction to Control Theory (3.00 cr.)**

*Prerequisite:* EG 431. An introduction to control theory with emphasis on analog systems. Topics include Laplace transform techniques, signal flow graphs, state variable methods, second-order systems, feedback control, system stability, steady-state error, linear system characteristics, root locus method, and frequency response methods. The theory is applied to a variety of electrical, mechanical, and biological systems.

**EG 463 Introduction to Communications (3.00 cr.)**

*Prerequisite:* EG 433. *Corequisite:* EG 481. An introduction to analog and digital communication systems. Amplitude modulation (AM) and demodulation, frequency modulation (FM) and demodulation, and superheterodyne receivers are considered for transmitting analog band-limited digital communications. Intersymbol interference and pulse shaping are studied. Concludes with a treatment of passband digital modulation techniques and an introduction to spread spectrum.

**EG 471 Digital Logic and Computer Systems (3.00 cr.)**

*Prerequisite:* MA 252, PH 202. *Corequisite:* EG 071. Number systems, logic gates, integrated circuits, combinatorial logic design, flip flops, registers, and the design of sequential systems. Emphasizes state machines and state diagrams. Applications are taken from large digital systems in general and digital computer systems in particular. Design projects are used to illustrate techniques throughout the course.

**EG 472 Computer Interfacing and Lab (3.00 cr.)**

*Prerequisite:* CS 471 or EG 471. Analog and digital circuits are interfaced to a digital computer. Operational amplifiers, digital-to-analog converters (DAC), and analog-to-digital converters (ADC). Interfacing of serial ports, parallel ports, timers, and other digital devices. Programming is carried out using both assembly language and high level languages. The role of interrupts and direct memory access (DMA) in data collection. An associated

laboratory includes experiments with peripheral address decoding, parallel and serial I/O interface design, applications of timers and counters, interrupt structures, and a final project. *Same course as CS 472.*

**EG 474 Introduction to Microprocessor-Based Systems (3.00 cr.)**

*Prerequisite:* EG 071, EG 471. The design and organization of everything inside a microprocessor. Covers hardware topics such as memory address registers, data registers, the instruction register, the program counter, the stack pointer, the control unit, the status register, multiplexing, and the internal architecture of a CPU. Assemblers, editors, and simulation software are used to explore the instruction set and addressing modes of a complex instruction set computer (CISC). Elements of assembly language programming, including the structure of data and algorithm implementation. Programming assignments are carried out on a 16-bit microprocessor.

**EG 475 Microcomputer Systems and Lab (3.00 cr.)**

*Prerequisite:* CS 471 or EG 471. Design of a computer system using a microprocessor unit (MPU) and everything outside the MPU, including the system clock, external memory design, input/output (I/O) design, the data bus, and the system control bus. Generation and detection of maskable and non-maskable priority interrupts. Covers elements of assembly language and high level languages required for exercising hardware control. Laboratory includes design and testing of memory, serial and parallel I/O, clock generation, priority interrupts, and direct memory access (DMA). *Same course as CS 475.*

**EG 476 Electronic Digital Circuits (3.00 cr.)**

*Prerequisite:* EG 031, EG 032, EG 071, EG 331, EG 432, EG 471, EG 474. NMOS Inverter, CMOS Inverter, CMOS Multivibrator, MOS RAM/ROM, BJT switching, TTL family characteristics and behavior, ECL, Discrete BJT Multivibrator circuits, and A/D and D/A circuit design. Design and testing of complex sequential state machines including machine controllers, modulator/demodulator circuits, and CPUs using HDL.

**EG 481 Probability and Statistics (3.00 cr.)**

*Prerequisite:* MA 351. Random experiments and probability measure. Random variables, probability density functions, and expectation. Sample statistics, confidence limits, and hypothesis testing.

**EG 484 Advanced Electronics in Analog Communications (3.00 cr.)**

*Prerequisite:* EG 433, EG 435, EG 476. Covers the theory and electronic implementations used in analog communications systems. Considers active and passive devices and circuit configurations used for the generation and reception of amplitude modulated (AM) and frequency modulated (FM) messages.

**EG 486 Advanced Electronics in Digital Communications (3.00 cr.)**

*Prerequisite:* EG 474, EG 481, EG 484. Covers the theory and electronic implementations used in digital communications systems. Studies the sampling and quantization of analog waveforms followed by an investigation into the reliable transmission of baseband digital waveforms over bandlimited channels. Concludes with a treatment of passband digital modulation techniques and implementations.

**EG 490 Introduction to Engineering Design (3.00 cr.)**

*Prerequisite:* EG 032, EG 071, EG 432, EG 471, EG 481. Introduces students to the design experience by considering engineering case studies, engineering ethics, design of experiments, and small-scale projects.

**EG 497 Engineering Design Project I (3.00 cr.)**

*Prerequisite:* EG 490. The first of a two-semester senior engineering design project. Includes the selection of a useful project and generation of a detailed engineering design specification; necessary work elements, schedule, and budget are provided in a written proposal followed by a presentation to the faculty. Requires a demonstration of skills in developing and controlling a project plan to support the goals, scheduling, and budgeting of an engineering project. The course product is a written and oral project proposal, a project workbook, and the initiation of a web document about the project.

**EG 498 Engineering Design Project II (3.00 cr.)**

*Prerequisite:* EG 497. The culmination of the senior engineering design project. Requires the application of project engineering tools to generate a technically challenging and socially relevant product. Requires the completion of a project plan, the measurement of performance specification against nominal specifications, and adherence to budget and schedule. The course product is the finished project, a written and oral summary of the project, a project workbook, and a completed web page description of the project.

# ENGLISH

**OFFICE:** Humanities Center, Room 234

**TELEPHONE:** 410-617-2418

**CHAIR:** Paul Lukacs, Associate Professor

**PROFESSORS:** Carol N. Abromaitis; David C. Dougherty; Charles B. Hands (emeritus); Phillip McCaffrey; Robert S. Miola; Thomas E. Scheye

**ASSOCIATE PROFESSORS:** Bryan L. Crockett; Paul Lukacs; Gayla McGlamery; Brennan O'Donnell; Mark W. Osteen; Heather Thomas

**ASSISTANT PROFESSORS:** June Ellis; Kathleen Forni; Nicholas A. Miller; Francis O. Voci (emeritus)

**ADJUNCT FACULTY:** Louis Hinkel, Jr.; Lisa Kenyon; Warren K. Moore; Loxley F. Nichols; Angela O'Donnell; Leo P. Prengaman, S.J.

## MAJOR IN ENGLISH

In addition to the College Core requirement in English, majors take a minimum of ten upper-division classes. One of these must be English Literary History Before 1800 (EN 300), which students are urged to take early in their careers as majors. Four of the remaining courses must be chosen from courses covering primarily literature written before 1800 (EN 300–359), and five from courses covering primarily English, American, and post-colonial literature written after 1800 (EN 340–399). Two of the required minimum of ten upper-division classes must be seminars.

Students choosing an interdisciplinary major take a minimum of five upper-division English classes while at the same time filling the interdisciplinary requirements of a second department. Two of the five required English classes must cover primarily literature written before 1800, and two must cover primarily literature written after 1800. One of the five required courses must be a seminar.

An honors option, involving a seminar and a thesis, is available to qualified seniors. Students are invited to enroll in the seminar at the close of their junior year. A pre-law double major option, in conjunction with the Department of Philosophy, is also available. Students interested in this option should consult with the pre-law adviser.

## BACHELOR OF ARTS

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

### Freshman Year

#### *Fall Term*

EN 130 Understanding Literature  
WR 113 Effective Writing  
Language Core  
Social Science Core  
Elective

#### *Spring Term*

EN 200-Level Core Course  
HS 101 History of Modern Western Civilization  
Language Core  
Math/Science Core  
Elective

### Sophomore Year

#### *Fall Term*

EN 300 English Literary History Before 1800  
PL 201 Foundations of Philosophy  
TH 201 Introduction to Theology *or*  
Elective  
Math/Science Core  
Social Science Core

#### *Spring Term*

Upper-Division English  
PL 200-Level Philosophical Perspectives Course  
History Core  
Math/Science Core  
Theology Core *or*  
Non-Departmental Elective

### Junior Year

#### *Fall Term*

TH 201 Introduction to Theology *or*  
Elective  
Upper-Division English  
Upper-Division English  
Non-Departmental Elective  
Elective

#### *Spring Term*

Upper-Division English  
Upper-Division English

Theology Core or  
 Non-Departmental Elective  
 Non-Departmental Elective  
 Elective

### Senior Year

#### Fall Term

Upper-Division English  
 Upper-Division English  
 Ethics Core  
 Elective  
 Elective

#### Spring Term

Upper-Division English  
 Upper-Division English  
 Fine Arts Core  
 Elective  
 Elective

1. All students must take EN 130 (co- or prerequisite for this course is WR 113) before taking a 200-Level Core course.
2. EN 130 and one EN 200-Level Core course are the prerequisites for all EN 300- and 400-level courses.

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### MINOR IN ENGLISH

EN 130 Understanding Literature  
 EN 200-Level Core course  
 Five upper-division English courses; normally two are in pre-romantic literature and two are in post-romantic literature.

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### COURSE DESCRIPTIONS

**EN 004 Directed Reading (1.00 cr.)**  
 A reading course covering major texts in a specific area—e.g., “the Literary Bible.” Designed to help students fill in gaps in their knowledge of basic material. Students read independently and take short answer tests on content. No papers or exams. *Course credit does not apply toward graduation requirements. (Pass/No Credit)*

**EN 099 English Internships (3.00 cr.)**  
*Prerequisite: Written permission of the instructor is required.* Taken by students doing unpaid, off-campus internships in fields that require the skills and/or knowledge taught

in the English Department. *May be taken once for degree credit, but does not count toward the English major or minor.*

**EN 130 Understanding Literature (3.00 cr.)**

*Corequisite: WR 113.* An introduction to literature and literary analysis, focusing primarily on poetry and short fiction. The course teaches critical concepts and methods. It is writing intensive, with an emphasis placed on students’ ability to develop clear and persuasive arguments in prose.

**EN 165 Grammar of the English Language (3.00 cr.)**

A close study of traditional English grammar including mechanics, syntax, diction, and rhetoric.

**EN 201 Major Writers: English Literature (3.00 cr.)**

*Prerequisite: EN 130.* A study of selected works written by major English writers from two or more historical periods, ranging from the Middle Ages to the twentieth century. The course may be organized chronologically, thematically, or by genre. Specific readings and periods covered vary with the instructor.

**EN 203 Major Writers: American Literature (3.00 cr.)**

*Prerequisite: EN 130.* A study of selected works written by major American writers, focusing primarily on the nineteenth and twentieth centuries. The course may be organized chronologically, thematically, or by genre. Specific readings vary with the instructor. *Students who take EN 203 may not count EN 366 toward their English major.*

**EN 205 Major Writers: Shakespeare (3.00 cr.)**

*Prerequisite: EN 130.* Readings of selected plays by England’s greatest dramatist. In this approach designed specifically for the non-English major, the focus is on the human and artistic elements of Shakespeare’s world. Readings include selected tragedies and comedies; histories and sonnets may be read as well. Performance and film adaptations may be considered. At least one brief research paper is required. *Students majoring in English, or seriously contemplating such a major, should take EN 310 or EN 311 rather than EN 205.*

**EN 211 Major Writers: Classical Mythology (3.00 cr.)**

*Prerequisite: EN 130.* A study of the traditional stories of the Greeks and Romans as expressed in their literature and art, with an emphasis on the relationship of mythology to rituals and religious beliefs, legends, and folktales. *Art elective for elementary education majors. Same course as CL 211.*

**EN 212 Major Writers: The Classical Epics (3.00 cr.)**

*Prerequisite:* EN 130. A study of the epic poetry of Homer and Virgil in translation, with an emphasis on the poetry's background, value, and influence. The course may include a short survey of other epics. *Same course as CL 212.*

**EN 213 Major Writers: Greek Drama (3.00 cr.)**

*Prerequisite:* EN 130. A study of selected plays in English translation by Aeschylus, Sophocles, Euripides, and others, with an emphasis on the literature's background, value, and influence. Specific readings vary with the instructor. *Same course as CL 213.*

**EN 218 Major Writers: The "Golden Age" of Rome (3.00 cr.)**

*Prerequisite:* EN 130. A study of selected works in translation by some of Rome's greatest writers, with special emphasis on Virgil, Ovid, and Livy. The course may be organized chronologically or thematically. Specific readings vary with the instructor. *Same course as CL 218.*

**EN 300 English Literary History Before 1800 (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A survey of some of the most important pre-Romantic authors in English literature in their historical context, thus offering students a coherent "overview" as well as an introduction to individual writers and texts. *Required for English majors.*

**EN 301 Chaucer (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. An intensive study of *The Canterbury Tales* and *Troilus and Criseyde*. Also includes selected readings from Chaucer's other works. *Counts toward Medieval Studies minor.*

**EN 302 Medieval Love (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A survey of the major authors and works of the period, exclusive of Chaucer. Readings may include medieval drama, especially the English "mystery plays"; lyric love and religious poetry; romances; and major works such as *Sir Gawain and the Green Knight*, *Pearl*, and William Langland's *Piers Ploughman*. *Counts toward Medieval Studies minor.*

**EN 304 Arthur and Other Heroes (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. Beginning with the Teutonic hero Beowulf, this course traces the development and changes in the story of the Arthurian heroes. Topics include chivalry, the conflict of medieval values, and the different depictions of the

major characters of the legends. *Counts toward Medieval Studies minor.*

**EN 305 Masterpieces in World Literature (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A study of selected literary masterworks, mainly in the western tradition. Students read works from a variety of major figures who represent different periods and cultures. The course may be organized chronologically, thematically, or by genre.

**EN 306 Topics in Medieval Literature (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. An intensive study of an author, theme, or movement in medieval literature. *Topic announced each time the course is offered. Counts toward Medieval Studies minor.*

**EN 307 Seminar in Medieval Literature (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. Close and intensive study of a theme, issue, problem or author in Medieval literature. *Topic announced each time the course is offered. Counts toward Medieval Studies minor.*

**EN 310 Shakespeare I (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. The achievement of Shakespeare, primarily the tragedies, set against the background of his time and the works of his contemporaries.

**EN 311 Shakespeare II (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. The achievement of Shakespeare, primarily the comedies, set against the background of his time and the works of his contemporaries.

**EN 312 Seminar in Shakespeare (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A close and intensive study of a theme, issue, or problem in Shakespearean literature. *Topic announced each time the course is offered.*

**EN 313 Renaissance Literature (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A study of Renaissance poetry, drama, and prose, with primary emphasis on English literature but possible consideration of influential continental traditions and masterworks. Readings may include Dante, Petrarch, Erasmus, Castiglione, Machiavelli, Rabelais, Montaigne, More, Marlowe, Sidney, Spenser, Shakespeare, Jonson, and Milton.

**EN 317 Seminar in Renaissance Literature (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A close and intensive study of a theme, issue, problem or author in Renaissance literature. *Topic announced each time the course is offered.*

**EN 320 Milton (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. Through epic and tragedy, Milton reigns supreme in English. After a brief excursion through his lyrics, this course focuses on his major works—*Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*.

**EN 322 Seventeenth-Century Poetry and Prose (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A survey of the major poets and prose writers between the Renaissance and the Restoration, excluding Milton. Poets covered usually include Donne, Jonson, Herbert, and Marvell; prose writers usually include Bacon, Browne, Hobbes, Burton, and Donne.

**EN 325 Topics in Seventeenth-Century Literature (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. An intensive study of an author, theme, or movement in seventeenth century literature. *Topic announced each time the course is offered.*

**EN 327 Seminar in Seventeenth-Century Literature (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A close and intensive study of a theme, issue, problem, or author in seventeenth century literature. *Topic announced each time the course is offered.*

**EN 328 Seminar in Literature and Catholicism (Pre-1800) (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A close and intensive study of a theme, issue, problem, or author who wrote before 1800, reflecting literary representations of Catholic thought and/or practice. *Topic announced each time the course is offered. Counts toward Catholic Studies minor.*

**EN 330 Literature of the Restoration (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A survey of selected major English poets, playwrights, and prose writers from 1660 to 1700. Typically read are works by Butler, Congreve, Dryden, Etherege, Farquhar, Otway, Traherne, Vangruch, and Wycherley. Emphasizes the theory and practice of poetry, particularly satire, and the re-establishment of drama.

**EN 331 Literature of the Eighteenth-Century (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A survey of selected major English poets and prose writers of the eighteenth century. Typically read are works by Addison, Austen, Burney, Fielding, Gay, Goldsmith, Johnson, Pope, Sheridan, Smollett, Steele, Sterne, Swift, and Thomason. Emphasizes the currents of poetry and theory during the period, particularly satire and the sublime, the emergence of the English novel, and theatrical comedy.

**EN 332 Literature and the Catholic Imagination (Pre-1800) (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A study of literature that reflects the sacramental vision of Catholic thought before 1800. Readings often include Augustine and Thomas. *Counts toward Catholic Studies minor.*

**EN 335 Topics in Eighteenth-Century Literature (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. An intensive study of an author, theme, or movement in eighteenth century literature. *Topic announced each time the course is offered.*

**EN 336 Seminar in Literature and Film (Pre-1800) (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A close and intensive study of a theme, issue, problem, or author before 1800 involving both literature and film. *Topic announced each time the course is offered. Counts toward Film Studies minor.*

**EN 337 Seminar in Eighteenth-Century Literature (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A close and intensive study of a movement, issue, problem, or figure in eighteenth century literature. *Topic announced each time the course is offered.*

**EN 338 Intensive Independent Study (Pre-1830) (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. *Written permission of the instructor is required.* A close and rigorous study of a literary theme, problem, or author before 1830.

**EN 339 Seminar in Literary Topics Before 1800 (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A close and intensive study of a literary theme, topic, problem, or

author before 1800. *Topic announced each time the course is offered.*

**EN 341 History and Structure of the English Language (3.00 cr.)**

*Prerequisite: EN 130, one EN 200-level Core course.* English was first spoken in prehistoric times by a small number of Germanic tribes; but today, it is a major language on every continent and the second most commonly spoken language in the world. Traces the story of English from prehistoric times to the present, emphasizing the significant changes in the development of the English sound system, vocabulary, and grammar.

**EN 345 Literary Criticism: Theory and Practice (3.00 cr.)**

*Prerequisite: EN 130, one EN 200-level Core course.* An examination of major schools, movements, and trends in modern literary criticism. Emphasis is placed on the competing practical claims made by literary and critical theory.

**EN 346 Seminar in Literary Criticism and Theory (3.00 cr.)**

*Prerequisite: EN 130, one EN 200-level Core course.* A close and intensive study of a movement, issue, problem, or figure in literary criticism and theory. *Topic announced each time the course is offered.*

**EN 347 Seminar in Romantic Literature (3.00 cr.)**

*Prerequisite: EN 130, one EN 200-level Core course.* Close and intensive study of a theme, issue, problem or author in Romantic literature. *Topic announced each time the course is offered.*

**EN 350 The Romantic Movement (3.00 cr.)**

*Prerequisite: EN 130, one EN 200-level Core course.* A study of British literature written during the revolutionary era, 1780–1830, with special attention paid to the poetry and poetic theory of the age. Major figures include Blake, Wordsworth, Coleridge, Byron, Percy Bysshe Shelley, and Keats.

**EN 354 Topics in Romanticism (3.00 cr.)**

*Prerequisite: EN 130, one EN 200-level Core course.* An intensive study of an author, theme, or movement in romantic literature. *Topic announced each time the course is offered.*

**EN 360 Nineteenth-Century Novels (3.00 cr.)**

*Prerequisite: EN 130, one EN 200-level Core course.* A study of the contribution made by English nineteenth century novelists to the evolution of the novel as a genre.

Authors studied are likely to include Dickens, Thackeray, Trollope, the Brontes, Hardy, and Eliot.

**EN 361 Topics in Victorian Literature (3.00 cr.)**

*Prerequisite: EN 130, one EN 200-level Core course.* An intensive study of an author, theme, or movement in Victorian literature. *Topic announced each time the course is offered.*

**EN 362 Victorian Poetry (3.00 cr.)**

*Prerequisite: EN 130, one EN 200-level Core course.* A study of poetry and poetic theory of the middle and late nineteenth century, including Tennyson, Browning, Arnold, Hopkins, and others.

**EN 363 Seminar in Victorian Literature (3.00 cr.)**

*Prerequisite: EN 130, one EN 200-level Core course.* A close and intensive study of a theme, issue, problem or author in Victorian literature. *Topic announced each time the course is offered.*

**EN 364 Literature and the Catholic Imagination (Post-1800) (3.00 cr.)**

*Prerequisite: EN 130, one EN 200-level Core course.* A study of literature that reflects the sacramental vision of Catholic thought since 1800. Readings often include works by Newman, Hopkins, Greene, Waugh, O'Connor, and Percy. *Counts toward Catholic Studies minor.*

**EN 365 Seminar in Literature and Catholicism (Post-1800) (3.00 cr.)**

*Prerequisite: EN 130, one EN 200-level Core course.* A close and intensive study of a theme, issue, problem, or author or group of writers who wrote after 1800, reflecting literary depictions of Catholic thought and/or practice. *Topic announced each time the course is offered. Counts toward Catholic Studies minor.*

**EN 366 American Literature to the First World War (3.00 cr.)**

*Prerequisite: EN 130, one EN 200-level Core course.* A survey of primarily nineteenth century American literature, with special emphasis on the writers of the American Renaissance and the rise of American realism. *Students who take EN 203 may not count EN 366 toward their English major.*

**EN 367 Topics in American Literature (3.00 cr.)**

*Prerequisite: EN 130, one EN 200-level Core course.* An intensive study of an author, theme, or movement in American Literature. *Topic announced each time the course is offered.*

**EN 369 English Literary History After 1800 (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A survey of the most important Romantic and Post-Romantic authors in English literature in their historical context, thus offering students a coherent “overview” as well as an introduction to individual writers and texts.

**EN 370 Modern British and American Fiction (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. The development of English and American fiction from 1900 to 1950, with an emphasis on the evolution of an aesthetic that values poetic composition and experimentation with narrative methods above traditional concepts of narrative structure. Authors studied may include Conrad, Dos Passos, Faulkner, Hemingway, Joyce, Lawrence, and Woolf.

**EN 371 Post Modern British and American Fiction (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. An examination of the reaction against modernism in fiction since 1950, this course studies a range of books as both repudiations of certain attitudes of modern fiction and developments of the possibilities of the experimental novel. Authors studied may include Bellow, DeLillo, Elkin, Heller, Pynchon, and Updike.

**EN 372 Modern British and American Poetry (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. An intensive study of a coherent revolution in taste that challenged almost every traditional concept of style, theme, attitude, and structure in poetry. Extensive attention to Yeats, Pound, Eliot, Williams, and Stevens. Other authors are studied as well.

**EN 374 Modern Drama (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. Charts the two major streams of naturalism and absurdism in twentieth-century drama. Also examines significant developments in contemporary theater. With the exception of works by such influential playwrights as Chekhov and Brecht, the course focuses on modern and contemporary plays by British, Irish, and American authors.

**EN 375 Twentieth-Century Irish Literature (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. Examines the Irish literary tradition since 1900, with special attention paid to political, social, historical, and religious contexts and their effect on Irish literature during times of violence and revolution. Intensive study of Yeats, Joyce, and Beckett, with readings in other authors, often includ-

ing George Moore, Synge, O’Casey, O’Brien, Kavanagh, and Heaney.

**EN 376 Foundations of Post-Colonial Literature (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. An introduction to writing about the colonized world, from the perspectives of both colonizers and colonized peoples, in order to locate the sources and discuss the conditions of post-colonial thought.

**EN 377 Topics in Twentieth-Century Literature (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. An intensive study of an author, theme, or movement in twentieth century literature. *Topic announced each time the course is offered.*

**EN 378 Other Voices: Minority Literature in America (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. Designed to compliment traditional survey courses of American literature, this course examines literature by authors from specific ethnic minority groups, e.g., African-Americans, Hispanic-Americans, Native-Americans.

**EN 379 American Women Writers (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A survey of American women writers from the Colonial period to the present, including an introduction to feminist literary theory. Selected readings might include Susanna Rowson, H.B. Stowe, Charlotte Perkins Gilman, Kate Chopin, Emily Dickinson, Edith Wharton, Willa Cather, Tillie Olsen, Alice Walker, and Toni Morrison. *Counts toward Gender Studies minor.*

**EN 381 Fiction and Film (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. Explores the cross-fertilization of fiction and film as modern and post-modern modes of artistic expression. Examines cinematic adaptations of novels, especially films that translate fictional techniques into specifically cinematic ones. Also analyzes the use of film techniques and the fictional portrayal of Hollywood. *Counts toward Film Studies minor.*

**EN 382 Topics in Literature and Film Studies (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. An intensive study of a theme, issue, movement, or tradition in literature and film. *Topic announced each time the course is offered. Counts toward Film Studies minor.*



**EN 383 Seminar in Modern Twentieth-Century Literature (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A close and intensive study of a theme, issue, problem, or author in modern literature. *Topic announced each time the course is offered.*

**EN 384 Topics in Post-Colonial Literature (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. An intensive study of an author, theme, or movement in post-colonial literature, often focusing on literature from a specific geographical area. *Topic announced each time the course is offered.*

**EN 385 Seminar in Post-Colonial Literature (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A close and intensive study of a theme, issue, problem, or author in post-colonial literature. *Topic announced each time the course is offered.*

**EN 386 Seminar in Literature and Film (Post-1800) (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A close and intensive study of a theme, issue, problem, or author after 1800 involving both literature and film. *Topic announced each time the course is offered. Counts toward Film Studies minor.*

**EN 387 Seminar in Post-Modern Twentieth-Century Literature (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A close and intensive study of a theme, issue, problem, or author in post-modern literature. *Topic announced each time the course is offered.*

**EN 388 Seminar in Minority American Literature (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A close and intensive study of a writer, theme, issue, movement, or tradition in minority literature in America. *Topic announced each time the course is offered.*

**EN 396 Non-Western Literature (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. Examines selected master works of literature from non-Western traditions. Students read representative works of one or several cultures.

**EN 397 Seminar in American Literature (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A close and intensive study of a theme, issue, problem, or author in American literature. *Topic announced each time the course is offered.*

**EN 398 Intensive Independent Study (Post-1800) (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. *Written permission of the instructor is required.* A close and rigorous study of a literary theme, problem, or author after 1800.

**EN 399 Seminar in Literary Topics After 1800 (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. A close and intensive study of a literary theme, problem, or author after 1800. *Topic announced each time the course is offered.*

**EN 409 Senior Honors Seminar (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. An intensive study of an author, topic, or theme, the specifics of which will be determined by the instructor. Students are required to make extensive use of both primary and secondary materials. *By invitation only.*

**EN 410 Senior Honors Thesis (3.00 cr.)**

*Prerequisite:* EN 130, one EN 200-level Core course. An intensive study of an author, topic, or theme, culminating in a written thesis and an oral defense. Students are expected to confront scholarship and do research at an advanced level. *By invitation only.*

# FINE ARTS

**OFFICE:** College Center, Room W178

**TELEPHONE:** 410-617-2031

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

**PROFESSOR:** Edward J. Ross (emeritus)

**ASSOCIATE PROFESSORS:** Mary G. Atherton (emeritus); James E. Dockery; Janet A. Headley; Martha Taylor (joint appointments with Classics); Anthony D. Villa

**ASSISTANT PROFESSORS:** Mary Beth Akre; Ehren Fordyce; Janet Maher; Ronald Pearl

**ADJUNCT FACULTY:** Kathleen Adrian; Letty Bonnell; Virginia Brown; Ernest J. Liotti; Carol Miller-Frost

**Fine Arts majors or minors** may elect to concentrate in any of five different areas: Art History, Drama, Music, Photography, or Studio Arts. Although the individual areas within the Department are quite diverse, the faculty emphasize the development of interpretive skills, creative and critical thinking.

Majors generally take two or three lower-division courses and nine upper-division courses. Students concentrating in visual arts place their emphasis in art history, photography, or studio arts. Students concentrating in performing arts place their emphasis in either drama or music. Students who wish to complete a program in music education must complete the degree requirements for a music major and an education minor.

**Fine Arts Minors** take two lower-division courses and four upper-division courses in one area of concentration. The music minor requires additional courses.

The Department offers an optional Senior Project course (FA 412) for majors. Students interested in undertaking a Senior Project must consult with the area coordinator during junior year to develop their proposed projects. Students present their proposals to the Fine Arts faculty for approval during the spring semester of their junior year. Work on the Senior Project continues over both semesters of the student's senior year.

## MAJOR IN FINE ARTS

### BACHELOR OF ARTS

Requirements for each concentration and an example of a typical program for each area within the Department are as follows:

#### Visual Arts: Art History

##### Freshman Year

###### *Fall Term*

AH 110 Survey of Art: Paleolithic to Gothic\*/\*\*

WR 113 Effective Writing  
Language Core

Math/Science Core\*\*

Elective

###### *Spring Term*

AH 111 Survey of Art: Renaissance to Modern\*/\*\*

EN 130 Understanding Literature

HS 101 History of Modern Western  
Civilization

Language Core

Non-Departmental Elective

##### Sophomore Year

###### *Fall Term*

AH 120-Level or above

PL 201 Foundations of Philosophy

TH 201 Introduction to Theology\*\* or  
Non-Departmental Elective

English Core

History Core

###### *Spring Term*

AH 120-Level or above

PL 200-Level Philosophical Perspectives Course

Math/Science Core\*\*

Social Science Core

Theology Core\*\* or

Non-Departmental Elective

**Junior Year***Fall Term*

AH 300-Level or above  
 TH 201 Introduction to Theology\*\* or  
 Non-Departmental Elective  
 Social Science Core  
 Elective  
 Elective

*Spring Term*

AH 300-Level or above  
 AH 300-Level or above  
 Math/Science Core\*\*  
 Theology Core\*\* or  
 Non-Departmental Elective  
 Elective

**Senior Year***Fall Term*

AH 300-Level or above  
 AH 300-Level or above  
 Ethics Core  
 Elective  
 Elective

*Spring Term*

FA 412 Senior Project (optional) or  
 AH 300-Level or above  
 AH 300-Level or above  
 Elective  
 Elective  
 Elective

\* Required for major.

\*\* Terms may be interchanged.

1. Majors must take at least one upper-division course in Classical or Medieval Art, one upper-division course in Renaissance or Baroque Art, and one upper-division course in art postdating the Eighteenth Century.
2. Majors are strongly encouraged to take at least one course in Non-Western Art.
3. Students who wish to enter Loyola as Visual Arts majors or minors are encouraged to submit slides of their work or to arrange a meeting for portfolio review.

**Visual Arts: Photography****Freshman Year***Fall Term*

AH 110 Survey of Art: Paleolithic to Gothic\*  
 PT 275 Basic Photography\*  
 WR 113 Effective Writing  
 Language Core  
 Math/Science Core\*\*

*Spring Term*

AH 111 Survey of Art: Renaissance to Modern\*  
 EN 130 Understanding Literature  
 HS 101 History of Modern Western  
 Civilization  
 PT 375 Intermediate Photography  
 Language Core

**Sophomore Year***Fall Term*

PL 201 Foundations of Philosophy  
 SA 224 Two-Dimensional Design  
 Upper-Level Photography Course  
 English Core  
 History Core

*Spring Term*

PL 200-Level Philosophical Perspectives Course  
 Upper-Level Photography Course  
 Math/Science Core\*\*  
 Social Science Core  
 Non-Departmental Elective

**Junior Year***Fall Term*

TH 201 Introduction to Theology  
 Social Science Core  
 Non-Departmental Elective  
 Elective  
 Elective

*Spring Term*

Upper-Level Photography Course  
 Upper-Level Photography Course  
 Math/Science Core\*\*  
 Theology Core  
 Non-Departmental Elective

**Senior Year***Fall Term*

Upper-Level Photography Course  
 Upper-Level Photography Course

Ethics Core  
Elective  
Elective

#### *Spring Term*

AH 200-Level Course (or higher)  
FA 412 Senior Project (optional) *or*  
Upper-Level Photography Course  
Elective  
Elective  
Elective

\* Required for major.

\*\* Terms may be interchanged.

1. Photography majors are strongly encouraged to take an additional course in Art History.
2. Majors are strongly encouraged to take one semester of Computer Science to fulfill one of the Math/Science core requirements.
3. Students interested in Photojournalism should declare a Fine Arts major in Photography and a Communications minor, or a Communications major in Journalism with a Fine Arts minor in Photography.
4. Students who wish to enter Loyola as Photography majors or minors are encouraged to submit slides of their work or to arrange a meeting for portfolio review.

### **Visual Arts: Studio Arts**

#### **Freshman Year**

##### *Fall Term*

AH 110 Survey of Art: Paleolithic to Gothic\*  
SA 224 Two-Dimensional Design\*  
WR 113 Effective Writing  
Language Core  
Math/Science Core\*\*

##### *Spring Term*

AH 111 Survey of Art: Renaissance to Modern\*  
EN 130 Understanding Literature  
HS 101 History of Modern Western  
Civilization  
SA 225 Drawing I\*  
Language Core

#### **Sophomore Year**

##### *Fall Term*

PL 201 Foundations of Philosophy  
SA 300-Level Course\*  
TH 201 Introduction to Theology\*\* *or*  
Elective  
English Core  
History Core

##### *Spring Term*

PL 200-Level Philosophical Perspectives Course  
SA 300-Level Course\*  
Math/Science Core\*\*  
Social Science Core  
Theology Core\*\* *or*  
Non-Departmental Elective

#### **Junior Year**

##### *Fall Term*

SA 326 Life Drawing  
TH 201 Introduction to Theology\*\* *or*  
Elective  
SA 300-Level Course  
Social Science Core  
Theology Core\*\* *or*  
Elective

##### *Spring Term*

AH 200-Level Course (or higher)\*  
SA 300-Level Course  
Math/Science Core\*\*  
Theology Core *or*  
Non-Departmental Elective

#### **Senior Year**

##### *Fall Term*

SA 300-Level Course  
SA 300-Level Course  
Ethics Core  
Elective  
Elective

##### *Spring Term*

FA 412 Senior Project (optional) *or*  
SA 300-Level Course  
SA 300-Level Course  
Non-Departmental Elective  
Elective  
Elective

\* Required for major.

\*\* Terms may be interchanged.

1. All majors and minors must take Two-Dimensional Design (SA 224) and Drawing I (SA 225). In rare instances, Introduction to Art Media (SA 200), along with written permission of the Studio Arts faculty and department chair may be substituted for SA 224.
2. Studio Arts majors are strongly encouraged to take additional courses in art history.

## Performing Arts: Drama

### Freshman Year

#### Fall Term

DR 250 Introduction to Theater\*/\*\*  
 WR 113 Effective Writing  
 Language Core  
 Math/Science Core\*\*  
 Social Science Core

#### Spring Term

DR 251 Experience of Theater\*/\*\*  
 EN 130 Understanding Literature  
 HS 101 History of Modern Western  
 Civilization  
 Language Core  
 Math/Science Core\*\*

### Sophomore Year

#### Fall Term

DR 352 Stage Craft\*  
 PL 201 Foundations of Philosophy  
 TH 201 Introduction to Theology\*\* *or*  
 Non-Departmental Elective  
 English Core  
 Math/Science Core\*\*

#### Spring Term

DR 353 Theater History\*  
 DR 355 Introduction to Design for Theater  
 PL 200-Level Philosophical Perspectives Course  
 History Core  
 Social Science Core

### Junior Year

#### Fall Term

DR 350 Methods of Acting\*  
 TH 201 Introduction to Theology\*\* *or*  
 Non-Departmental Elective  
 Second Major Area Course  
 Non-Departmental Elective  
 Elective

#### Spring Term

DR 351 Art and Craft of Directing  
 Second Major Area Course  
 Second Major Area Course  
 Theology Core  
 Elective

### Senior Year

#### Fall Term

DR 374 Theater Production Internship\*  
 Second Major Area Course  
 Second Major Area Course  
 Elective  
 Elective

#### Spring Term

Second Major Area Course  
 Second Major Area Course  
 Ethics Core  
 Non-Departmental Elective  
 Elective

\* Required for major.

\*\* Terms may be interchanged.

1. Concentration in the Performing Arts with a Drama Emphasis is interdisciplinary. Students who take the drama emphasis must take six upper-division courses in drama and meet the interdisciplinary requirements of the other concentration. A performance concentration also requires a theatre production internship.
2. Center Stage Professional Semester (DR 370; 15 credits) requires acceptance by Center Stage Internship Director. (*Junior Year; Fall or Spring*)

## Performing Arts: Music

### Freshman Year

#### Fall Term

MU 101 Ear Training I (1 credit)  
 MU 200 Concert Choir I *or*  
 MU 211 Jazz Ensemble I *or*  
 MU 220 Chamber Ensemble I (1.5 credits)  
 MU 201 Music Fundamentals  
 MU 203 Mozart to Mahler: Music of the  
 Classical and Romantic Periods  
 MU 219 Applied Music (1 hour)  
 WR 113 Effective Writing  
 Language Core  
 Math/Science Core\*\*

*Spring Term*

- HS 101 History of Modern Western Civilization  
 MU 102 Ear Training II (1 credit)  
 MU 200 Concert Choir I *or*  
 MU 211 Jazz Ensemble I *or*  
 MU 220 Chamber Ensemble I (1.5 credits)  
 MU 219 Applied Music (1 hour)  
 MU 302 Structure of Music: Theory I  
 MU 304 Music of the Baroque Language Core  
 Math/Science Core\*\*

**Sophomore Year***Fall Term*

- EN 130 Understanding Literature  
 MU 103 Ear Training III (1 credit)  
 MU 200 Concert Choir I *or*  
 MU 211 Jazz Ensemble I *or*  
 MU 220 Chamber Ensemble I (1.5 credits)  
 MU 219 Applied Music (1 hour)\*  
 MU 310 Theory II  
 PL 201 Foundations of Philosophy  
 TH 201 Introduction to Theology\*\* *or*  
 Non-Departmental Elective  
 Math/Science Core\*\*

*Spring Term*

- MU 104 Ear Training IV (1 credit)  
 MU 219 Applied Music (1 hour)  
 MU 308 Music of the Classical Period  
 PL 200-Level Philosophical Perspectives Course  
 Theology Core\*\* *or*  
 Non-Departmental Elective  
 History Core (300-Level)  
 Social Science Core

**Junior Year***Fall Term*

- MU 300 Concert Choir II *or*  
 MU 311 Jazz Ensemble II *or*  
 MU 320 Chamber Ensemble II (1.5 credits)  
 MU 305 Music in the Twentieth-Century  
 MU 319 Applied Music (1 hour)  
 TH 201 Introduction to Theology\*\* *or*  
 Non-Departmental Elective  
 English Core  
 Non-Departmental Elective  
 Elective

*Spring Term*

- MU 300 Concert Choir II *or*  
 MU 311 Jazz Ensemble II *or*  
 MU 320 Chamber Ensemble II (1.5 credits)  
 MU 307 Music of the Romantic Period  
 MU 319 Applied Music (1 hour)  
 Upper-Level Music Course  
 Theology Core\*\* *or*  
 Non-Departmental Elective  
 Non-Departmental Elective  
 Elective

**Senior Year***Fall Term*

- MU 300 Concert Choir II *or*  
 MU 311 Jazz Ensemble II *or*  
 MU 320 Chamber Ensemble II (1.5 credits)  
 MU 319 Applied Music (1 hour)  
 Upper-Level Music Course  
 Ethics Core  
 Elective  
 Elective  
 Elective

*Spring Term*

- MU 300 Concert Choir II *or*  
 MU 311 Jazz Ensemble II *or*  
 MU 320 Chamber Ensemble II (1.5 credits)  
 MU 319 Applied Music (1 hour)  
 Upper-Level Music Course  
 Elective  
 Elective  
 Elective  
 Elective

\* Required for major.

\*\* Terms may be interchanged.

1. Music students take nine upper-division and two lower-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.
2. Music students choose a particular area of concentration: an instrument, voice, theory/composition, or music history. For majors, a junior year standing recital is required for admittance to upper applied and ensemble courses.

Those concentrating on an instrument usually take one-hour lessons (MU 219 or MU 319). Those concentrating in theory, composition, or music history are required to take half-hour lessons minimum (MU 218 or MU 318). Students who enter the program after freshman year may be given credit for lower division applied music at the discretion of the department chair, usually after an audition. Students who wish to complete a degree in music education should consult with music faculty.

3. A minor in Music requires two lower- and four upper-division courses, as well as four semesters of applied music (two lower- and two upper-division), ensembles (two lower- and two upper-division), and two semesters of ear training.
4. Ear Training (MU 101, MU 102, MU 103, MU 104); Applied Music (MU 218, MU 219, MU 318, MU 319); and ensembles (MU 200, MU 211, MU 220, MU 230, MU 300, MU 311, MU 320, MU 330) are taken in addition to the regular five-course load since they are not three-credit courses. Students should register for these courses during the regular registration period.

Ensemble requirements are satisfied by taking Concert Choir, Chamber Ensemble, or Jazz Ensemble. Two semesters of Classical Guitar Ensemble may be substituted for the lower division ensemble requirements.

5. **A fee is charged for all Applied Music courses which is paid directly to the instructor at the first lesson.**
6. **Students who wish to enter Loyola as Music concentrating Fine Arts majors should submit a clearly marked audition tape or call the department to arrange an audition.**

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## COURSE DESCRIPTIONS

### FINE ARTS

**FA 412 Senior Project (3.00 cr.)**  
*Prerequisite: Senior Status.* Through consultation with the adviser, students formulate a project and defend it at end of the semester.

### ART HISTORY

**AH 100 Introduction to Art History (3.00 cr.)**  
 An introduction to the technical and formal properties of materials employed in painting, graphics, sculpture, and architecture, and a broad survey of recurring styles in the history of art. *Restricted to Elementary Education majors.*

**AH 101 Heroes, Gods and Art: Myth and Faith in Western Culture (3.00 cr.)**  
 Throughout the history of Western culture, the visual arts have concretized the legends, myths, and beliefs of both the Pagan and Christian worlds. Explores those legends, myths, and beliefs in the visual arts using readings in Ovid, the Bible and Apocrypha, the Golden Legend, and The Lives of the Saints.

**AH 110 Survey of Art: Paleolithic to Gothic (3.00 cr.)**  
 A broad overview of art from the Paleolithic age to the Gothic era, focusing on Egyptian, Greek and Roman, early Christian, and medieval art and architecture. *Same course as CL 241.*

**AH 111 Survey of Art: Renaissance to Modern (3.00 cr.)**  
 A survey of major artistic styles from the beginning of the Renaissance to the modern era. *Fulfills Fine Arts Core requirement.*

**AH 120 Masterpieces of Architecture (3.00 cr.)**  
 An examination of major architectural monuments from ancient Egypt to the present. Explores the relation between the appearance and function of buildings, the use of ornament in relation to materials, and the social and symbolic importance of architecture.

**AH 121 Masterpieces of Sculpture (3.00 cr.)**  
 Until the nineteenth century, sculptors attempted to represent human perfection in their art. Beginning with a survey of the classical and Renaissance sculptural traditions, students examine the disruption of these conventions starting with the sculpture of Auguste Rodin and continuing into the non-figurative sculpture of the twentieth century.

**AH 122 Masterpieces of Painting I (3.00 cr.)**  
 Examines a select group of "Old Masters," such as Masaccio, Jan van Eyck, Hieronymus Bosch, Michelangelo, Caravaggio, and Rembrandt, whose works were created between the fourteenth and eighteenth centuries. Focuses on the diverse traditions of "realism" and

“idealism” that characterized the painting of Northern and Southern Europe over four hundred years.

**AH 123 Masterpieces of Painting II (3.00 cr.)**

In the late eighteenth century, painters began to re-evaluate artistic traditions that had existed for nearly five hundred years. By focusing on a select group of artists and through a variety of readings, students examine the ways by which modern artists challenged pictorial conventions of space, color, and form.

**AH 200 Women in Art (3.00 cr.)**

Since antiquity, women have been among the most popular subjects for painters and sculptors, most of whom have been male. Examines the multiple roles that have been assigned by male artists to women in art, both positive and negative—as objects of beauty (and sometimes passivity), and as images of power (and sometimes powerlessness). In the final course segment, students explore the self-consciously feminist response of modern artists to the representation of women in art. *Counts toward Gender Studies minor.*

**AH 201 The Nude in Art (3.00 cr.)**

The nude body has been celebrated in art since antiquity. Examines multiple interpretations of the nude throughout history: as reflection of divine beauty, object of desire, symbol of truth and chastity, image of sensual and visual pleasure, object of pure form and, at times, as a hinge point for the topic of censorship.

**AH 202 African Art (3.00 cr.)**

An introduction to the great variety of both the ancient and living arts of Africa focusing primarily on those traditions in sub-Saharan Africa. An overview of African art exploring its distinctive genesis, history, and evolution by emphasizing such traditional media as sculpture, architecture and fiber, and body arts. Looking at African art in its cultural context reveals its importance as an integral part of African society, as well as awakening an awareness of the great beauty, refinement, and aesthetic appeal of the arts of Africa.

**AH 203 The Arts of East Asia (3.00 cr.)**

Examines East Asian civilization through the visual arts. Discusses selected masterpieces of Chinese, Korean, and Japanese painting, calligraphy, sculpture, bronzes, ceramics, and architecture. Through analytical study of these objects, students come to an understanding of the shapes and shaping of East Asian civilization and the characteristics that distinguish the separate tradi-

tions of China, Korea, and Japan. *Counts toward Asian Studies minor.*

**AH 300 Women in Art (3.00 cr.)**

Since antiquity, women have been among the most popular subjects for painters and sculptors, most of whom have been male. Examines the multiple roles that have been assigned by male artists to women in art, both positive and negative—as objects of beauty (and sometimes passivity) and as images of power (and sometimes powerlessness). In the final course segment, students explore the self-consciously feminist response of modern artists to the representation of women in art. Upper-level students are expected to undertake additional readings and prepare a research paper in consultation with the instructor. *Counts toward Gender Studies minor.*

**AH 301 The Nude in Art (3.00 cr.)**

The nude body has been celebrated in art since antiquity. Examines multiple interpretations of the nude throughout history: as reflection of divine beauty, object of desire, symbol of truth and chastity, image of sensual and visual pleasure, object of pure form and, at times, as a hinge point for the topic of censorship. Upper-level students are expected to undertake additional readings and to prepare a research paper in consultation with the instructor.

**AH 302 African Art (3.00 cr.)**

An introduction to the great variety of both the ancient and living arts of Africa focusing primarily on those traditions in sub-Saharan Africa. An overview of African art exploring its distinctive genesis, history, and evolution by emphasizing such traditional media as sculpture, architecture and fiber, and body arts. Looking at African art in its cultural context reveals its importance as an integral part of African society, as well as awakening an awareness of the great beauty, refinement, and aesthetic appeal of the arts of Africa. Upper-level students are required to do extra research and a longer paper.

**AH 303 The Arts of East Asia (3.00 cr.)**

Examines East Asian civilization through the visual arts. Discusses selected masterpieces of Chinese, Korean, and Japanese painting, calligraphy, sculpture, bronzes, ceramics, and architecture. Through analytical study of these objects, students come to an understanding of the shapes and shaping of East Asian civilization and the characteristics that distinguish the separate traditions of China, Korea, and Japan. Upper-level students



are required to do extra research for a more extensive term paper. *Counts toward Asian Studies minor.*

**AH 310 Classical Art: Greek and Roman (3.00 cr.)**

An examination of the origins and development of the classical civilizations of Greece and Rome. An exploration of the classical ideal through archaeological sites, extant classical monuments, sculpture, and painting. *Same course as CL 340.*

**AH 311 Medieval Art: Early Christian Through Gothic (3.00 cr.)**

Focuses on the emergence of early Christian art from its classical origins, and the development of a wholly integrated spiritual expression in the art of Byzantium, Romanesque, and Gothic Europe. *Counts toward Catholic Studies and Medieval Studies minors.*

**AH 312 The Renaissance in Italy (3.00 cr.)**

From the fourteenth to sixteenth century, Italian artists searched for an art form that would fuse the forms of classical art with Christian content. Examines the role of the newly created Franciscan and Dominican Orders in humanizing art of the fourteenth century; the invention of one conventional means of depicting pictorial space in fifteenth century Florence; and the powerful papal patronage that emerged in sixteenth century Rome after Pope Julius II employed Michelangelo, Bramante, and Raphael at the Vatican. *Counts toward Catholic Studies and Medieval Studies minors.*

**AH 313 Renaissance Art in Northern Europe (3.00 cr.)**

A study of the developing humanism of the fifteenth century in Flanders where the manuscript tradition of painting developed into the naturalistic and symbolic painting of the "late Gothic," as well as the increasing influence of Italian art on Northern Europe in the sixteenth century. *Counts toward Catholic Studies and Medieval Studies minors.*

**AH 314 Art of the Baroque Era (3.00 cr.)**

Surveys painting, sculpture, and architecture in the "Age of Grandeur" as they reflect the spiritual, political, and national undercurrents of emerging Europe in the seventeenth and early eighteenth centuries. *Counts toward Catholic Studies minor.*

**AH 315 Art of the Revolutionary Era: Neoclassicism and Romanticism (3.00 cr.)**

Bracketed by two revolutions, this course explores the radical politics of art in France from 1780 to 1848 and the concurrent emergence of landscape painting and

portraiture as art forms that reflected the values of the growing middle class in England, Germany, France, and Spain.

**AH 316 City, Suburb, and Countryside: Realism and Impressionism (3.00 cr.)**

Throughout the second half of the nineteenth century, European artists 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.

**AH 317 The Quest for Modern Art: European Art From 1880–1945 (3.00 cr.)**

By the end of the nineteenth century, artists prized self-expression and overt revolt against centuries-old conventions for artistic form. Examines the dreamy world-weariness of Symbolist artists at the end of the nineteenth century; the undermining of conventional art forms by Cubist, Futurist, and Expressionist artists during the early twentieth century; and the Surrealist effort to capture and objectify the subjective in art.

**AH 318 Made in America: Art for a Democracy (3.00 cr.)**

Although American artists looked to European models for their inspiration, their art consistently reflected the complexities of American culture. In America, English aristocratic portraits were transformed into Puritan celebrations of hard-earned and therefore, well-deserved wealth; American architects responded to the practical demands of climate and materials at hand; painters of American life glorified the wilderness even as it was disappearing; the democratic process was both glorified and satirized. Examines the American response to European art as it was assimilated and transformed by American artists from the seventeenth century to the Great Depression. *Same course as HS 356.*

**AH 320 Did New York Really Steal the Idea of Modern Art? (3.00 cr.)**

In the aftermath of World War II and with the advent of the Abstract Expressionists, American artists seemingly pioneered the successive waves of post-painterly and hard-edged abstraction, Pop and performance art, conceptual art, and earthworks. Explores the diversity of European and American art from 1945 to the present.

**AH 321 Modern Women Artists: From Impressionism to Post-Modern** (3.00 cr.)

Beginning with three women artists working in the 1870s, the course examines such issues as stereotypical iconography, politics of exhibiting, women's "traditional" arts, and artistic training for women. Continuing through the twentieth century—using feminist art criticism, videotapes of the artists' artwork, and the art objects produced by women—the course expands the history of the making of art by questioning previous models and constructing new ones. *Counts toward Gender Studies minor.*

**AH 400 Methodology and Historiography** (3.00 cr.)

*Prerequisite: Written permission of the instructor is required.* Through readings, discussions, museum and gallery visits, students examine the diverse methodologies of art history and the history of the discipline from its emergence in America in the 1930s to the present. *Strongly recommended for Art History majors and minors.*

**AH 401 Art and Life in Maryland** (3.00 cr.)

*Prerequisite: Written permission of the instructor is required.* Examines the rich cultural and artistic legacy of Maryland through visits to local institutions, supplemented by readings and class discussions. Explores a wide range of topics: the home and domesticity (Carroll Mansion, Homewood, and Evergreen House) in conjunction with discussions of home furnishings, the roles of women and children in the home, and colonial portraiture in Maryland; the formation of urban cultural institutions (Greenmount Cemetery, the Maryland Historical Society, and the Peale Museum); public monuments and urban planning (Mount Vernon Place and Baltimore's Civil War Monuments); and the organization of culture in Baltimore (the Peabody Institute, Baltimore Museum of Art, and Walters Art Gallery).

**AH 402 Special Topics** (3.00 cr.)

*Prerequisite: Written permission of the instructor is required.* An intensive investigation of a special topic, artist, limited span of time, or a particular artistic "problem" in the history of art. *Combines a lecture and seminar format.*

**AH 403 Internship: Art History** (3.00 cr.)

*Prerequisite: Written permission of the instructor is required.* Students interested in an internship in the history of art or museum studies should contact the instructor.

**DANCE**

**DN 004 Beginning Ballet** (0.00 cr.)

An introduction to basic dance technique through beginning ballet. Open to both male and female students interested in learning the fundamentals of classical dance terminology, as well as mastering the beginning exercises and steps of ballet as a basis for further study or to enhance their knowledge of the performing arts. Supplementary higher levels of ballet technique will be added to course offering if sufficient enrollment interest occurs. *A fee is charged.*

**DN 005 Intermediate Ballet** (0.00 cr.)

*Prerequisite: Three to five years previous training in Dance.* Intermediate level of ballet techniques with emphasis on increasing knowledge and execution of classical dance. Three to five years previous training is advised. *A fee is charged.*

**DRAMA**

**DR 250 Introduction to Theater** (3.00 cr.)

Explores the process of theater from play writing to production. This process is studied in historical context from ancient Greek theater to the most modern. Creative collaborations of playwright, director, actor, and designer are studied and participated in by students so as to involve them experientially in the process of creation. Observing actual rehearsals and attending performances of professional productions in the Baltimore area are an integral part of course. *Fulfills Fine Arts Core requirement. (Theater tickets cost approximately \$50.)*

**DR 251 Experience of Theater** (3.00 cr.)

Play scripts will be read aloud in class. In addition to creating "voices" for roles, students explore performance dimensions of scenery, costumes, lighting, and sound. Students attend professional performances of some of the plays read. Develops basic vocal skills such as diction, projection, pacing, inflection, and also exercises all in communicating with each other and with an audience. *Fulfills Fine Arts Core requirement. (Theater tickets cost approximately \$50.)*

**DR 253 Theater Live** (3.00 cr.)

An introductory theater course. Experiencing five live, professional productions and then discussing that experience after writing reflection papers is the key learning dynamic of this course. Creative talent from the productions seen will also be guests at class discussion sessions.

**DR 260 Introduction to Dance (3.00 cr.)**

Students are introduced to a variety of dance styles including ballet, modern, and some social dance. Students are trained in dance technique, improvisation, and composition. Also recommended to actors for training in movement. Includes visits to dance performances and screening of dance videos.

**DR 350 Methods of Acting (3.00 cr.)**

How the actor prepares an actual performance is the scenario for this course. Specific exercises of mind and body discipline the actor precisely to liberate the actor. Participants audition and perform in "On Stage" scenes in the McManus Theater.

**DR 351 Art and Craft of Directing (3.00 cr.)**

Each participant directs five scenes. Investigates the issues of script selection, casting, space, sound, and style with the scene presentations. The concept of directing will be researched, debated, and articulated in writing by the participants.

**DR 352 Stage Craft (3.00 cr.)**

Set construction, scene painting, theatrical lighting, and running crew are apprenticed. "Hands on" experience working under supervision on the Evergreen Players' main stage productions is the key learning experience. Participants work with the professional set and lighting designers of Loyola productions.

**DR 353 Theater History (3.00 cr.)**

*Prerequisite:* DR 250. A comprehensive history of theater from its ancient origins to the present. Explores Greco-Roman, European, Oriental, British, American theater traditions. The text for this course is Brockett's *History of the Theater*. In addition to the text, students will read or see three major plays from one of the historical periods and research those playwrights. A ten page paper describing those plays/playwrights and a fifteen minute oral presentation are required. These oral presentations enable students to collectively share knowledge.

**DR 354 Advanced Acting (3.00 cr.)**

*Prerequisite:* DR 350 or an audition with the Drama faculty is required. Provides students with the opportunity for concentrated exploration of selected scenes and monologues from Classical, Shakespearean, Restoration, and Contemporary theatre that demand the full use of an actors' tools—vocal range, physical agility, and emotional flexibility.

**DR 355 Introduction to Design for Theater (3.00 cr.)**

Fosters an appreciation and understanding of the fundamentals of design for theatre. An overall introduction to all design elements of theatre, including scenic, costume, property, lighting, and sound design. Classroom lectures and discussions, demonstrations, research, and class projects prepare students to assist with and design for Evergreen Players and/or Poison Cup Players.

**DR 356 Puppetry/Mask (3.00 cr.)**

Puppets and masks are studied in terms of their history, construction, and performance—from Noh through Wayang Kulit, to Commedia Dell Arte—from acting in half-mask to constructing shadow puppets.

**DR 357 Dramatic Adaptation and Play Development (3.00 cr.)**

A practical course which explores how new dramas are developed in the United States. Content focuses on the work of the professional playwright and dramatist. Topics include new play development; critical analysis and development of historical plays in production; preparation of programs; editing; and publication of performance texts. The main task of the class is the creation of a new play, adapted from an existing text, to be shown as a mainstage *Evergreen Players* production at Loyola.

**DR 370 CenterStage Professional Semester (15.00 cr.)**

A full semester 15-credit program for English/Drama majors only. *Must be approved by Center Stage. Students cannot take any other courses along with this course. Can only be taken in spring or fall of third year.*

**DR 374 Theater Production Internship (3.00 cr.)**

*Prerequisite:* Acting or directing course. Audition plus interview are required prior to casting in a major role or appointment as stage manager or assistant to director. In addition to six weeks of rehearsals, preparation entails two weeks of research, reading of text, and post-production "strike." Post-production seminar presentation. *May be taken any semester, any year.*

**MUSIC****MU 101 Ear Training I (1.00 cr.)**

Students learn to identify musical intervals, chords, melodies, and rhythms aurally. Sight singing and dictation exercises are an important part of this course.

**MU 102 Ear Training II (1.00 cr.)**

*Prerequisite:* MU 101. A continuation of MU 101.

**MU 103 Ear Training III (1.00 cr.)**

*Prerequisite:* MU 102. A continuation of MU 102.

**MU 104 Ear Training IV (1.00 cr.)**

*Prerequisite:* MU 103. A continuation of MU 103.

**MU 200 Concert Choir I (1.50 cr.)**

*Prerequisite:* An audition with the instructor is required.

The Concert Choir performs various times throughout the year including two major concerts with a professional instrumental ensemble. Rehearsals are on Tuesday evenings during the semester from 7:00 p.m. until 9:30 p.m.

**MU 201 Music Fundamentals (3.00 cr.)**

Develops in the student an awareness of some of the systems within music: acoustical, tonal, rhythmic, melodic, harmonic, and formal, and how they relate in an inseparable way to make music. An integrated approach—hearing, seeing, writing, and performing—is the goal. *Fulfills Fine Arts Core requirement.*

**MU 203 Mozart to Mahler: Music of the Classical and Romantic Periods (3.00 cr.)**

Most of the repertoire heard today in the concert hall or on recordings is taken from the span of time from Mozart to Mahler. Why do these composers and their works endure? How are the parts of their compositions put together to make a satisfying whole? Attempts to answer these questions through a study of masterworks from the Classical and Romantic periods. Emphasis on developing a more perceptive and informed listener. *Fulfills Fine Arts Core requirement.*

**MU 204 American Jazz (3.00 cr.)**

Traces the origin and development of a truly American musical phenomenon: jazz. Topics include pre-jazz, ragtime, New Orleans and Chicago jazz, big band, bop, and contemporary styles. Discusses the effect of jazz on the popular music of the time.

**MU 210 American Musical Theatre: Uptown and Down (3.00 cr.)**

Studies the variety found in American musical theater, 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.

**MU 211 Jazz Ensemble I (1.50 cr.)**

*Prerequisite:* An audition with the instructor is required. The Loyola College Jazz Ensemble is open to all

instrumentalists by audition. Repertoire includes standard jazz and fusion. Students are given opportunities for solo playing and should be able to read a chart.

**MU 217 Chamber Singers I (1.50 cr.)**

*Prerequisite:* An audition with the instructor is required.

Instruction to develop ensemble skills in solo singers and in pianists interested in working with singers. Participants are assigned partners with whom they prepare chamber duets and trios by composers such as Schumann, Mendelssohn, and Vivaldi. Some American musical theatre repertoire may be included. Weekly meetings (1.5 hours) and an additional 1.5-hour rehearsal are required, with a recital given at the end of the semester.

**MU 218 Applied Music (1/2 hour) (1.00 cr.)**

Private instruction in musical instruments and voice. Each lesson is one-half hour per week with independent practice as prescribed by the teacher. All applied music courses are set up through, and require the permission of, the music director. *A fee is charged for private instruction and is payable directly to the instructor.*

**MU 219 Applied Music (1 hour) (2.00 cr.)**

Private instruction in musical instruments and voice. Each lesson is one hour per week with independent practice as prescribed by the teacher. All applied music courses are set up through and require the permission of the music director. *A fee is charged for private instruction and is payable directly to the instructor.*

**MU 220 Chamber Ensemble I (1.50 cr.)**

*Prerequisite:* An audition with the instructor is required.

Provides performance opportunities for instrumentalists who wish to play as soloists or as members of small groups (two to eight players). Concerts are performed both on and off campus.

**MU 222 Survey of Music (2.00 cr.)**

An examination of selected musical masterworks from the Medieval period to the twentieth-century. Emphasizes the development of listening skills and study of techniques which enable students to most fully enjoy great works of music. *Restricted to Education majors.*

**MU 230 Classical Guitar Ensemble (1.50 cr.)**

Designed for classical guitarists to perform in small groups of two to eight players. Participants are grouped according to level of ability, and music from the classical repertoire is rehearsed and studied. There are

performance opportunities each semester. *Open to students, faculty, and staff by audition.*

**MU 300 Concert Choir II (1.50 cr.)**

*Prerequisite:* Two semesters of MU 200. An audition with the instructor is required. A continuation of MU 200.

**MU 302 Structure of Music: Theory I (3.00 cr.)**

*Recommended Prerequisite:* MU 201 or written permission of the department chair. Music theory encompasses the study of melodic and harmonic practices common in the eighteenth and nineteenth centuries. Focuses on comprehension through the development of skills including exercises, drills, ear-training, sight-singing, and analysis as well as lecture.

**MU 304 Music of the Baroque (3.00 cr.)**

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

**MU 305 Music in the Twentieth-Century (3.00 cr.)**

The most significant musical revolution in 300 years took place at the beginning of the twentieth century. What was the revolution? How and why do we need to listen to new music in a different way? These questions will be addressed as the course investigates the music of Debussy, Schoenberg, Stravinsky, Gershwin, Copland, and Glass.

**MU 306 World Music: Common Ground, Separate Ground (3.00 cr.)**

Music is a world-wide phenomenon; however, there is no common musical language. Each culture develops its own instruments and musical traditions which reflect that culture's needs and resources. Indeed, the very function of music changes from culture to culture. This course focuses on the music of non-Western cultures, principally India, Pakistan, Bali, West Africa, and the altiplano region of Peru/Ecuador.

**MU 307 Music of the Romantic Period (3.00 cr.)**

A comprehensive survey of nineteenth century Western Art Music, including social, political, and philosophical issues of the period which impacted the composers and their lives. Grading based on a series of listening/written exams as well as class participation.

**MU 308 Music of the Classical Period (3.00 cr.)**

A survey of Western Art Music of the eighteenth century. Major focus directed toward the legendary composers and performers of the period such as Haydn, Mozart, Schubert, and Beethoven. Discusses social, political, and philosophical trends of the period as they relate to performance practice, style, and form.

**MU 309 Opera and Theater (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.

**MU 310 Theory II (3.00 cr.)**

*Prerequisite:* MU 302. Third music theory course in the curriculum. Students begin working with advanced techniques of analysis and composing short works. Topics include: modulation, melodic development, composition in two and three voices, canon, and fugue.

**MU 311 Jazz Ensemble II (1.50 cr.)**

*Prerequisite:* Two semesters of MU 211. An audition with the instructor is required. A continuation of MU 211.

**MU 312 Jazz Improvisation I (3.00 cr.)**

*Prerequisite:* MU 201 or written permission of the music director and department chair is required. Helps the student become a more musical improviser principally in the jazz idiom through a four-pronged approach which involves listening, theory, practice, and performance. Students study, play, and transcribe great jazz solos and invent new melodies. Covers the development of a basic vocabulary for improvising. Examines rhythm in jazz and improvisation in the Major, Dorian, Mixolydian modes and the Blues scale.

**MU 315 Conducting (3.00 cr.)**

Students study the art of conducting. Topics include score preparation, conducting, and rehearsal techniques. Students work with choral and/or instrumental ensembles in preparation for performance.

**MU 316 Symphonic Literature (3.00 cr.)**

A study and discussion of great works of the orchestral repertoire from the Baroque to the twentieth century. Covers forms and structures such as concerto grosso,

suite, the classical symphony, the solo concerto, program music, and the Impressionists to the early Avant-garde of our century.

**MU 317 Chamber Singers II (1.50 cr.)**

*Prerequisite:* Two semesters of MU 217. An audition with the instructor is required. A continuation of MU 217.

**MU 318 Applied Music (1/2 hour) (1.00 cr.)**

*Prerequisite:* Two semesters of MU 218 or MU 219 or written permission of the music director is required. A continuation of MU 218 or MU 219. A fee is charged for private instruction and is payable directly to the instructor.

**MU 319 Applied Music (1 hour) (2.00 cr.)**

*Prerequisite:* Two semesters of MU 218 or MU 219 or written permission of the music director is required. A continuation of MU 218 or MU 219. A fee is charged for private instruction and is payable directly to the instructor.

**MU 320 Chamber Ensemble II (1.50 cr.)**

*Prerequisite:* Two semesters of MU 220. An audition with the instructor is required. A continuation of MU 220.

**MU 322 Jazz Improvisation II (3.00 cr.)**

*Prerequisite:* MU 312. A continuation of the development of the student as a more musical improviser. Examines II, V, I progressions; basic jazz forms and rhythm changes; the Locrian and Aeolian modes; and the minor, diminished, and whole tone scales.

**MU 330 Classical Guitar Ensemble (1.50 cr.)**

Designed for classical guitarists to perform in small groups of two to eight players. Participants are grouped according to level of ability, and music from the classical repertoire is rehearsed and studied. There are performance opportunities each semester. *Open to students, faculty, and staff by audition.*

**MU 350 Electronic Music Studio (3.00 cr.)**

*Prerequisite:* MU 201 or written permission of the department chair is required. Use of digital and analog synthesizers and samplers to create and modify original sounds. These new timbres will then be used in both pre-existing and original pieces of music. Students work in the studio both in and out of class.

**MU 412 Senior Project in Music (3.00 cr.)**

*Prerequisite:* Senior status. Written permission of the department adviser is required. Through consultation with the department adviser, students formulate a project and defend it at the end of the semester.

**PHOTOGRAPHY**

**PT 275 Basic Photography (3.00 cr.)**

An introduction to black and white photography as an art, as a medium of communication, and as a tool for business and science. Students do their own darkroom work. Exposure, development, printing, filters, composition, and legal problems in photography are among the areas covered. Students who do not own an 35mm camera should contact the instructor prior to registering for the course to arrange to borrow one, if available. *Fulfills Fine Arts Core requirement.*

**PT 276 Contemporary Photography (3.00 cr.)**

A study of contemporary photography and the aesthetic developments which have influenced its development. Examines the relationship between photography and other art forms as well as the use of photography in advertising, public relations, and communication. Minimum darkroom work. *Does not replace PT 275 for majors. Fulfills Fine Arts Core requirement.*

**PT 277 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. Does not fulfill Art History requirement for Fine Arts majors.*

**PT 324 Color: Practice and Theory (3.00 cr.)**

*Prerequisite:* SA 224. Through the practice of color usage, students come to a clear understanding of color relationships and interdependencies, their effect on form, placement, saturation, etc. Theory is accomplished through actual investigation. *Same course as SA 324.*

**PT 331 Mixed Media (3.00 cr.)**

*Prerequisite:* SA 200 or SA 224. Ideas, events, and the creative uses of some materials which have given rise to the arts of our times. Through research and projects, students creatively explore wood, plaster, metal, mediums such as plastic, and traditional mediums such as drawing, painting, collage, or the various forms of printmaking. Encourages the development of personal interests and forms of investigation as well as creatively combining media. *Same course as SA 331.*

**PT 339 Electronic Art (3.00 cr.)**

*Prerequisite:* SA 224. The process of developing creative imagery using the computer and various software programs as the principal tools. The finished image may

be in the form of a 35 mm slide, an actual computer print by a color printer, an image or video saved on the disk and viewed on the monitor, and/or video. *Same course as SA 339.*

**PT 340 Book Arts and Artists' Books**

*Prerequisite: SA 200 or SA 224 or written permission of the instructor is required.* Addresses both traditional and alternative processes in making visual books. Students learn several folding, stitching, enclosing, and binding methods which will serve as technical references for their own personalized projects. In addition to practical skills related to the craft of bookmaking, the art methods of collage, image layering, using the copier as a creative tool, and considering contemporary content in visual sequence are explored. *Same course as SA 340.*

**PT 375 Intermediate Photography** (3.00 cr.)

*Prerequisite: PT 275 or written permission of the department chair is required.* Study of advanced black and white photographic and photochemical techniques. Basic studio lighting for still lifes, portraits, fashion, and figure photography.

**PT 376 Directed Workshop** (3.00 cr.)

*Prerequisite: PT 275.* Designed to allow students to pursue an interest in a specific area of photography such as sports, portraits, landscape, nature, etc. Weekly critiques of on-going projects and a final exhibition portfolio required. *May be taken twice for credit.*

**PT 377 Landscape and Nature Photography** (3.00 cr.)

*Prerequisite: PT 275, PT 375.* An intensive workshop in photographing the landscape and elements from it as an expression of personal statement. *Some weekend field trips required.*

**PT 378 Historical Photographic Processes** (3.00 cr.)

*Prerequisite: PT 275.* A study of the early processes by which photographic images were recorded and displayed, including cyanotype, gum bichromate, and kallotype. Students make their own emulsions and coat their paper in addition to taking the original photographs. Explores the aesthetic and expressive possibilities of the older processes.

**PT 379 Color Photography I** (3.00 cr.)

*Prerequisite: PT 275.* Studies color photographic processes, both reversal (slide) and negative/positive. Includes producing prints from slides by cibachrome process. Students do their own darkroom work.

**PT 380 Creative Photography** (3.00 cr.)

*Prerequisite: PT 275.* Photography as a creative medium and the solution of problems designed to increase the student's own creativity.

**PT 381 Photojournalism I** (3.00 cr.)

*Prerequisite: PT 275.* Photography in print media as illustration and narrative vehicle: the photo-essay and photo-documentary. Basic graphics in print journalism.

**PT 382 The Creative Image** (3.00 cr.)

*Prerequisite: PT 275.* An introduction to the techniques of working with combined audio and visual media. Students produce multimedia presentations of various lengths utilizing two or more media (for example: music and slides, music and the spoken word, slides and live or recorded poetry, etc.). Emphasis on the creativity of the resulting works and the way in which the various media are combined to produce an effective, organic presentation. *Course counts toward music or photography concentration.*

**PT 383 The Photographic Essay** (3.00 cr.)

*Prerequisite: PT 275.* Under the instructor's direction, students develop a body of photographic images exploring, in depth, a specific photographic subject. Frequent classroom critiques of the on-going project, technical demonstrations, and museum/gallery visits.

**PT 384 Digital Image I** (3.00 cr.)

Examines the ways in which the Macintosh computer and various software programs can be used to modify and enhance an image as a visual statement for artistic and photojournalistic use. In addition to their own images, images from other sources may be included in the final composition. The final works may be black and white or color photographs or images from a computer printer. *Same course as SA 384.*

**PT 385 Digital Image II** (3.00 cr.)

*Prerequisite: PT 384.* A continuation of PT 384. *Same course as SA 385.*

**PT 386 Film and Video: Theory and Practice** (3.00 cr.)

An examination of the aesthetic and techniques of film and video production as they are employed for both artistic and commercial use. Students will be expected to produce a short video as part of the course experience. *Counts toward Film Studies minor.*

**PT 391 Art of Film I (3.00 cr.)**  
The development of the silent film to the advent of sound. The development of technique of the art and the major directors. *Counts toward Film Studies minor.*

**PT 392 Art of Film II (3.00 cr.)**  
The development of the film since the arrival of sound. Major directors and movements in the contemporary film. *PT 391 need not be taken first. Counts toward Film Studies minor.*

**PT 393 Portraiture (3.00 cr.)**  
Provides a basic foundation for students interested in portraiture. By examining the evolving roles of the photographer and the person being photographed, students are acquainted with contemporary trends in portraiture. Students work on assignments that explore different ways of making portraits. Instruction includes slide presentations on the history and aesthetics of portrait photography. Students use the darkroom to process film and print photographs.

**PT 394 The Human Subject (3.00 cr.)**  
*Prerequisite: PT 275 or written permission of the instructor is required.* Throughout history the human image has been the most important subject through which artists have expressed their personal visions. Students have an opportunity, through the use of lighting and composition, to study the human form as an artistic, photographic subject. Students considering enrollment in this course are strongly encouraged to register for The Nude in Art (AH 201/301) prior to, or concurrently with, this course.

**PT 401 Color Photography II (3.00 cr.)**  
*Prerequisite: PT 379.* A continuation of PT 379, including large prints and experimental color. *Taught concurrently with PT 379.*

**PT 402 Photojournalism II (3.00 cr.)**  
*Prerequisite: PT 401.* A continuation of PT 381 with greater emphasis on in-depth coverage of events and story creation. *Taught concurrently with PT 381.*

**PT 403 Advanced Photography (3.00 cr.)**  
*Prerequisite: PT 275.* An intensive study of advanced black and white techniques in the studio, darkroom, and on location. Emphasizes final print quality, technically and aesthetically.

**PT 410 Field Studies in Photography (3.00 cr.)**  
*Prerequisite: Written permission of the instructor is required.* Students work on one extended photographic project

or technique for the semester. Regular group critiques of the on-going work are an important part of the course. Projects must be approved prior to enrollment.

**PT 411 Professional Photographic Practices (3.00 cr.)**  
*Prerequisite: Written permission of the instructor is required.* An introduction to the business of photography, including finding and dealing with clients; copyright laws; portfolio creation and presentation; and image storage systems.

**PT 481 Photojournalism Internship (3.00 cr.)**  
*Prerequisite: PT 275, PT 381.* The experience of photojournalism on a daily and weekly newspaper as well as magazine photojournalism. *See department adviser about this course.*

**PT 482 Special Projects in Journalism and Photojournalism (3.00 cr.)**  
*Prerequisite: Written permission of the instructor is required.* An introduction to the type of research necessary for investigative reporting, for the production of television documentaries and for the public relations and 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.

## STUDIO ARTS

**SA 200 Introduction to Art Media (3.00 cr.)**  
Familiarizes students with two- and three-dimensional media through the making of art. Simple methods of design, drawing, and print-making are explored and sometimes combined with such media as wood, plaster, and found objects. This personal experience in creating art will also find expression in some written analyses of visual art. *Fulfills Fine Arts core requirement.*

**SA 224 Two-Dimensional Design (3.00 cr.)**  
A study of the essential elements of design as they apply to a two-dimensional level: line, shape, color theory, texture, and integrity. A variety of materials appropriate for two-dimensional projects will be used. *Fulfills Fine Arts Core requirement. Prerequisite for most visual arts studio courses. Requirement for studio arts majors and minors.*

**SA 225 Drawing I (3.00 cr.)**  
Through the education of hand and eye, students learn to draw in a manner that mirrors visual reality. Explores basic drawing principles through line and



tone in pencil and charcoal. *Requirement for studio arts majors and minors.*

**SA 229 Calligraphy I (3.00 cr.)**

Through exercises that train the hand in the proper use of the lettering pen and the eye in the aesthetic shaping and spacing of letters; students learn two or more basic alphabets. Stresses page design.

**SA 300 Landscape I (3.00 cr.)**

*Prerequisite:* SA 200 or SA 224 or SA 225. Explores drawing and painting the landscape. Deals with naturalistic ideas, light being a primary concern. Students improve drawing and painting skills as they work in the classroom and at locations around the Loyola community. Slide lectures and a museum visit supplement outdoor sessions.

**SA 301 Drawing with Color I (3.00 cr.)**

*Prerequisite:* SA 225 or written permission of the instructor is required. Color as a vehicle for drawing and composing expressive imagery using colored pencils and inks. Subject matter drawn from nature and man-made forms.

**SA 320 Printmaking I (3.00 cr.)**

*Prerequisite:* SA 200 or SA 224 or SA 225 or written permission of the instructor is required. Introduces materials and techniques of a variety of relief methods, such as linoleum cut, woodcut, and intaglio methods, such as drypoint and engraving, as well as the nature of printmaking inks and the working of the press. *Prior drawing experience recommended.*

**SA 324 Color: Practice and Theory (3.00 cr.)**

*Prerequisite:* SA 224. Through the practice of color usage, students come to a clear understanding of color relationships and interdependencies, their effect on form, placement, saturation, etc. Theory is accomplished through actual investigation. *Same course as PT 324.*

**SA 325 Portraits I (3.00 cr.)**

*Prerequisite:* SA 200 or SA 224 or SA 225. A study of the human head and its structure in pencil, charcoal, and color. Students work from live models, photography, and drawings of old and modern masters.

**SA 326 Life Drawing I (3.00 cr.)**

*Prerequisite:* SA 225 or written permission of the instructor and the department chair is required. Skeletal and muscle sketches help familiarize students with the structure of the human form and lead into studies from the nude model. Pencil, charcoal, ink, and pastel.

**SA 327 Illustration (3.00 cr.)**

*Prerequisite:* SA 225 or written permission of the instructor and the department chair is required. Problem-solving sessions consider the development of concept into image, compositional invention, and appropriate media. Themes to be explored will be discussed at the first class meeting.

**SA 328 Watercolor I (3.00 cr.)**

*Prerequisite:* SA 224 or SA 225. An exploration of the techniques of watercolor painting. Through various projects involving composition, perspective, color theory, and creative experimentation, landscape, still-life, figure, and abstraction take on a new meaning.

**SA 329 Calligraphy II (3.00 cr.)**

*Prerequisite:* SA 229. This second semester study of calligraphy includes advanced alphabets, the embellished letter, and illustrative techniques.

**SA 330 Drawing II (3.00 cr.)**

*Prerequisite:* SA 224, SA 225. Students learn the qualities of line and tone which convey mood and surface effects and explore how these qualities structure composition, develop spatial relationships, and effect dimensional illusion. Uses wet and dry media as well as color.

**SA 331 Mixed Media (3.00 cr.)**

*Prerequisite:* SA 200 or SA 224. Ideas, events, and the creative uses of some materials which have given rise to the arts of our times. Through research and projects, students creatively explore wood, plaster, metal, mediums such as plastic, and traditional mediums such as drawing, painting, collage, or the various forms of printmaking. Encourages the development of personal interests and forms of investigation as well as creatively combining media. *Same course as PT 331.*

**SA 332 Watercolor II (3.00 cr.)**

*Prerequisite:* SA 328 or written permission of the instructor is required. A continuation of SA 328.

**SA 333 Clay I (3.00 cr.)**

Introduction to working with clay, glazes, and firing clayware. Emphasizes creativity and honesty in design through handbuilding and some experience of the potter's wheel.

**SA 334 Sculpture (3.00 cr.)**

*Prerequisite:* SA 224. A study of the essential elements of sculpture through projects which include the making of freestanding and relief forms according to both the

additive and subtractive methods. Materials used include clay, plaster, wood, plastics, and cardboard.

**SA 335 Printmaking: The Woodcut (3.00 cr.)**

An exploration of relief printmaking using woodcut tools and oil-based inks on linoleum, wood, and other similar surfaces. *Some prior drawing and/or painting experience is recommended.*

**SA 336 Printmaking: Intaglio (3.00 cr.)**

*Prerequisite: SA 200 or SA 224 or written permission of the department chair is required.* An introduction to the techniques of intaglio printmaking using metal (zinc and/or copper) plates and oil-based inks. Students produce one color and multi-color prints employing the traditional techniques of drypoint, hard and soft ground etching, and aquatint as well as experimental methods. *Some prior drawing and/or painting experience is recommended.*

**SA 337 Landscape II (3.00 cr.)**

*Prerequisite: SA 300 or written permission of the instructor is required.* A continuation of SA 300.

**SA 338 Drawing with Color II (3.00 cr.)**

*Prerequisite: SA 301.* A continuation of SA 301.

**SA 339 Electronic Art (3.00 cr.)**

*Prerequisite: SA 224.* The process of developing creative imagery using the computer and various software programs as the principal tools. The finished image may be in the form of a 35 mm slide, an actual computer print by a color printer, an image or video saved on the disk and viewed on the monitor, and/or video. *Same course as PT 339.*

**SA 340 Book Arts and Artists' Books**

*Prerequisite: SA 200 or SA 224 or written permission of the instructor is required.* Addresses both traditional and alternative processes in making visual books. Students learn several folding, stitching, enclosing, and binding methods which will serve as technical references for their own personalized projects. In addition to practical skills related to the craft of bookmaking, the art methods of collage, image layering, using the copier as a creative tool, and considering contemporary content in visual sequence are explored. *Same course as PT 340.*

**SA 345 Portraits II (3.00 cr.)**

*Prerequisite: SA 325.* A continuation of SA 325.

**SA 346 Life Drawing II (3.00 cr.)**

*Prerequisite: SA 326.* A continuation of SA 326.

**SA 348 Painting I (3.00 cr.)**

*Prerequisite: SA 224.* A study of the nature of oil painting based on specific studio exercises, outside painting projects, class demonstrations, and group critiques.

**SA 349 Painting II (3.00 cr.)**

*Prerequisite: SA 348.* A continuation of SA 348. Students, with individual counseling, may elect to pursue specific interests in this medium.

**SA 350 Clay II (3.00 cr.)**

*Prerequisite: SA 333.* A continuation of SA 333 Clay I.

**SA 354 Graphic Design I (3.00 cr.)**

*Prerequisite: SA 224.* Begins with a brief history of design and the evolution of typography and letter forms. Includes problem-solving and development of those skills necessary to the production of work that is visually attractive and which fulfills an assigned function. Students learn to use the graphics computer as a tool, a means to an end, and to understand its role in contemporary design production. Students develop the ability to identify and produce good design. *Class size limited to 12 students.*

**SA 384 Digital Image I (3.00 cr.)**

Examines the ways in which the Macintosh computer and various software programs can be used to modify and enhance an image as a visual statement for artistic and photojournalistic use. In addition to their own images, images from other sources may be included in the final composition. The final works may be black and white or color photographs or images from a computer printer. *Same course as PT 384.*

**SA 385 Digital Image II (3.00 cr.)**

*Prerequisite: PT 384.* A continuation of PT 384. *Same course as PT 385.*

# HISTORY

**OFFICE:** Humanities Center, Room 305

**TELEPHONE:** 410-617-2326

**CHAIR:** Thomas Pegram, Associate Professor

**PROFESSORS:** John R. Breihan; Charles W. Cheape; Edward A. Doehler (emeritus); Steven C. Hughes; R. Keith Schoppa; Nicholas Varga (emeritus)

**ASSOCIATE PROFESSORS:** Kelly R. DeVries; Bill M. Donovan; P. Andrew McCormick (emeritus); Thomas R. Pegram; Elizabeth S. Schmidt; Martha C. Taylor; Joseph J. Walsh

**ASSISTANT PROFESSORS:** Katherine S. Brennan; Angela M. Leonard; Matthew Burke Mulcahy

**INSTRUCTOR:** Jane Edwards

**ADJUNCT FACULTY:** Jane Edwards; Francis G. McManamin, S.J.

The history major, traditionally a preparation for careers in law, business, teaching and research, combines rigorous study with close personal interaction between students and faculty. In addition to classroom contacts, departmental colloquia held periodically during the academic year keep history majors, minors, and faculty members current with each other's research and other concerns.

History major and minor requirements are deliberately flexible in order to accommodate a wide variety of other subjects of study; history advisers will work with students to tailor the most appropriate individual program of work at Loyola. **New majors should see the department chair for a special registration form.** A departmental honors program, centered around an extensive research paper, is available to selected seniors. Application is made in the junior year.

Course requirements for all History majors are as follows:

HS 101 History of Modern Western Civilization

HS 300-Level Courses (8 required; After completion of core requirement, any 400-level course except HS 400 may be substituted for any 300-level course.)

HS 400 History Methods (normally taken in sophomore year before taking seminar)

HS 410–459 Special Topics Courses (2 required; More narrowly focused and professionally oriented than the HS 300-level intermediate courses.)

HS 460–499 History Seminar (1 required; Small, intensive courses conducted largely through discussion and requiring major research papers.)

Specialized study courses which serve a particular purpose (HS 401–409) can be taken as part of the thirteen courses required for the History major but cannot be used in lieu of the two special topics courses or the seminar. Majors may also elect to take extra seminars or special topics courses in place of HS 300-level courses.

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

European History: HS 300–339; HS 410–424; HS 470–478

American History: HS 340–369; HS 425–439; HS 460–465

Third World History: HS 370–399; HS 440–454; HS 480–485

Split majors are required to take seven history courses: History of Modern Western Civilization (HS 101), History Core (300-level course), History Methods (HS 400), one special topics course (HS 410–459), one seminar (HS 460–499), and two HS 300- or 400-level courses. Split majors must take at least one course in each of the following areas:

European History: HS 300–339; HS 410–424; HS 470–478

American History: HS 340–369; HS 425–439; HS 460–465

Third World History: HS 370–399; HS 440–454; HS 480–485

In addition, it is recommended that history majors take the American History survey courses (HS 340–341), History Internship (HS 405), Introduction to Computers and Computer Software (CS 110), and

Introduction to Statistical Methods and Data Analysis (MA 110).

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## 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

HS 101 History of Modern Western Civilization\*  
 WR 113 Effective Writing\*  
 Language Core  
 Math/Science Core  
 Elective

##### Spring Term

HS 300-Level Course\*\* *or*  
 Elective  
 Language Core  
 Math/Science Core  
 Social Science Core

#### Sophomore Year

##### Fall Term

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

##### Spring Term

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

#### Junior Year

##### Fall Term

HS 300-Level Course\*  
 HS 300-Level Course\* *or*  
 HS 410–459 Special Topics Course\*  
 TH 201 Introduction to Theology  
 Non-Departmental Elective  
 Elective

##### Spring Term

HS 300-Level Course\*  
 HS 410–459 Special Topics Course\* *or*  
 HS 460–499 History Seminar\*  
 Theology Core  
 Non-Departmental Elective  
 Elective

#### Senior Year

##### Fall Term

HS 300-Level Course\*  
 HS 410–459 Special Topics Course\* *or*  
 HS 460–499 History Seminar\*  
 Ethics Core  
 Non-Departmental Elective  
 Elective

##### Spring Term

HS 300-Level Course\*  
 HS 300-Level Course\* *or*  
 HS 410–459 Special Topics Course\*  
 HS 300-Level Course\* *or*  
 Elective  
 Elective  
 Elective

\* Required for major.

\*\* HS 300-level course in freshman year, Spring term requires department chair's permission.

1. **History minors must take:** History of Modern Western Civilization (HS 101); a special topics course (HS 410–459) or a seminar (HS 460–499); and enough HS 300 or 400-level courses for a total of six History courses needed for the minor. History core requirement must be completed before the special topics or seminar course may be taken. History Methods (HS 400), Intensive Independent Study (HS 401), and History Internship (HS 405) **do not** satisfy the special topics/seminar requirement. History minors are invited to attend all department functions, especially the colloquia.

2. **The History core** requirement consists of History of Modern Western Civilization (HS 101) and one elective course at the intermediate (300) level. Modern Western Civilization 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 HS 101 and WR 113 or WR 114 are completed.

3. The completion of HS 101 and WR 113 or WR 114 is required for enrollment in all 300- and 400-level history courses, unless special permission is granted by the department chair. Freshmen history majors who wish to begin their intermediate level studies before completing WR 113 or WR 114 need the department chair's written permission to enroll in the 300-level courses that interest them. This history core must be completed before enrollment in HS 400-level courses.
4. Instructor's written permission is required for the Intensive Independent Study (HS 401), History Internship (HS 405), or any history seminars (HS 460–499).

## COURSE DESCRIPTIONS

### HS 101 History of Modern Western Civilization (3.00 cr.)

A survey of western civilization since the end of the middle ages (about the year 1500), intended to establish a basic knowledge of modern social, cultural, political, and economic events, personalities, and movements. Introduces students to the skills of analyzing and criticizing different points of view about past events and offering and defending their own opinions. This knowledge of western civilization and these critical reading and writing skills may be drawn upon in other courses in the core curriculum.

### HS 300 Death of the Roman Republic (3.00 cr.)

*Prerequisite:* HS 101, WR 113. A study of the final century of the Roman Republic when Rome suffered under the struggles for personal power of men like Sulla, Mark Antony, and Julius Caesar. Focuses on primary sources with a particular emphasis on the writings of Cicero who documented the final years of the Republic in public speeches as well as private, biting personal letters. *Same course as CL 300.*

### HS 301 The Church and the Roman Empire (3.00 cr.)

*Prerequisite:* HS 101, WR 113. 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. *Same course as CL 301. Counts toward Catholic Studies and Medieval Studies minors.*

### HS 302 The Middle Ages (3.00 cr.)

*Prerequisite:* HS 101, WR 113. The "Middle Ages" has long been a term of opprobrium. It is often considered to be the "dark ages" during which the light of civilization extinguished at the fall of the Roman Empire remained unlit until the Renaissance. This interpretation prevailed until the end of the nineteenth century. Now, however, historians view that era as the one during which a distinctive western civilization emerged out of the sometimes violent, always tumultuous clash of Judaeo-Christian, Graeco-Roman, and Germanic institutions and ideas. Beginning with the fall of Rome, the course examines the three phases of medieval civilization as it, largely under the guidance of the Church, grew from the ashes of barbarian devastation in the fourth century to the full flowering of Gothic art and philosophy in the thirteenth century, to the eventual waning of feudalism and the birth of the modern world in the fifteenth century. *Counts toward Medieval Studies minor.*

### HS 304 Renaissance and Reformation in Europe (3.00 cr.)

*Prerequisite:* HS 101, WR 113. Between the fourteenth and sixteenth centuries Europe changed. Continual warfare, rebellion, and disease altered societal norms at all levels. This, coupled with the rising power of an urban "middle class" and the declining power of the feudal nobility, meant that the traditional medieval society was coming to an end. Also changing during this time was the intellectual history of Europe. Education became more available and more individuals were able to take advantage of it. Universities multiplied and flourished. Humanism was taught and influenced all forms of intellectual expression: art, literature, philosophy, science, music, and even theology. In fact, it was in theology that the changes in intellectual thought made their most enduring impact, for ultimately they caused many to question medieval religious tradition. Martin Luther would respond by tacking the *95 Theses* to the door of the Church of Wittenberg, and western Europe ceased to be unified in its Christianity. What followed was more than a century of religious upheaval and conflict. All of these themes are explored in depth. *Counts toward Medieval Studies minor.*

**HS 307 Nationalism in Nineteenth-Century Europe (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. From Ireland and Afghanistan to Israel and Poland, we live with the problems generated by the ideologies and passions of national identity. This course seeks to define nationalism and explain its extraordinary power by tracing its development through the nineteenth century. Using novels, poems, and operas to illustrate literary and linguistic roots of nationalism, the course studies how nationalism could be manipulated to serve a variety of political goals, including liberal reform, dynastic expansion, and economic regeneration. In particular, a comparison of national unity in Italy and Germany demonstrates the diversity and strength of nationalism as a creative force that would eventually become a source of destruction.

**HS 308 White Man's Burden: Colonialism and the Historical Origins of Racism (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. An analysis of the socially and politically constructed category of race as it developed in the wake of the Enlightenment and Counter-Enlightenment. Intellectual antecedents of this later "racialization of savagery" are investigated, with a focus on the treatment and literary stereotypes of such indigenous peoples as those from North America, Africa, and Asia. The insidious consequences of the "transcendental pretense," from the European colonization of the concept of human nature to the political and economic colonization of cultures and individuals, are examined from the perspective of the history of ideas.

**HS 309 Tudor-Stuart England (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Two major events in sixteenth and seventeenth century England continue to be contentious battlegrounds for discussing the causes of historical change. This course focuses on the debate surrounding the English Reformation and the Civil War as it traces the development of the English state and the search for a stable religious settlement during the period from the Wars of the Roses to the death of the last Stuart monarch. It incorporates social structure, economic trends, and gender roles as well as politics and royal personalities into the general themes of consolidation and crisis in early modern English history.

**HS 310 Politics and Culture in Fin-de-Siècle Europe (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Explores the relationship between politics, culture, and social change in western and central Europe between 1890 and 1914. Following a comparative analysis of the distinctive political cultures of

France, Germany, and the Austro-Hungarian Empire, more special topics include: the rise of psychoanalysis; the advent of Expressionism; conceptions of decadence and cultural pessimism; anxieties over changing gender roles; and the administration of cultural and educational institutions.

**HS 311 Britain Since 1688 (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. In 1688, the British Aristocracy broke with the European pattern set by Louis XIV of France, and established a constitutional monarchy. Over the course of the next three centuries, the British developed political institutions basic to free governments everywhere. Examines the history of England, Scotland, Wales, and Ireland since the Glorious Revolution of 1688. Focuses on development of British political institutions: individual liberties, representative government, the two-party system, guarantees of social welfare, and finally, democracy. Other topics are Britain's troubled relationships with its overseas colonies in Ireland, America, India, and Africa; the role of women in Victorian society; and Britain's role in the two world wars of the twentieth century.

**HS 312 History of Ancient Greece (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. A study of Greece from the Bronze Age to Alexander the Great, with special attention to the development of the Greek *polis* or city-state and the various constitutional, social, economic, and religious forms which this took. *Same course as CL 312.*

**HS 313 History of Rome (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. A study of Rome from its earliest beginnings to the Battle of Actium, with particular emphasis on the rise of Rome in Italy, its expansion throughout the Mediterranean, and the political and social forces that led to the collapse of the Republic. *Same course as CL 313.*

**HS 314 History of the Roman Empire (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. 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. *Same course as CL 314. Counts toward Medieval Studies minor.*

**HS 315 The French Revolution and Napoleon (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Detailed examination of both the violent end of the old regime in France and the Napoleonic triumph in Europe. The revolution reveals the conflict between the new capitalism and

individualism and the solidarities of the old order and the despotism of the king. A study of the rich historical debates over the interpretations of the revolution demonstrates the challenge of interpreting history. Ends with the evolution of Napoleon's career and the impact of his occupation on local European politics.

**HS 316 France Since Napoleon (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Charts France's search for security and stability from the Bourbon restoration of 1815 to the birth of the Fifth Republic in 1958. Emphasis on changing forms of government, cultural achievements, and the recurring themes of decay and revival in the nineteenth and twentieth centuries.

**HS 317 Italy Since 1700 (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. 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.

**HS 318 Creation of Modern Germany: 1770–1992 (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Traces the history of central Europe from the enlightenment to recent reunification. The rise of Prussia, the emergence of Bismarck, and the creation of Germany in 1871 are seen as the crucial foundations of the modern German state and as the prelude to the devastation of the two world wars. Examines the social and cultural issues resulting from Germany's own particular political development. Also examines the concept of "Germanness" in the nineteenth and twentieth centuries and how it was altered by both "Nazification" and "De-Nazification."

**HS 319 Film and the Third Reich (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. An examination of the history of the Third Reich which focuses on the films produced in Germany from 1933 to 1945, as well as the post-World War II cinematic treatments of this era. The first half of the course concerns Nazi films, including both the explicitly propagandistic variety and those intended as escapist entertainment. The second part explores important American and European films which engage this history. Special attention is given

to filmic representations of the Holocaust. Readings cover the historical context, the production of specific films, and cinema theory. *Counts toward Film Studies minor.*

**HS 320 Hellenistic History (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. A study of the Greek world from the death of Socrates (399 B.C.) to the Roman conquest (146 B.C.). Covers the fourth century struggle for supremacy of Greece, Alexander the Great, the waning of the city-state and the growth of federal government and monarchy, and the nature of and reasons for the Roman conquest of Greece. Emphasizes the cultural, social, artistic, and intellectual developments of the period: the status of women, Hellenistic philosophy and technology, the class struggle, the evolution of Greek art and literature, athletics, private life, Greek religion, and ancient warfare. *Same course as CL 320.*

**HS 321 Modern Russia and the Soviet Union (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Examines the events of the early twentieth century which led to the downfall of the Romanov dynasty and the establishment of the communist state. Other topics are: Stalin's rise to power, the five year plans, collectivization of agriculture and the purges of the 1930s, the USSR and the Great Patriotic War, the Cold War, the Khrushchev Years, and the Soviet Union in the 1970s and 1980s. Also discusses Soviet foreign policy and the role of ideology in the USSR.

**HS 323 The USSR and the Great Patriotic War (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. The Great Patriotic War, as the Second World War is called in the Soviet Union, is little understood in the west, even at the present time. The names of Barbarossa, Leningrad and Stalin-grad might be familiar to many Americans, but the sheer magnitude and savagery of the conflict on the eastern front are only dimly, if at all, realized. This hampers western and United States understanding of the Soviet people, and generates the xenophobia which seems to govern Soviet Foreign Policy. Examines the conflict from the perspective of the Soviet people themselves: the horrors of Nazi occupation, the unbelievable destruction of Soviet territory, the appalling loss of lives, and the psychological impact of the war on succeeding generations. It is hoped that students will gain insight and understanding of this neglected, but vital, aspect of modern Russian history.

**HS 324 Rome and Early Christianity (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Studies Roman history and civilization with special concentration on the birth, nature, and spread of earliest Christianity in its Jewish-

Pagan context. Topics include Roman imperialism, women, religion and magic, Augustus and other emperors, living conditions, Roman art and architecture, the persecutions of the Christians, diversity and orthodoxy, Constantine the Great, and reasons for pagan hostility toward the Christians. *Counts toward Medieval Studies minor.*

**HS 325 Europe Since 1945 (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Devastated by war and divided between the superpowers, Europeans nevertheless managed to rebuild their economies and societies and eventually attain democratic governments and growing unity in the European Community. Although it will not ignore European-American relations, this course concentrates on how the Europeans saw themselves amidst the events of this era, from the British welfare state to the German “economic miracle” to the trials and triumphs of Solidarity in Poland. European movies of the postwar era are a major source. *Counts toward Film Studies minor.*

**HS 326 The Golden Age of Athens (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. An examination of what has been called Athens’ golden age focusing on the political and cultural factors which made the fifth century unique. Subjects include: the creation and workings of Athenian democracy, the victories of the Persian wars, the Greek “enlightenment,” Pericles’ rule of the best citizen, demagoguery and empire, the Peloponnesian War, and the “end” of Athens symbolized by the execution of Socrates. *Same course as CL 326.*

**HS 327 Tsarist Russia (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Historical evolution of the Russian state from its beginning in the tenth century to the great reforms of the 1860s. Discusses and analyzes each of the major periods of Russian history: Kiev, Mongol, Muscovite, and Saint Petersburg. Emphasizes those characteristics of Russian historical development which differ from those of the West; isolation and backwardness; the role of the Orthodox Church; the theocratic state; and xenophobia.

**HS 328 Russian History Through Literature (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Examines some of the principal historical themes throughout Russian history through the medium of literature. Examines a number of works representative of prominent Russian authors, particularly those which have obvious historical significance. Among the writers’ works to be read and studied are those of Pushkin, Turgenyev, Dostoevsky, Tolstoy, Pasternak and Solzhenitsyn.

**HS 329 Women in Greece and Rome (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. An examination of the lives of and attitudes toward women in ancient Greece and Rome. Classic texts of ancient literature are read, masterpieces of art are viewed, and the sociology of ancient women is probed. Topics include the family; prostitution; women of the imperial family; Cleopatra; health, child bearing, and birth control; the source and psychology of Greek misogyny; jetsetters and women’s liberation under the early Roman Empire; women and work; women in myth; women in early Christianity; the legacy of classical civilization for modern women. *Same course as CL 329. Counts toward Gender Studies minor.*

**HS 330 Crime and Punishment in Modern Europe (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. From murder to mayhem, torture to transportation, and muggers to Mafiosi, historians have discovered that deviance and its prevention provide a unique perspective into the workings of past societies. Consequently, crime and punishment have become popular topics of historical investigation over the last few years. Explores the development of criminal justice in modern Europe in the context of changing social, political, and intellectual pressures. Examines evolving patterns of crimes, innovations in law enforcement, differing definitions of deviance, and the impact of ideology on forms of punishments. Concentrates on the growing role of the state with its emphasis on public justice over personal compensation, and analyzes the later shift from physical retribution, such as torture, to moral rehabilitation through incarceration.

**HS 331 Ideas in Conflict: European Thought Since the Eighteenth-Century (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Examines the interaction of historically important ideas (and why we conceive them to be so) with the social milieu from which they arose and which, in turn, they influenced. It thus places in historical context “Great Ideas” and people who developed them.

**HS 332 The Enlightenment in Europe (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. The eighteenth century is often described as the Age of Reason, for the Enlightenment institutionalized the methodology of critical analysis in all areas of human thought and action. Yet, the eighteenth century is both more and less than this triumph of reason implies, for any such monolithic interpretation belies the complex interrelationships and compromises on issues such as monarchical power, political equality, social reorganization, and the seductive



power of science to transform the world of men and thereby liberate them. But as the Marquis de Sade suggests, liberation for what and for whom?

**HS 333 War and Society (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Examines the relationship between war and the larger societies that waged wars beginning with the ancient world. Focuses on the relationship between various ways of waging war and underlying social, moral, cultural, economic, and technological structures of the states involved. Raises questions about how wars begin, how they are carried on, and—most important—how they can be brought to an end. Students also read historical scholarship about the experience of being a soldier, sailor, or civilian victim of war.

**HS 334 Roman Private Life (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. 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. *Same course as CL 334.*

**HS 335 Roman Public Life (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. A study of the public customs and institutions which enabled the Romans to conquer the world and lose their souls; politics, the constitution, the army, class structure, religion, art and architecture, law and literature. *Same course as CL 335.*

**HS 336 Machines and Mankind:**

**The History of Technology**

**Since the Industrial Revolution (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Technology has always affected the way mankind has acted, helping to determine economic status, political policy, military strategy, scientific direction, social rank, and intellectual thought. This impact has never been stronger than in the two centuries since the Industrial Revolution when the world witnessed the invention and proliferation of the steam engine, the railroad, the automobile, the airplane, the telegraph, the telephone, electricity, the radio, the television, the computer, and nuclear weapons among other innovations. Examines the evolution of such technologies and their broader consequences for human history.

**HS 337 History of the Jesuits (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Focuses on relating the origin of the Society of Jesus to the wider historical context of economic, social, and political developments in Europe and elsewhere. Includes discussion on the

relevance of charisms of the Religious Orders; the feudal breakdown and continuity-change elements in the Society of Jesus; significance of the “university-cradle” of the New Order. *Spiritual Exercises, Constitutions, Ratio Studiorum:* Instruments of social reaction or social change? Why the Suppression? Why the Restoration? Can these events be related to the ethos of Discoveries and emerging world capitalism? What are the challenges to the Society of Jesus in the context of the New World Order?

**HS 338 Magic, Science, and Religion: Cultural History of the Scientific Revolution (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Between the sixteenth and twentieth centuries, the cultural framework of European society was fundamentally altered from one in which magic permeated both religious beliefs and scientific inquiries, to one in which the scientific outlook dominated all intellectual pursuits. Focuses on the social, political, and intellectual changes which facilitated such a radical shift in the European world view. Concentrates on the rise and decline of the witch craze, the scientific revolution, the growth of positivism, and recent attempts to deal with relativity in mathematics and physics.

**HS 339 Russia: Origins to Peter the Great (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. An examination of the five historic periods preceding the reign of Peter the Great: Pre-Kievan background (–900); Kievan Rus’ (900–1240); Mongol Conquest/early Muscovy (1240–1530); Lithuanian state/Ukraine and later Muscovy (1530–1689); Ivan the Terrible to the late seventeenth century. Also addresses thematic issues such as the multi-ethnic population of European Russia, major economic trends, social institutions (especially serfdom), social groups and categories (women), Russian uniqueness, and Christianization and Russia’s religious heritage.

**HS 340 America Through Reconstruction (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Between 1606 and 1877, two of the most important turning points in American history occurred: The American Revolution and the Civil War. These events were produced by the social, economic, political, and cultural developments that preceded them and in turn, they gave impetus to new developments in these fields. Analyzes the historical process for the light it sheds on basic questions such as: How and why was this land occupied by Europeans? What forms of economy and political governance were developed? How and why did the United States become an independent nation? After independence, how did the nation change and expand? Why did the

Americans engage in a civil war and what were its immediate consequences? By what the American people did during these two centuries, they created the meaning for the terms “American” and the “United States.”

**HS 341 The U.S. Since the Civil War (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Covers nearly a century and a quarter of American life. By examining U.S. social and economic life as well as its political, diplomatic, and cultural history, the course focuses on what present-day Americans share with their nineteenth century forebears, how our lives differ from theirs, and why and how the changes occurred. To study these questions and to analyze the continuing conflict of cultures and values within periods and across time, this course has a three-part framework: (1) the development of an urban, industrial society; (2) reaction and reform as a result of the new society; and (3) the concentration of power and its limitations.

**HS 344 American Women’s History (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Surveys the history of American women and their relations with men from settlement to modern times. Two parallel questions will run through the semester: (1) How did gender differences mold the private worlds of women and men? (2) How did gender affect the public roles of women and men? The issues are examined through four chronological periods: 1607–1790, 1790–1880, 1880–1945, and 1945–1990s. Explores the wide diversity of experiences according to race, class, ethnicity, and region within each period. *Course counts toward Gender Studies minor.*

**HS 345 The Peoples of Early America (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Explores the peoples and cultures of early America (1550–1775). Examines how encounters, conflicts, and compromises between Europeans, Africans, and Native Americans shaped the development of Colonial society.

**HS 346 Revolutionary America (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Between 1763 and 1790, the American people underwent a fundamental transformation. At the beginning of this epoch, they lived in separate colonies united only through the government of the British empire. Actions of the British government set in motion a series of events that led from petition and protest to a war in which the American people vindicated their independence. Then, they proceeded to establish a novel system of government which no one until that time believed could operate for so numerous, varied, and dispersed a population.

They deliberately fashioned and refashioned the national and state governments. They established a federal republic in which government and authority were the servants, not the masters, of the people. How and why did the American colonists embark on this hazardous and unprecedented course? What did they produce? How have historians interpreted and reinterpreted this epoch?

**HS 347 The National Era (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. In the years following the signing of the Constitution, the United States went through a critical period of political, legal, and economic maturation. Examines the years from 1790 to 1840, paying particular attention to the individuals and events that molded America’s emerging institutions. *HS 347 is designed to lead into HS 348.*

**HS 348 The Civil War and Reconstruction (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. This course is divided into three parts. The first asks what forces led to the American Civil War. The second examines various aspects of life during the war years. And the final part considers how the nation “reconstructed” itself in the postwar years. Students should recognize that relatively little time is devoted to military history.

**HS 349 Robber Barons, Politicos, and Reformers: America, 1865–1920 (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Examines the impact of the industrial revolution and responses to its changes in the half century after the Civil War and reconstruction. Course falls into two parts or generations: (1) the rapid economic change and social upheaval which marked the industrial revolution, 1870s–1890s, and (2) a broadening response which evolved into the national progressive reform movement, 1890s–1920. Focuses on the evolution of an urban, industrial society from a rural agrarian world, and the persistence of past values, attitudes, and assumptions which link two different worlds.

**HS 350 World War II in America (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. The roots of contemporary American society took hold during the turbulent years of World War II. Examines the images of America and its enemies in popular culture, issues of race at home and abroad, changing experiences for workers and women, and the transformation of the economy, government, and foreign policy of the United States.

**HS 351 New Deal: FDR to Johnson (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. A study of the American domestic scene during the 1930s tracing the changes

in society brought on by FDR's New Deal. Surveys the 1920s and highlights the features that brought on the great crash and depression. Focuses on The New Deal and its relationship to American politics, the business community, the labor movement and the farmer/rural sector of America. The final stages are devoted to the impact of The New Deal on President Truman's Fair Deal and President Johnson's Great Society.

**HS 352 America Since 1945 (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Examines two vital threads in post-World War II American history: our evolving international role and the rapidly changing society at home. At one level, it tries to make sense of a bewildering series of important events, including: the Cold War, McCarthyism, the Civil Rights Movement, the War Against Poverty, the Vietnam War, the Peace Movement, the Sixties Counterculture, Feminism, Watergate, and Supply-Side Economics. At another level, it asks how these critical events—and broader demographic trends such as the baby boom and suburbanization—touched everyday Americans. How did life for the “person on the street” change during this tumultuous period?

**HS 353 History of Violence in America (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. 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, TV cartoons, comic strips, music videos, art exhibits, popular literature, etc.; and to the present revelation of the high incidence of violence in American families. This course increases students' understanding of the subtle dimensions and roots of violence and also enables them to determine alternatives and solutions to violent thought and acts in American society.

**HS 354 Women and Work in America: Colonial Period Through the Twentieth-Century (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Women have been essential to the well-being of American society throughout its history via their roles as domestic workers, care givers, makers of clothing, and educators—whether that work was done in exchange for financial support of a spouse, the money paid by friends and strangers, or for the personal satisfaction gained from helping others.

Explores women's work, from housewifery and public waged work to associational work, by focusing on a diverse group of women. Analyzes the effect of women's work on their lives as workers, mothers, and wives as well as on their relative position in society and in personal relationships. *Counts toward Gender Studies minor.*

**HS 355 American Constitutional History (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. From the outbreak of the American Revolution to the present, certain persons, ideas, social and political forces, and events have affected the course of American constitutional development. In the Declaration of Independence, the American nation enunciated the principles which it sought to embody first in the Articles of Confederation and Perpetual Union and then in the United States Constitution. How these great state papers were drafted and how Washington, Jefferson, Madison, and Hamilton—among others—tried to make them effective, laid the basis for the constitutional system under which this nation still operates. During their long tenures as chief justices, John Marshall and Roger Brooke Taney elaborated the meaning of important provisions in the constitution by means of the landmark opinions they wrote in deciding disputes submitted to the Supreme Court. The Civil War resulted in a rearrangement of the federal balance. Under the aegis of the Fourteenth Amendment, industrialization transformed the social and economic character of America. Two world wars and the Great Depression impelled this nation into creating a post-modern system of government, but one still operating under the stipulations of the constitution. The major stages of this process of development provide the subject matter.

**HS 356 Made in America: Art for a Democracy (3.00 cr.)**

Although American artists looked to European models for their inspiration, their art consistently reflected the complexities of American culture. In America, English aristocratic portraits were transformed into Puritan celebrations of hard-earned and therefore, well-deserved wealth; American architects responded to the practical demands of climate and materials at hand; painters of American life glorified the wilderness even as it was disappearing; the democratic process was both glorified and satirized. Examines the American response to European art as it was assimilated and transformed by American artists from the seventeenth century to the Great Depression. Same *course as AH 318.*

**HS 357 American Urban History (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Discusses “urbanization” as a process, cities as places, and “city life” as an experience. A loose chronological format encompasses such topics as immigration, voluntary associations, civic rituals, bossism, street gangs, tenements, and the city in fiction.

**HS 358 African-American History Through the Civil War (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Surveys the history of human slavery in the United States from the colonial era until the end of the Civil War. Students learn how slavery developed first as a labor system, then as a social and cultural institution in the United States. The impact of slavery on the early lives and culture of indentured, Native, and African-American peoples receive special emphasis throughout the course.

**HS 359 African-American History from Reconstruction (3.00 cr.)**

*Prerequisite:* HS 340 or HS 343 or HS 358. Surveys the history and changing position of African Americans in U.S. society and examines black literature and culture as a reflection of political and social experiences. Topics include emancipation as a catalyst for social conflict, political change in the nineteenth and twentieth centuries, and efforts by African Americans to promote cultural awareness and racial understanding within U.S. society.

**HS 360 American Labor Movement and American Society (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. A study of the American labor movement from the early nineteenth century to the present with special emphasis on the post Civil War movement for recognition. Examines the struggles of the progressive era, the New Deal and labor’s advances and the recent problems facing the labor movement.

**HS 361 Merchants and Farmers, Planters and Slaves: The Roots of American Business, 1600–1850 (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Surveys the development and structure of the United States economy and its business enterprise from the country’s formation through the advent of the industrial revolution and the railroad, focusing on such questions as: What was the framework of the economy of the American colonies and what impact did independence have on it? What were the major forces for change in the U.S. economy, 1600–1850? What patterns, if any, did that change assume? How, in turn, did the alterations influence the organiza-

tion and operation of the U.S. economy? What impact did economic transformation have on American society by the 1950s?

**HS 362 Industrial and Big Business Economy (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Focuses on the organization and operation of the U.S. economy during the past one and one-third centuries. Consists of three major periods: (a) the impact of the American Industrial Revolution, 1850–1900; (b) the coming of big business and modern managerial enterprise, 1890–1940; and (c) the development of the federal government’s positive role in the economy amidst the diversification and expansion of big business, 1930–1980s. Studies the causes, patterns, and impact of economic development as well as economic growth, and emphasizes the historian’s questions of change and continuity over time in the organization and allocation of resources and talents.

**HS 363 A Century of Diplomacy: U.S. Foreign Policy Since 1890 (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. A study of modern American foreign policy. Topics include imperial expansion in the 1890s, World Wars I and II, the Cold War, Korea, Vietnam, interventions in Central America, and the rise of a new international order. Covers: (1) how American culture and politics influence foreign policy decisions and (2) why the United States seeks peace in Europe, dominates Central America, and commits blunders in Asia.

**HS 365 Historic Maryland and Marylanders (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Maryland is popularly described as “America in Miniature,” and this concept has an historical application. The life and activity of Marylanders from the founding of this community to the present recapitulates developments among the American people as a whole. The history of this state may be used as a lens to study general developments, but in a smaller, more manageable context.

Alternatively, analysis of events in Maryland may be used to illuminate what was happening on the larger scale—in the nation as a whole. Religious toleration started here; railroad building also started in Maryland. The ethnic and racial problems of the nation have been operative in this smaller context. Maryland was a major focus of political and military strategy during the Civil War. The change from an agricultural and commercial economy to one dominated by industry is a phase of Maryland history, too. Urbanization and later suburbanization are phenomena in this little arena. Marylanders have played important roles in both the development

of the state and of the nation, e.g., Sir George Calvert, Margaret Brent, Charles Carroll of Carrolltown, Edgar Allan Poe, Frederick Douglass, Roger Brooke Taney, Harriet Tubman, James Cardinal Gibbons, H.L. Mencken, Herbert R. O'Connor, Thurgood Marshall, Spiro Agnew, Barbara Mikulski. Offers an opportunity to learn about this fascinating "land of pleasant living."

**HS 366 The Civil Rights Crusade (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Examines the black struggle for equality in America from disfranchisement in the 1890s through the turbulent 1960s and 1970s. Emphasizes the institutional and cultural barriers to racial equality in both North and South, and the organized means by which black Americans and white sympathizers challenged them.

**HS 367 Black Women in America: Colonial Times to the Present (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Black women have a rich history worth exploring, and this analysis highlights their activities and contributions within the family, the workforce, and the black community. Historical themes address black women's roles in areas like religion, education, and politics and in reform movements like abolition, women's rights, civil rights, women's liberation, and abortion rights. Examines black women's organizations like the Council of Negro Women and the Women's Political Council, as well as the achievements of such notable women as Harriet Tubman, Sojourner Truth, Mary McLeod Bethune, Ida Wells-Barnett, Rosa Parks, and Barbara Jordan. *Course counts toward Gender Studies minor.*

**HS 368 Poverty and Welfare in American History (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Considers the experiences of the poor and the evolving responses—both private and public—to poverty in American history. Discussion builds to an examination of the contemporary challenge of poverty and welfare. A central course component is a required service-learning experience. Teams of students make several visits to service-learning sites and reflect on the relationship between historic patterns and contemporary circumstances.

**HS 372 The Vietnam War Through Film and Literature (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. 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 anti-war movement and the home front; the clash of cultural values between East Asia and the West; and ethical and psychological issues raised by the experience of war. *Counts toward Asian Studies and Film Studies minors.*

**HS 373 Africa: Past and Present (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Focusing on Africa south of the Sahara, this survey explores selected themes in African history from the eighth through the twentieth centuries, including the emergence of African states and long distance trade; the organization and impact of the trans-Atlantic slave trade; European conquest and colonization; social/economic change during the colonial period; the rise of nationalism and the struggle for independence; and finally, development and underdevelopment in contemporary Africa. Considers issues of change and continuity in African societies, as well as the differential impact of social and economic change on women and people of different socio-economic groups.

**HS 374 East Asia on Film (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. A study of crucial aspects of the twentieth century history and culture of China and Japan through film. In addition to examining how some major historical events and episodes are treated, the course focuses especially on the complex relationship between modern China and tradition and on the roles of context and culture in shaping human history. *Counts toward Asian Studies and Film Studies minors.*

**HS 377 History of Modern China, 1644–1990s (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Discusses important social, political, economic, and cultural events during the modern period of Chinese history, from the reign of the first Ch'ing emperor to that of the current Chinese communist leader, Deng Xiaoping. Integrates lectures, discussion, movies, a short library project, and other assignments to foster an interest in Chinese history and culture. Several short papers; midterm and final examinations. *Counts toward Asian Studies minor.*

**HS 378 History of Modern Japan, 1600–1990s (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Examines modern Japanese history and the relationship between Japan's past and its role as a major nation today. Illuminates distinctive patterns of Japanese society and their influence on modernization, characteristics of Japanese cultural identity vis-a-vis the West, and key factors in Japan's current economic success. Short papers and exams. *Counts toward Asian Studies minor.*

**HS 380 Southeast Asia in Modern Times (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. A study of Southeast Asia in the nineteenth and twentieth centuries with an emphasis on “decolonization” after World War II. Considers United States involvement in Vietnam in its proper place in the area’s history. In order to prepare for the modern period, the class will be introduced to South-east Asian civilization—religions, economics, and institutions—before the coming of the West in the sixteenth century. Considers the role (impact) of the West in Southeast Asian history from the sixteenth to the nineteenth century before taking on the modern period.

*Counts toward Asian Studies minor.*

**HS 382 Europe Discovers the World (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. The voyages of discovery (ca. fifteenth and sixteenth centuries) were to open an entirely new epoch for western man. Focuses on the two countries, Spain and Portugal, who initiated this tremendous achievement. Covers the conditions, motives, techniques, and goals of these voyages and studies their effects on Western societies.

**HS 383 Latin America: The Colonial Period (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Surveys Latin American history from pre-Colombian times to independence in the nineteenth century. Emphasizes the effect of European settlement on native societies, the growth of a colonial economy, slavery, and the development of a distinct Latin American civilization.

**HS 384 Latin America: The National Period (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Carries Latin American history from independence in the nineteenth century to the present. Examines the impact of modernization, growth of political instability, neocolonialism, and U.S.—Latin American relations with an emphasis on Brazil, Mexico, Argentina, Andean and Central American republics, and Cuba.

**HS 385 The History of Brazil (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Surveys the history of the largest country in Latin America from the colonial era to the present. Two major themes are explored: why Brazil has avoided the violent upheavals that have plagued Spanish Latin America, and why Brazil has not achieved the greatness so long predicted for it. Also emphasizes the unique culture and great diversity that characterizes Brazilian history.

**HS 386 Soldiers and Guerrillas in****Modern Latin America (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Covers Latin America’s military from the man on horseback to the modern authoritarian state. Surveys the differing roles the military has played and continues to play in Argentina, Brazil, Mexico, Cuba, the Andean States, and Central America. Also examines the interplay between the American military and Latin American military establishments. Investigates problems urban guerrillas, terrorism, and East-West rivalries have caused for the region.

**HS 388 Conquest and Colonization in****Africa: 1884–1965 (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. In the late nineteenth century, European powers divided Africa among themselves, putting down resistance and establishing colonies that served as sources of raw materials, labor, and markets for European goods. It was not until the nationalist period after WWII that Africans were able to regain their independence. Explores the dynamics of conquest, colonization, and resistance to colonial rule in Africa.

**HS 389 Women and Social Change in****Modern Africa (3.00 cr.)**

*Prerequisite:* HS 101, WR 113. Analyzes the impact of social, economic, and political change on women in modern Africa. In particular, it explores the differential impact of colonization, wage labor, and cash crop production on women and men, which resulted in new forms of exploitation as well as opportunity. Women’s innovative response to opportunity, their resistance to negative social change, and their role in nationalist movements and post-independence societies are also considered. Readings include life histories and women’s novels as well as academic studies.

*Course counts toward Gender Studies minor.*

**HS 400 History Methods (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. Examines both the tools historians use and the problems they have to solve. We will approach these issues within a thematic and a regional context, combining an investigation of such variant sources as oral histories, personal memoirs, government documents, iconography, and film with the types of history that can be written using them. Despite the course’s 400-level designation, it is especially designed and recommended for sophomore History majors for use in their subsequent courses. Students who belatedly declare the History major are urged to take the course as soon as possible since it must be completed before taking a seminar.

**HS 401 Intensive Independent Study (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. *Written permission of the instructor and department chair is required.* Permits a student to do close and vigorous study on a historical topic not available in the regular curriculum. Heavy reading/writing will normally be required, but precise definition of subject and specification of assignments will be determined by consultation between the instructor and student.

**HS 403 History Honors I (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. *Written permission of the instructor and department chair is required.* An optional program available to select senior History majors by department invitation in their junior year. It aims to provide intensive research and writing on a precisely defined topic in order to complete a sustained study worthy of consideration for publication. The year-long project consists of two courses, HS 403 and HS 404, which run consecutively.

**HS 404 History Honors II (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. *Written permission of the instructor and department chair is required.* A continuation of HS 403.

**HS 405 History Internship (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. *Written permission of the instructor is required.* The Baltimore area supports many agencies and museums concerned with historical study. As well as learning about the historical documents, collections, and buildings managed by these organizations, history interns have the opportunity to gain work experience in the community. Students work with the instructor to choose and carry out unpaid internship projects supervised by professional staff at the Baltimore City Life Museums, the Maryland Historical Society, Baltimore's two art museums, the Office of Urban Archaeology, The Commission on Historic and Architectural Preservation, and other local historical agencies.

**HS 410 Crisis in Seventeenth-Century Europe (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. The European societies were in crisis in the early seventeenth century and the succession of violent political revolutions attest to the severity of that crisis. The English Civil War and the upheaval of the Fronde in France challenged the existing political systems and forced an abrupt change in government. The instability of the period allows for the examination of the relationship not only between ruling elites and their

monarchs, but also between the rich and the poor. The resolution of the social turmoil produced the English parliamentary system and the French form of absolutism—two very different paths to stability. Also examines the additional challenge to authority represented by the scientific revolution.

**HS 413 Medieval Military History (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. The Middle Ages was a bellicose era. From the Germanic Invasions to the Hundred Years War, from the Vikings to the Crusaders, the Middle Ages seems to have been made up of one major conflict followed by another. Traces the history of warfare throughout the Middle Ages as well as covering medieval strategy, tactics, combatants, technology, diplomacy, the role of religion, and the effects on nonmilitary society. *Counts toward Medieval Studies minor.*

**HS 414 Women and Europe (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. Introduces the many roles of women in European society from the 1600s to the 1950s. Uses women's autobiographies, novels, and letters as well as recent theoretical scholarship. Defines how women, of both elite and popular cultures, perceived themselves and were perceived by men. *Counts toward Gender Studies minor.*

**HS 415 Scientists and Psychics: Victorian Science and the Boundaries of Belief (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. This examination of late nineteenth century Victorian science explores both the assumptions upon which physics and psychics based their research, as well as the cultural milieu which provided such a fertile field for both sets of investigations—often performed by the same individuals. The discoveries of Sir William Crookes, Sir Oliver Lodge, and Dr. Anna Kingsford serve as the focus for a detailed study of the mutability of "facts" within the context of science as it developed in fin-de-siècle Britain.

**HS 418 Mussolini and Fascist Italy (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. Genius/buffoon, hero/villain, revolutionary/reactionary—these are only a few of the dichotomous labels attached to Benito Mussolini, dictator of Italy from 1922 to 1943 and founder of the modern political conception of totalitarianism. Similar controversy surrounds his regime, which was originally hailed by many in Europe as an exciting new "third way" which eliminated the excesses of both capitalism and communism. This course looks

carefully at how Mussolini came to power, what he really managed to accomplish, and why he came to such an inglorious end—lost in the wake of Hitler and his Nazi juggernaut.

**HS 419 Hitler and the Third Reich (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. Explores the origins of National Socialism, its mass appeal, the evolution of the totalitarian state, the impulse toward foreign conquest, and the implementation of genocidal policies. Key themes include Hitler's charismatic leadership, the production of propaganda, the persecution of declared enemies, the feasibility of resistance, and the consequences of war.

**HS 420 Homer and History (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. Was there a Trojan War? What is the relation of Homer's epic *Iliad* to historical events of the Bronze Age Aegean? What was its impact on the Greek world of the Geometric era (the most likely period for the composition of the Homeric poems), a lively period of expansion, colonization, trade, and the rise of the nation-state of the *polis*. Investigates Homer's effect both on contemporary Greek national identity and later Greeks' understanding and deliberate construction of their own past. Interdisciplinary approach combining literary texts, archaeology, and secondary historical analysis. *Same course as CL 420.*

**HS 421 Caesar and Augustus (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. They transformed a great republic into a monarchy; killed (literally) millions of people; conquered a huge chunk of the Mediterranean World and Europe; carried out one of the greatest urban renewal projects in history; revived and transformed religion; revised the calendar; inspired Shakespeare, Shaw, and dozens of movies. And yet, the one wound up assassinated by his peers, and the other had so little control over his own family that he felt compelled to exile his jet-set daughter to the Roman equivalent of Siberia. Who were they? And how did the epochal events of their lifetime give birth to such genius monsters? *Same course as CL 421.*

**HS 423 Disasters in American History (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. Examines American history through the lens of disasters. Disasters offer a unique perspective from which to examine social, political, and economic structures and institutions. Explores disasters at various points in U.S. history in an effort to understand how these

calamities have affected events; how the impact and understanding of disasters have changed over time; and ultimately, to provide a window onto the changing nature of American society over the past two hundred years.

**HS 425 Modern American Social Movements (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. Examines popular movements to alter the political, cultural, or social structure of the United States in the late nineteenth and twentieth centuries. Topics include temperance reform, women's rights, Populism, Progressivism, the Ku Klux Klan of the 1920s, 1930s radicalism, anticommunism, the Civil Rights Movement, the New Left, and the Counterculture.

**HS 427 The Era of Good Stealings? Gilded Age America, 1865–1900 (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. Examines the transformation of the United States into an urban, industrial society during the rowdy, rambunctious, and sometimes raw period between the end of the Civil War and the turn of the century. Focuses on the complex interplay between the country's rural, agrarian heritage and the impact of such new forces on the experiment with an active federal government in Reconstruction, the implementation of an industrial revolution, the rise of an industrial proletariat, waves of large-scale immigration, the development of the big city, western expansion and the closing of the frontier, and growing farmer discontent. *Not open to students who have taken HS 349.*

**HS 443 Apartheid and Its Demise in South Africa (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. Examines the origins of the South African apartheid system from Dutch settlement in the seventeenth century through British conquest in the nineteenth century, to the electoral victory of the Afrikaner Nationalist Party in 1948. Explores apartheid's demise, beginning with the elite-based African nationalist parties of the 1910s, campaigns of mass civil disobedience of the 1950s, Black Consciousness movement of the 1970s, and mass democratic movements of the 1980s. Issues of race, class, and gender are prominently featured. Readings and research assignments stress a wide range of primary as well as secondary sources.

**HS 455 Historic Preservation (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. Historic preservation involves the ecology of our "built



environment.” It asks what sorts of buildings and neighborhoods contribute to our sense of community and well-being, and how these buildings and neighborhoods might be preserved for this and future generations. Preservationists have assembled an array of economic and legal tools to encourage the profitable restoration or adaptive reuse of America’s most valuable buildings and neighborhoods. Contains three main elements: (1) a study of American architectural history and styles, with field experience in “learning to look” at the built environment; (2) consideration of recent trends in the preservation movement in the United States and in Maryland, including a trip to the annual conference of the Maryland Historic Trust; and (3) a field exercise in architectural and community history in Baltimore.

**HS 456 History and the Public (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. Provides an introduction to the field of public history and its various professional aspects. Through in-class projects, site visits, guest lectures, and media presentations, students explore and participate in public applications of historical research and methods. Public history fields examined include museum exhibits; administration, documentary film, and historical communications; archival research and management; and technical reports and grant writing.

**HS 460 Seminar: American Progressivism (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. *Written permission of the instructor is required.* Focuses on the attempts of Americans to control explosive change in the early twentieth century—urbanization, the impacts of industrialization, and the troubling relationship between big business and political institutions in a democracy. Topics include the background and motivations of progressive reformers; their attempts to assimilate or coerce immigrants; and the effect of the progressive consciousness on matters of race, gender, and social class.

**HS 461 Seminar: The African Diaspora (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. *Written permission of the instructor is required.* Focuses on the African background to American history. Premised upon the notion that Africa occupies a more prominent position in the study of the genesis of American culture than is usually acknowledged, the multidisciplinary course examines the structures (for example, the trans-Atlantic slave trade) that ushered Africans to British America from the seventeenth through the early nineteenth centuries. Throughout the course, students are encouraged to sense the Africans’ experiences from their point of

departure to their arrival and subsequent process of enslavement in the New World. Taking into full account the Africans’ role in the Americas, student are asked to re-examine and challenge the negative stereotypes that have historically perpetuated misunderstanding about peoples of African descent.

**HS 462 Seminar: Taking Care of Business:**

**The Evolution of American Business**

**Leadership, 1600–1990s**

**(3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. *Written permission of the instructor is required.* Focuses on the changing organization and operation of American business in the nineteenth and twentieth centuries. Examines the changing values, activities, functions, and recruitment of businessmen during the evolution of American enterprise. Analysis is organized along three major stages of enterprise: (1) business as personal enterprise dominated by merchants; (2) the rise of large-scale entrepreneurial enterprise in the late nineteenth century; and (3) the development of modern-day, professionally managed business organizations.

**HS 464 Seminar: Women and Gender in**

**Early America**

**(3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. *Written permission of the instructor is required.* The last two decades have witnessed an explosion in scholarly research on the changing position of women in American society. Offers an introduction to this literature spanning the years from settlement to the mid-nineteenth century. Weekly discussions consider varying historical interpretations as well as the historian’s underlying methods. Requirements include a heavy reading load and a twenty page research paper. *Course counts toward Gender Studies minor.*

**HS 472 Seminar: Atlantic Alliance: Britain**

**and the U.S. in World War II**

**(3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. *Written permission of the instructor is required.* Allies in the greatest war of the twentieth century, the U.S. and the British Empire both shared and differed over ideology, war aims, civilian organization and production, and military strategy and tactics. Examining these similarities and differences illuminates important aspects of both societies. Extensive use of original records on both sides, conveniently written in English.

**HS 474 Seminar: The French Revolution: Revolution and Counter-Revolution, 1789–1804 (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. *Written permission of the instructor is required.* Focuses on the complex social, political, economic, and cultural causes of the revolutions of 1789 and 1792 and the counter-revolutions which followed. A survey of the interpretive arguments and an introduction to the wealth of primary source material.

**HS 475 Seminar: The Persecution of the Christians in the Roman World (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. *Written permission of the instructor is required.* An exploration of the causes, nature, and extent of early Christian persecutions until Christianity became the official religion of the Roman Empire in the fourth century. Topics include the Jewish-Greek-Roman environment of early Christianity; Rome's policies toward foreign cults; Christians' reputation for extreme promiscuity and cultic atrocities; comparison with competing cults; the danger of open profession of the new faith; and Christian acceptance of the ancient world. Given the muddled understanding of the early Christian persecutions, we shall examine and dispel the myths and bring some order to the chaos. *Same course as CL 324. Counts toward Catholic Studies minor.*

**HS 476 Seminar: Police and Public Order (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. *Written permission of the instructor is required.* Between 1700 and 1900, the whole conception of popular protest, public order, and crime prevention altered radically, giving birth to new institutions of law enforcement and social control. An in-depth look at the changing structure and role of the forces of order in Europe, which analyzes the intellectual, social, and political pressures that brought about their reform.

**HS 477 Seminar: Legends in Medieval History (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. *Written permission of the instructor is required.* Perhaps no other era in history has produced as many enduring legends as the Middle Ages. Robin Hood, Arthur of Camelot, Count Dracula, Macbeth, Charlemagne, Joan of Arc, and innumerable saints all join dragons, witches, lycanthropes, and other fantastic beasts as major elements of medieval popular culture. Study of their historicity, legendary use, and effect on medieval society proves a valuable tool to understanding the intellectual history of medieval Europe. *Counts toward Medieval Studies minor.*

**HS 478 Seminar: Nazi Germany and the Holocaust (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. *Written permission of the instructor is required.* Explores the origins, implementation, and subsequent interpretation of the National Socialists' genocidal program. Topics include the ideology of the perpetrators, the evolution of discriminatory policies, the decision-making time frame, the experience of the victims, and postwar efforts to obtain justice. In addition to examining a range of historiography, attention is given to literary, cinematic, and artistic works that deal with the Holocaust.

**HS 480 Seminar: Cold War in Southern Africa (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. *Written permission of the instructor is required.* Analyzes U.S. policy toward Southern Africa from the end of World War II to the present. The overarching theme is the impact of Cold War competition between the United States and the Soviet Union on African decolonization and nation-building. Special emphasis placed on U.S. relations with Zaire (the Congo), Angola, Mozambique, Zimbabwe (Southern Rhodesia), Namibia, and South Africa. Key issues considered include conflict and compatibility between African nationalism and decolonization and U.S. economic, military, and strategic interests; continuity and change in U.S.—African policy; options and directions for the future.

**HS 482 Asian Studies Seminar (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. *Written permission of the instructor is required.* The capstone seminar for the Asian Studies minor. Through reading, research, and discussion, students examine various traditions of Asia and relate them to present-day life in Asia. A 15–20 page research paper on a student-chosen topic is due at the end of the semester. *Counts toward Asian Studies minor.*

**HS 483 Seminar: Soseki and Mishima: Mirrors of Modern Japan (3.00 cr.)**

*Prerequisite:* HS 101, WR 113, one HS 300-level course. *Written permission of the instructor is required.* Soseki (1867–1916) is generally regarded as the greatest novelist in Japan's modern history; Mishima (1925–1970) is recognized as one of the leading post-World War II writers. Using selected works of these authors, students focus on the authors' artistic methods and visions; reflection of the course of Japanese civilization in the twentieth century; and depiction of a culture caught in the tug-of-war between tradition and modernity. *Counts toward Asian Studies minor.*

**HS 484 Seminar: Development and Under  
Development in Latin America (3.00 cr.)**

*Prerequisite: HS 101, WR 113, one HS 300-level course. Written permission of the instructor is required.* Focuses on the origins and repercussions of contemporary Latin America's institutional instability. Students analyze the linkage of social, political, and economic factors in a comparative context. Special attention given to differences between Latin American and foreign interpretations of regional development, the role of multinational business, and the role of the United States and other states in the hemisphere.

**HS 485 Seminar: Comparative Slavery in the  
Americas (3.00 cr.)**

*Prerequisite: HS 101, WR 113, one HS 300-level course. Written permission of the instructor is required.* The institution of slavery connected North and South America from the earliest time to the late nineteenth century. Topics of comparison between Latin American slavery and slavery in British America and the U.S. include: plantation and urban slavery, slave rebellions, the slave trade, freedmen, abolition movements, women and the family, and harshness of treatment. Discusses slavery's aftermath to discover why the character of race relations in Latin and North America differ in the present day.

**HS 486 Seminar: Explorers and Jesuits in the  
Age of Discovery (3.00 cr.)**

*Prerequisite: HS 101, WR 113, one HS 300-level course. Written permission of the instructor is required.* Focuses on the encounters between Western travelers and local cultures during the great age of exploration. Using first-hand accounts, students read why individuals traveled thousands of miles from their homes and study the conditions under which these travelers lived and worked in Asia, Africa, and the Western Hemisphere. Many readings deal with the Society of Jesus. Students examine Jesuit letters and reports to understand the Society's missionary activities. They analyze why missionaries succeeded and failed and the impact the Jesuits made on non-Western societies. *Counts toward Catholic Studies minor.*

# HONORS PROGRAM

**OFFICE:** Humanities Center, HU176A

**TELEPHONE:** 410-617-5050

**DIRECTOR:** Brennan O'Donnell, Associate Professor of English

The Honors Program has two components—one in the classroom, the other outside the classroom. The first is a series of eleven courses, seven of which are tied together through a focus upon the great books and critical ideas of Western culture. Students take two courses in the first semester of their freshman year, one in each of the following four semesters, and a seminar in their senior year. Four of these are interdisciplinary explorations of intellectual history, moving from the ancient world, through the Middle Ages and Renaissance, to the modern era. The other three are seminars with a more contemporary focus, so that students can measure the lessons of the past against present experience. The remaining four courses in the Honors curriculum are electives taken from among upper-division offerings in the departments of English, History, Philosophy, and Theology.

The second component, “The Honors Experience” (HN 100), offers students and faculty the opportunity to participate in a variety of cultural activities both on and off campus. These activities are designed to demonstrate that the ideas Honors students study in the classroom are alive in the culture at large, and consequently many classes include off-campus events and activities as part of the curriculum.

Honors courses come from traditional Humanities disciplines: English, Modern Languages, History, Philosophy, Theology, and Writing. Students in the program, however, major in a wide variety of departments, including those in 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.

## COURSE DESCRIPTIONS

### **HN 100 The Honors Experience (0.00 cr.)**

Offers students the opportunity to attend cultural and social activities on campus and in the Baltimore-Washington metropolitan area. Honors students must enroll in this course every semester, unless they are on leave from Loyola or studying abroad. (*Pass/Fail*)

### **HN 200 Honors: Freshman Seminar (3.00 cr.)**

Focuses on writing as a means of inquiry. Students learn to transform a wide range of experience—personal, aesthetic, academic, social—into the formal structures of discursive prose. Moving their work through successive drafts, they prepare a portfolio of at least four polished essays, one a project of some length. *Fulfills the WR 113 core requirement.*

### **HN 220–280 Honors: Historical Periods (3.00 cr.)**

Interdisciplinary explorations 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. In addition to regular class meetings, students participate in three required colloquia which meet once per month at a predetermined time. *These courses satisfy the EN 130, HS 101, PL 201, and TH 201 core requirements and must be taken in sequence. Students may fulfill their second upper-division core requirement in these areas after completing the appropriate interdisciplinary civilization course.*

HN 220 Honors: The Ancient World

HN 240 Honors: Medieval to Renaissance

HN 260 Honors: Renaissance to Modern

HN 280 Honors: The Modern World

### **HN 300 Honors: Junior Seminar (3.00 cr.)**

Studies the history, interrelation, and contemporary significance of moral issues which have arisen in our culture. *Satisfies the Ethics Core requirement.*

### **HN 400 Honors: Senior Seminar (3.00 cr.)**

An examination of writers' response to their surrounding reality and the artistic expression of that response through language as the medium for apprehending experience. Comparative study of twentieth century French, German, Spanish, and Latin American authors. *Lectures and discussions in English; some readings in the original language.*

# INTERDISCIPLINARY STUDIES

## MINOR IN ASIAN STUDIES

**CONTACT:** R. Keith Schoppa, Professor of History; Doehler Chair in Asian History

**OFFICE:** Humanities Building, Room 315

**TELEPHONE:** 410-617-2893

This joint program with the College of Notre Dame of Maryland allows students in any major to declare a minor devoted to Asian Studies. In the Asian Studies minor, students learn how different disciplines bring their methodologies to bear on the study of Asia. One by-product is a better understanding of the West itself.

Requirements for the minor (18 credits) consist of five electives plus a final seminar (HS 482) or an independent study. The following restrictions apply:

- No more than two courses may be counted from one discipline (e.g., history, political science).
- No more than two courses may be counted in language.
- No more than three courses from any department containing more than one discipline may be counted toward the minor.
- No more than three courses from a study abroad program may be counted toward the minor.

In their final semester, students research, write, and present papers designed to integrate their work on Asia. The seminar alternates between Notre Dame and Loyola, and the content varies according to the interests of the instructor and the participants. In order to accommodate individual interests or scheduling needs, a student may be allowed to choose an independent study instead of the seminar. Please confer with the coordinator for additional information.

The following courses at Loyola and Notre Dame, as well as Japanese and Chinese language courses at Johns Hopkins University count toward the minor:

## LOYOLA COLLEGE ELECTIVES

- AH 203 The Arts of East Asia  
AH 303 The Arts of East Asia (300-level requires additional coursework)  
BA 382 International Business  
BA 482 Global Strategies  
CI 101 Chinese I  
HS 370 The Jesuits in Asia, 1542–1997  
HS 371 Church History of India  
HS 372 The Vietnam War Through Film and Literature  
HS 374 East Asia on Film  
HS 377 History of Modern China, 1644–1990s  
HS 378 History of Modern Japan, 1600–1990s  
HS 380 Southeast Asia in Modern Times  
HS 482 Asian Studies Seminar  
HS 483 Seminar: Soseki and Mishima: Mirrors of Modern Japan  
JP 101 Japanese I  
JP 102 Japanese II  
JP 103 Japanese III  
JP 104 Japanese IV  
ML 358 Japanese Thought and Culture  
PL 216 Philosophical Perspectives: Asian Thought  
PL 325 Asian Philosophy  
PS 351 Third World Politics  
PS 368 The Vietnam War  
TH 263 Culture and World Religions  
TH 264 The Church and World Religions  
TH 266 Christian Theology and World Religions

## COLLEGE OF NOTRE DAME ELECTIVES

- DHIS 211 Introduction to East Asian Civilization  
DHIS 331 Modern China  
DHIS 335 Modern Japan  
DHIS 482 Asian Studies Seminar  
DLJA 101–3 Japanese Language, First Year  
DLJA 203 Japanese Language, Second Year  
DLJA 358 Japanese Thought and Culture  
DENG 227 Japanese Literature (in translation)  
DART 122 Survey of Asian Art  
DART 413 Topics in Asian Art

**MINOR IN CATHOLIC STUDIES**

**CONTACTS:** Rev. Joseph S. Rossi, S.J., Henry J. Knott Professor of Theology;  
Paul J. Bagley, Associate Professor of Philosophy  
**OFFICE:** Humanities Building, Room T-36;  
Room T-76  
**TELEPHONE:** 410-617-2371; 410-617-2929

The Minor in Catholic Studies consists of courses which are devoted to the examination of topics, themes, or questions pertinent to Roman Catholic doctrine and faith in its various aspects. Illustrations of the principles and teachings of Catholicism are found in literature, art, philosophy, the natural and social sciences, historical study, business disciplines, and theology. The minor consists of 18 credits, as follows:

TH 221 Catholic Church: Life and Thought  
TH 399 Contemporary Catholic Intellectual Life (capstone course)  
Four Electives (12 credits; listed below)

TH 221 satisfies the second Core requirement in Theology, but it is not a prerequisite that must be satisfied before undertaking the 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 electives from the same subject area.

**ELECTIVES**

AH 311 Medieval Art: Early Christian Through Gothic  
AH 312 The Renaissance in Italy  
AH 313 Renaissance Art in Northern Europe  
AH 314 Art of the Baroque Era  
BA 319 Seminar in Catholic Studies: Selected Topics  
CL 301 The Church and the Roman Empire  
CL 324 Seminar: Persecution of the Christians in the Roman World  
ED 464 Geology and Geoarchaeology of Baltimore Area Cathedrals  
EN 328 Seminar in Literature and Catholicism (Pre-1800)

EN 332 Literature and the Catholic Imagination (Pre-1800)  
EN 364 Literature and the Catholic Imagination (Post-1800)  
EN 365 Seminar in Literature and Catholicism (Post-1800)  
HS 301 The Church and the Roman Empire  
HS 475 Seminar: The Persecution of the Christians in the Roman World  
HS 486 Seminar: Explorers and Jesuits in the Age of Discovery  
LT 350 Readings in Medieval Latin  
PL 369 Introduction to Saint Thomas Aquinas  
PL 370 Medieval Philosophy  
PS 355 International Relations and Catholic Social Thought  
TH 211 Women in the Christian Tradition  
TH 216 Ignatius and the Jesuits: An Analysis of a Tradition, 1491-1995  
TH 220 The Catholic Church in the United States  
TH 221 Catholic Church: Life and Thought  
TH 245 Eucharist (The Mass) in Ordinary Time  
TH 246 Who is Jesus?  
TH 266 Christian Theology and World Religions  
TH 270 Creation and Evolution  
TH 304 Ethics: Introduction to Christian Ethics  
TH 307 Ethics: Marriage and Sexuality  
TH 316 Ethics: Catholic Spiritual Life in the United States  
TH 320 The Foundations of Catholic Moral Theology  
TH 325 Living Well Together: Christian Social Thought and Practice  
TH 329 Jews and Christians After Christendom  
TH 335 An Introduction to the Theology of Saint Augustine  
TH 336 Catholic Intellectual Life in the United States: 200 Years of American Catholic Opinion  
TH 338 Catholic Literature and American Culture in the Twentieth-Century  
TH 340 Contemporary American Catholicism  
TH 341 Medieval Women Authors  
TH 346 Disputing the Bible  
TH 354 Male and Female in the Kingdom of God: Contemporary Gender Perspectives on the Bible  
TH 370 Theology of Thomas Aquinas  
TH 399 Contemporary Catholic Intellectual Life

**MINOR IN FILM STUDIES**

**CONTACTS:** Mark Osteen, Associate Professor of English; Neil Alperstein, Associate Professor of Writing and Media

**OFFICE:** Humanities Building, Room 226; Room 231

**TELEPHONE:** 410-617-2363; 410-617-2548

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:

ME 241 Fundamentals of Film Studies  
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 ME 241. No more than two electives may come from the same department.

**ELECTIVES**

EN 336 Seminar in Literature and Film (Pre-1800)  
EN 381 Fiction and Film  
EN 382 Topics in Literature and Film Studies  
EN 386 Seminar in Literature and Film (Post-1800)  
FR 340 The Text and the Screen  
FR 365 The Holocaust in French Film  
GR 310 Germany in Television and Film  
GR 340 German Literature and Film  
HS 319 Film and the Third Reich  
HS 325 Europe Since 1945  
HS 372 The Vietnam War Through Film and Literature  
HS 374 East Asia on Film  
ME 383 Screen Writing for Film and Television  
ME 385 Non-Fiction Film and Television  
ML 365 The Holocaust in French Film  
PL 410 Philosophy and Film  
PT 386 Film and Video: Theory and Practice  
PT 391 Art of Film I  
PT 392 Art of Film II  
WM 348 Writing about Film

**MINOR IN GENDER STUDIES**

**CONTACT:** Kevin Vinson, Assistant Professor of Education; Bettina Bergo, Assistant Professor of Philosophy

**OFFICE:** Beatty Hall, Room 119; Humanities Building, Room T92

**TELEPHONE:** 410-617-2134; 410-617-2556

This program allows students to pursue a challenging, interdisciplinary curriculum organized around gender as a primary category of human experience. Requirements are as follows:

SC 210 Introduction to Gender Studies  
SC 348 Gender Studies Capstone Seminar:  
Special Topics  
Four Electives (12 credits; listed below)

No more than two electives may be taken from the same department. Only two may be taken at the 100- or 200-level.

**ELECTIVES**

AH 200 Women in Art  
AH 300 Women in Art (300-level requires additional coursework)  
AH 321 Modern Women Artists: From Impressionism to Post-Modern  
CL 329 Women in Greece and Rome  
EN 379 American Women Writers  
FR 370 Gender, Race, and Class in French and Francophone Literature  
HS 329 Women in Greece and Rome  
HS 344 American Women's History  
HS 354 Women and Work in America: Colonial Period Through the Twentieth-Century  
HS 367 Black Women in America: Colonial Time to the Present  
HS 389 Women and Social Change in Modern Africa  
HS 414 Women and Europe  
HS 464 Seminar: Women and Gender in Early America  
ML 370 Contrasting Representations of Race and Gender  
ML 375 Women and Men in Twentieth-Century Hispanic Fiction  
PL 335 Philosophy and Law: Gender Issues  
PL 337 Philosophy and Feminism  
PL 339 Twentieth-Century Women Philosophers

- PL 340 Public/Private Distinction in American Life  
 PS 364 Women Creating Global Politics  
 PS 387 Politics and Literature  
 PY 320 Psychology of Women  
 SC 204 The Family  
 SC 207 Protest: Legacy of the Sixties  
 SC 307 Male and Female Roles  
 SC 341 Independent Study in Gender Studies  
 SC 361 Social Inequality  
 SC 420 Seminar: Gender, Work, and Poverty  
 SN 375 Women and Men in Twentieth-Century Hispanic Fiction  
 TH 211 Women in the Christian Tradition  
 TH 341 Medieval Women Authors  
 TH 354 Male and Female in the Kingdom of God: Contemporary Gender Perspectives of the Bible  
 WM 338 The Art of the Essay: Women Writers  
 WM 340 Gendered Rhetorics

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#### MINOR IN MEDIEVAL STUDIES

**CONTACT:** Leslie Z. Morgan, Associate Professor of Modern Languages and Literatures

**OFFICE:** Maryland Hall, Room 526

**TELEPHONE:** 410-617-2926

This program enables students to pursue an interdisciplinary program organized around the Medieval time period, broadly defined. Students already concentrating in a related area such as art, history, languages, music, philosophy, political science, or theology are encouraged to minor in Medieval Studies in order to broaden their comprehension of the cultural structures influencing their area of interest.

Requirements for the minor (19 credits) consist of six electives and a one-credit, interdisciplinary independent study (ML 400) done in connection with the sixth course. Students pursuing honors degrees in departments with honors programs may substitute their honors project for the final course and independent study (18 credits). The following restrictions apply:

- No more than two courses can be taken in one department;
- No more than two courses can be taken on one study abroad program;
- Two courses should be taken at the 300-level.

Students are encouraged to study and perfect their knowledge of Latin, especially if they are planning on going to graduate school in the field.

#### ELECTIVES

- AH 311 Medieval Art: Early Christian Through Gothic  
 AH 312 The Renaissance in Italy  
 AH 313 Renaissance Art in Northern Europe  
 CL 301 The Church and the Roman Empire  
 CL 314 History of the Roman Empire  
 EN 301 Chaucer  
 EN 302 Medieval Love  
 EN 304 Arthur and Other Heros  
 EN 306 Topics in Medieval Literature  
 EN 307 Seminar in Medieval Literature  
 FR 301 Culture and Civilization I  
 FR 350 The Middle Ages  
 GR 301 German Culture and Civilization I  
 HS 301 The Church and the Roman Empire  
 HS 302 The Middle Ages  
 HS 304 Renaissance and Reformation in Europe  
 HS 314 History of the Roman Empire  
 HS 324 Rome and Early Christianity  
 HS 413 Medieval Military History  
 HS 477 Seminar: Legends in Medieval History  
 LT 124 Latin Golden Age Prose and Poetry  
 LT 308 Vergil: Aeneid  
 LT 350 Readings in Medieval Latin  
 LT 380 Ovid  
 LT 386 Ovid's *Metamorphoses*  
 ML 250 Introduction to Medieval Literature: Selected Languages  
 ML 251 Introduction to Medieval Italian Literature  
 ML 260 Dante's *Divine Comedy* (in translation)  
 PL 324 Philosophical Mysticism  
 PL 365 Metaphysics I: Ancient and Medieval  
 PL 369 Introduction to Saint Thomas Aquinas  
 PL 370 Medieval Philosophy  
 TH 335 An Introduction to the Theology of Saint Augustine  
 TH 341 Medieval Women Authors  
 TH 370 The Theology of Thomas Aquinas

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#### COURSE DESCRIPTIONS

Electives course descriptions and prerequisites can be found within the sponsoring department's section of this catalogue.



# MATHEMATICAL SCIENCES

**OFFICE:** Knott Hall, Room 459

**TELEPHONE:** 410-617-2679

**CHAIR:** John C. Hennessey, Professor

**PROFESSORS:** John C. Hennessey; George B. Mackiw; Richard F. McCoart, Jr.; William D. Reddy (emeritus); Anne L. Young

**ASSOCIATE PROFESSORS:** Dipa Choudhury; Helen Christensen, R.S.M.; Christopher H. Morrell

**ASSISTANT PROFESSORS:** Richard E. Auer; Lester N. Coyle; James Roche, Jr.

**INSTRUCTOR:** Elizabeth Jean Walters

**ADJUNCT FACULTY:** Stanley Giermek; Donna H. Szper; William F. Slowikowski; Gayle Smith; John P. Thaler

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

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## MAJOR IN MATHEMATICAL SCIENCES

### BACHELOR OF SCIENCE

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

#### Freshman Year

##### *Fall Term*

CS 201 Computer Science I\*

MA 251 Calculus I\*

WR 113 Effective Writing\*\*\*

Language Core

Social Science Core

##### *Spring Term*

CS 202 Computer Science II\*

HS 101 History of Modern Western Civilization\*\*\*

MA 252 Calculus II\*

Language Core

Social Science Core

#### Sophomore Year

##### *Fall Term*

EN 130 Understanding Literature

MA 351 Calculus III\*

MA 395 Discrete Methods\*

PH 201 General Physics I\*\* *or*

BL 121 Organismal Biology\*\* *or*

CH 101 General Chemistry I\*\*

PL 201 Foundations of Philosophy

##### *Spring Term*

MA 301 Linear Algebra\*

MA 311 Principles of Statistics\*

PL 200-Level Philosophical Perspectives Course  
English Core

History Core

#### Junior Year

##### *Fall Term*

MA 421 Analysis I\*

TH 201 Introduction to Theology

MA 400-Level Course\*

Non-Departmental Elective\*\*\*

Elective

##### *Spring Term*

MA 400-Level Course\*

MA 400-Level Course\*

Fine Arts Core

Theology Core

Elective

#### Senior Year

##### *Fall Term*

MA 400-Level Course\*

MA 400-Level Course\*

Ethics Core

Non-Departmental Elective\*\*\*

Elective

##### *Spring Term*

MA 400-Level Course\*

MA 400-Level Course\*

Non-Departmental Elective\*\*\*

Elective

Elective

\* Required for major.

\*\* Lab not required, but strongly recommended.

\*\*\* Terms may be interchanged.

1. **Beginning Courses:** MA 251, MA 252 give a first exposure to the development of good mathematical problem solving skills and the use of the computer in mathematics. These courses must be taken prior to any intermediate ones. Advanced placement is possible through the CLEP and Advanced Placement tests. See department chair for details.
2. **Intermediate Courses:** MA 301, MA 311, MA 351, and MA 395 build on the maturity developed in the beginning courses. They are designed to bring problem solving and mathematical thinking to a higher, more rigorous level and to expose students to the wide variety of mathematics in use today.
3. **Advanced Courses:** Eight 400-level courses chosen in consultation with a faculty adviser. Selections depend on the student's mathematical interests and career goals. It may not be necessary to take all intermediate courses before beginning an advanced course. Check the prerequisites for the desired course. It is important that students discuss their options with their adviser to plan for the advanced courses that are right for them.
4. **Concentrations/Required Advanced Courses:** Some students may wish to develop programs with more focus than the general program by choosing one of the concentrations listed below. Each concentration has an adviser responsible for counseling students, approving course choices, and monitoring progress. Requirements for the general program and the concentrations are:

**General Program:** Analysis I; Algebra I; Analysis II or Algebra II; and five other advanced mathematical sciences courses.

**Pure Mathematics:** Analysis I, II; Algebra I, II; and four other advanced mathematical sciences courses.

**Computer Science:** Analysis I; Algebra I; Numerical Analysis; five other advanced mathematical sciences courses; CS 201, CS 202, and three other computer science courses.

**Actuarial Science:** Analysis I; Numerical Analysis; Statistical Theory I, II; Operations Research; two economics courses; Survey of Accounting; and three other advanced mathematical sciences courses.

**Statistics:** Analysis I; Advanced Linear Algebra or Analysis II; Statistical Theory I; Experimental Research Methods; Statistical Theory II or Experimental Design; and three other advanced mathematical sciences courses.

**Operations Research:** Analysis I; Operations Research; Stochastic Processes; one economics course; Advanced Linear Algebra or Analysis II; Statistical Theory I or Experimental Research Methods; three other advanced mathematical sciences courses.

**Secondary Education:** Analysis I; Algebra I; Analysis II or Algebra II; three other advanced mathematical sciences courses; secondary education requirements.

**Applied Mathematics:** Analysis I, II; six other advanced mathematical sciences courses; four courses in a related natural, life, or social science.

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#### MINORS IN MATHEMATICAL SCIENCES

The department offers two types of minors: one in the Mathematical Sciences, the other in Statistics. The focus of the minor can take many directions depending on the MA courses selected. Students pursuing a minor should discuss their academic and career interests with a department faculty member.

#### MINOR IN MATHEMATICAL SCIENCES

Requirements for a minor are a minimum of six MA courses including:

- MA 251, MA 252
- One MA 400-level course for those graduating with a degree in Business, Social Sciences, or the Humanities, *or* two MA 400-level courses for those graduating with a degree in Natural or Computer Science.

- Remaining MA courses at or above the 300-level. (Those graduating with a degree in Social Sciences or the Humanities may also count MA 110.)

#### MINOR IN STATISTICS

Requirements for a minor are a minimum of six MA courses including:

- MA 251, MA 252
- MA 465 (offered in Fall; odd-numbered years)
- Remaining courses from MA 301, MA 265 or MA 310 or MA 311, MA 461, MA 462, MA 466, MA 481, MA 485, MA 491. (Those graduating with a degree in the Social Sciences or Humanities may also count MA 110.)

#### COURSE DESCRIPTIONS

##### MA 004 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, other selected topics. *Does not satisfy mathematics core requirement.*

##### MA 103 Fundamental Concepts of Mathematics (3.00 cr.)

Sets, logic, finite systems, structure of the real number system, number theory, intuitive geometry. *Restricted to Elementary Education majors.*

##### MA 105 Introduction to Modern Math (3.00 cr.)

An investigation of the nature and spirit of mathematics stressing inductive reasoning; includes historical and contemporary problems in graph theory, number theory, and mathematics in art.

##### MA 106 Topics in Modern Math: Ciphers and Codes (3.00 cr.)

*Prerequisite: Written permission of the instructor is required for students who have credit for MA 251.* The mathematical basis of elementary ciphers and codes including substitution ciphers, public key ciphers, and RSA system. Topics include elementary number theory and modular arithmetic.

##### MA 107 Mathematics, Numbers, and the Real World (3.00 cr.)

The nature of mathematical reasoning and the concept of proof in relation to concrete problems. Also, the concept and usage of numbers throughout history and especially in the present. Topics include: inductive reasoning, deductive reasoning, various number systems, everyday arithmetic, beginning algebra, basic geometric concepts, introductory probability. Topics are discussed with a view toward practical applications and interesting real-world examples.

##### MA 109 Precalculus (3.00 cr.)

*Prerequisite: MA 004 or a score of 13 or better on Part I of the Math Placement Test.* For students intending to take Calculus (MA 151 or MA 251) whose mathematical background is insufficient as determined by the placement test. Reviews algebra including factoring, exponents, and radicals; equations and inequalities; functions and relations including algebraic, exponential, logarithmic, and trigonometric functions. *Does not satisfy mathematics core requirement.*

##### MA 110 Introduction to Statistical Methods and Data Analysis (3.00 cr.)

*Prerequisite: MA 004 or a score of 13 or better on Part I of the Math Placement Test. Restricted to humanities and social science majors.* Extraction of information from data using graphical methods, cross tabulations, and computer packages. Statistical methods are motivated through real data sets and projects. Topics include measures of central tendencies and dispersion, chi-squared tests, regression, normal distributions, and sampling.

##### MA 151 Applied Calculus for Business and Social Sciences (3.00 cr.)

*Prerequisite: MA 109 or a score of 11 or better on Part II of the Math Placement Test.* A one semester introduction of calculus. Definition, interpretation, and applications of the derivative. Every concept is considered graphically, numerically, and algebraically. Stresses applications in business and social sciences. *Closed to students minoring in Mathematical Sciences or Statistics.*

##### MA 251 Calculus I (3.00 cr.)

*Prerequisite: MA 109 or a score of 13 or better on Part II of the Math Placement Test.* Definition, interpretation, and applications of the derivative; definition and interpretation of the integral. Every concept is considered graphically, numerically, and algebraically. A computer algebra system and graphing calculator are used to illustrate concepts, address more complicated problems,

and do computer projects. *No prior computer experience is necessary.*

**MA 252 Calculus II (3.00 cr.)**

*Prerequisite:* MA 251. A continuation of MA 251. Antiderivatives; applications of the integral; differential equations; Taylor and geometric series. Every concept is considered graphically, numerically, and algebraically. A computer algebra system and graphing calculator are used to illustrate concepts, address more complicated problems, and do computer projects. *No computer experience necessary.*

**MA 265 Biostatistics (3.00 cr.)**

*Prerequisite:* MA 109, MA 251, or a score of 13 or better on Part II of the Math Placement Test. Restricted to Biology majors. Descriptive statistics, probability, distributions, estimation, hypothesis testing, and two additional topics chosen from regression, analysis of variance, and categorical data analysis. Applications geared toward research and data analysis in biology and medicine. *Closed to students who have taken MA 310 or MA 311.*

**MA 295 Discrete Structures (3.00 cr.)**

*Prerequisite:* Restricted to Computer Science majors and minors. Boolean algebra, combinatorics, inductive and deductive proofs, graphs, functions and relations, recurrence. *Same course as CS 295.*

**MA 301 Computational Linear Algebra (3.00 cr.)**

*Prerequisite:* MA 152 or MA 252. Solutions of systems of linear equations, algebra of matrices, determinants, vector spaces, linear independence, basis and dimension, linear transformations, eigenvalues, diagonalization. Applications may include Markov chains, least squares, input-output analysis, computer graphics. Matrix computation is stressed.

**MA 304 Differential Equations (3.00 cr.)**

*Prerequisite:* MA 252. First order equations, exact equations, existence and uniqueness, numerical methods, the linear algebra of the solution set of higher order equations, constant coefficient equations, series solutions, systems of equations, qualitative analysis. Model building is stressed.

**MA 310 Introduction to Probability and Statistics (3.00 cr.)**

*Prerequisite:* MA 252. Descriptive statistics; probability; sampling; random variables and their distributions; special distributions and their applications; estima-

tion; and hypotheses testing. *Closed to students who have taken MA 265 or MA 311.*

**MA 311 Principles of Statistics (3.00 cr.)**

*Prerequisite:* MA 252. A more rigorous treatment of the topics in MA 310. *Closed to students who have taken MA 310.*

**MA 351 Calculus III (3.00 cr.)**

*Prerequisite:* MA 252. A continuation of MA 252. Functions of several variables using surface graphs, contour diagrams, and tables; vectors; partial derivatives and multiple integrals; parametric curves. Every concept is considered graphically, numerically, and algebraically. A computer algebra system and graphing calculator are used to illustrate concepts, address more complicated problems, and do computer projects. *No computer experience necessary.*

**MA 395 Discrete Methods (3.00 cr.)**

*Prerequisite:* MA 252. The logic of compound statements, sequences and mathematical induction, set theory, counting arguments, recurrence relations, permutations, and combinations. An introduction to graph theory including Euler and Hamiltonian circuits and trees. Applications may include analysis of algorithms and shortest path problems. Problem solving is stressed.

**MA 421 Analysis I (3.00 cr.)**

*Prerequisite:* MA 301 or MA 395, MA 351. A rigorous development of topics in calculus. Topology of the real line, theory of limits, theory of differentiation of functions of one variable, infinite series.

**MA 422 Analysis II (3.00 cr.)**

*Prerequisite:* MA 421. A continuation of MA 421. Theory of integration of functions of one variable, improper integrals, functions of several variables.

**MA 424 Complex Analysis (3.00 cr.)**

*Prerequisite:* MA 304 or MA 351. Geometry of complex numbers, complex functions, analytic functions, harmonic functions, contour integration, Cauchy's Integral Formula, Laurent series, residue theory, conformal mappings.

**MA 425 Ordinary Differential Equations (3.00 cr.)**

*Prerequisite:* Written permission of the instructor is required. A more rigorous approach to the study of the topics of MA 304 with more extensive applications. *Closed to students who have credit for MA 304.*

**MA 427 Numerical Analysis (3.00 cr.)**

*Prerequisite:* MA 351. Floating point systems, rounding errors, polynomial interpolation (including piecewise), numerical integration, solutions of linear systems, curve fitting, optimization and nonlinear systems, solutions of ordinary differential equations.

**MA 441 Algebraic Structures I (3.00 cr.)**

*Prerequisite:* MA 301, MA 395. An investigation of the fundamental algebraic systems of groups, rings, and fields. Homomorphisms, cosets, Lagrange's theorem, quotient structures, and symmetry groups.

**MA 442 Algebraic Structures II (3.00 cr.)**

*Prerequisite:* MA 441. A continuation of MA 441. Topics drawn from Sylow theory, ring theory, Galois theory, field extensions, and finite fields. May include applications from combinatorics, computing and coding.

**MA 445 Advanced Linear Algebra (3.00 cr.)**

*Prerequisite:* MA 301. A deeper study of matrices and their applications, diagonalization, canonical forms, eigenvectors and eigenvalues, perturbation of matrices, computational algorithms.

**MA 447 Number Theory (3.00 cr.)**

*Prerequisite:* MA 301 or MA 395. Integers, divisibility, Euclid's algorithm, Diophantine equations, prime numbers, congruences, phi-function, Euler's theorem, primality testing. May include applications to cryptography and exact integer arithmetic.

**MA 448 Graph Theory with Applications (3.00 cr.)**

*Prerequisite:* MA 395. The fundamentals of graphs, trees, connectivity, Eulerian circuits, Hamilton cycles, matchings, vertex and edge colorings, decompositions, planar graphs, and extremal problems. Applications may include assignment and scheduling problems.

**MA 451 Mathematical Models in the Life, Social and Management Sciences (3.00 cr.)**

*Prerequisite:* MA 301, MA 351. A number of models are discussed in detail. Includes such topics as preference rankings, ecology of competing species, market stability, population growth, person games, pulse process models, growth in organizations. Emphasizes model building skills.

**MA 461 Elements of Statistical Theory I: Distributions (3.00 cr.)**

*Prerequisite:* MA 310 or MA 311, MA 351. Probability, decision analysis, asymptotic results, moment generating

functions, multivariate distributions, change of variables, central limit theorem.

**MA 462 Elements of Statistical Theory II: Inference (3.00 cr.)**

*Prerequisite:* MA 461. Theory of estimating and hypothesis testing, maximum likelihood estimation, likelihood ratio test, chi-square analysis.

**MA 465 Experimental Research Methods (3.00 cr.)**

*Prerequisite:* EC 220 or MA 265 or MA 310 or MA 311. Concepts and techniques for experimental research including simple and multiple regression, analysis of variance, analysis of categorical data.

**MA 466 Experimental Design (3.00 cr.)**

*Prerequisite:* MA 301, MA 310 or MA 311, MA 465. Linear models and their relationship to regression, analysis of variance and covariance. Coverage of interaction, blocking, replication, and experimental design: split-plot, nested, and Latin squares.

**MA 481 Operations Research (3.00 cr.)**

*Prerequisite:* MA 301. Linear programming and related techniques of combinatorial optimization with applications. Includes the simplex algorithm, transportation, optimal assignment, network flow, shortest path and travelling salesperson problems.

**MA 485 Stochastic Processes (3.00 cr.)**

*Prerequisite:* MA 301, MA 310 or MA 311. 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.

**MA 490 Special Topics in Mathematics (3.00 cr.)**

Special topics in advanced mathematics of interest to the instructor and students. Varies from semester to semester. Recent topics include set theory and logic, topology, optimization, geometry, and an honors seminar.

**MA 491 Special Topics in Statistics (3.00 cr.)**

Special topics in advanced statistics of interest to the instructor and students. Varies from semester to semester. Recent topics have included multivariate statistical methods, quality control, and decision theory.

# MILITARY SCIENCE

**OFFICE:** Early House

**TELEPHONE:** 410-617-2276/2387

**CHAIR:** LTC Timothy F. Fox, Professor

**PROFESSOR:** LTC Timothy F. Fox

**ASSISTANT PROFESSORS:** CPT John J. Hickey III;  
CPT Edward J. Lizurick

**INSTRUCTORS:** SFC John R. Bowker; SSG Altha L.  
Calhoun; MSG Dana Carrier

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## U.S. ARMY RESERVE OFFICERS' TRAINING CORPS (ROTC)

The U.S. Army and Loyola College sponsor the ROTC program to provide an opportunity for men and women to receive the training that leads to an Army Officer's Commission.

The Army Reserve Officers' Training Corps is more than a college program; it is a tradition. In 1819, Captain Alden Partridge, former superintendent at West Point, started what we know today as Army ROTC. Captain Partridge felt that our country needed more "citizen soldiers," so he established the first private school to offer military instruction. It did not take long for his idea to spread. By the turn of the century, 105 colleges and universities across the country were offering military instruction on their campuses.

Today, with Army ROTC available at more than 300 host schools and 1,000 extension colleges and universities, the program is stronger than ever. Loyola's ROTC program was started in 1952, and it has commissioned over 1,000 officers, several of whom have reached the General Officer ranks.

### TRAINING

ROTC has four-year and two-year programs. The four-year program consists of two parts: the Basic Course and the Advanced Course.

The Basic Course is usually taken in the freshman and sophomore years and requires no military commitment (except for scholarship students). The course provides the student an opportunity to observe the discipline and challenges of an Army career. Students will be evaluated on their

physical, academic, and leadership qualities to determine their potential for future service.

The Advanced Course is for selected upperclass students who have contracted for a service obligation. Students receive up to \$1,500 a year and additional pay for attending the Advanced Camp. This five-week summer camp, focused on leadership development and professional military training, occurs between the junior and senior year.

### TWO-YEAR PROGRAM

Available to service veterans and students who missed enrolling in the Basic Course, the Two-Year Program is essentially the ROTC Advanced course. Prior to enrollment, non-veterans must complete the six week Army ROTC Basic Camp. This camp is designed to make up for the two-year Basic Course and students are paid while attending. Veterans receive credit for the Basic Course.

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### ROTC SCHOLARSHIPS

Army ROTC awards scholarships for two, three, and four years. The scholarships are worth \$16,000 annually, providing for college tuition and fees, \$450 each year for books and classroom supplies, and a monthly \$150 stipend throughout the school year. The scholarships are awarded competitively and are based solely on merit. Winners are not precluded from holding other scholarships.

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### OFFICER'S CAREER

Graduates have the opportunity to serve either full-time in the active Army or part-time in the National Guard or U.S. Army Reserve. Upon entering the Army, they will be assigned to a service branch (a "branch" is a general field of interest in the Army, such as Aviation, Infantry, Field Artillery, Medical Service, Military Intelligence, Signal Corps, etc.) on the basis of education and experience, personal preference, and the needs of the Army. The Army fully trains them in their branches at schools lasting from as few as sixteen weeks to a year or more.

What are the opportunities offered? Leadership, travel, training, advanced education, promotions,

very competitive pay and benefits with regular raises for longevity, full medical (including family members) and dental coverage, housing, 30 days of paid vacation a year, adventure, and much, much more.

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#### INFORMATION

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

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#### ACTIVITY MODULES

Association of United States Army  
Color Guard  
Rangers

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#### COURSE DESCRIPTIONS

**MS 099 Leadership Lab (0.00 cr.)**  
*Corequisite for all other Military Science courses.* Provides an atmosphere for practicing leadership skills taught in the classroom and hands-on training with military equipment.

**MS 106 Basic Military Science I (1.00 cr.)**  
Introduces the student to the organization, customs, and courtesies of the United States Army. Topics include map reading, organization of the Army, introduction to infantry tactics, and an overview of career fields for commissioned officers. *For non-degree credit.*

**MS 107 Basic Military Science II (1.00 cr.)**  
Continues to explore topics introduced in MS 106. Exposes the student to leadership theory and the study of military professional ethics. Develops oral and written communications skills. *For non-degree credit.*

**MS 207 Leadership (1.00 cr.)**  
Develops and evaluates leadership abilities (officership) and potential of cadets through the Leadership Development Program (LDP) and Field Training Exercises (FTX). *For non-degree credit.*

**MS 210 U.S. Military History (3.00 cr.)**  
A survey of U.S. Military History with emphasis on trends and developments in strategy, tactics, weapons, and the relationships between the military and American society. Covers the time period from colonial Amer-

ica through U.S. involvement in the Persian Gulf. *For non-degree credit.*

**MS 301 Leadership and Tactics I (3.00 cr.)**  
Students receive an introduction to the principles of leadership and the integration of these principles among the leaders and subordinates of the military. Emphasizes land navigation and map reading skills with practical applications to include orienteering. Identifies the leader's role in small unit tactics with a focus on offensive and defensive operations.

**MS 302 Leadership and Tactics II (3.00 cr.)**  
*Prerequisite: MS 301.* Students prepare operations orders and conduct troop leading procedures. The instruction includes additional training in small unit tactics with an emphasis placed on patrolling, fire support, and communications. Discussion and evaluation of several leadership case studies to provide a framework to the techniques of military leadership.

**MS 401 Profession of Arms I (3.00 cr.)**  
*Prerequisite: MS 301, MS 302.* Organizational structure of the army to include its various branches, military professionalism and ethics, and basic military staff organization and procedures.

**MS 402 Profession of Arms II (3.00 cr.)**  
*Prerequisite: MS 401.* The role of the army officer in contemporary American society. Basic military management administration, fundamental concepts of military justice, and preparation for the officer basic branch course and active service.

# MODERN LANGUAGES AND LITERATURES

**OFFICE:** Maryland Hall, Room 506

**TELEPHONE:** 410-617-2780

**CHAIR:** Diane Chaffee-Sorace, Associate Professor

**PROFESSOR:** Gisèle A. Child-Olmsted; Hanna Geldrich-Leffman

**ASSOCIATE PROFESSORS:** Ursula E. Beitter; Diane Chaffee-Sorace; André P. Colombat; Randall P. Donaldson; Margaret Austin Haggstrom; Andrew McCormick (emeritus); Leslie Z. Morgan; Marie G. Murphy; Thomas Ward

**ASSISTANT PROFESSORS:** Ramón E. Espejo-Saavedra; Ana Gómez-Pérez

**INSTRUCTORS:** Baiba Abrams; Sandy McIlvaine; Susana María O'Mara; Catherine Savell

**ADJUNCT FACULTY:** Anna Barresi; Patricia Danielak; Rose Marie Easterly; Peter Leffman; Christopher McClintick; Elina McPherson; Elizabeth A. McPherson; Yasuko Nadayoshi-Walcott; Kathryn L. St. Ours

All students are required to complete two courses at the intermediate level of a modern foreign language or a classical language as part of the core requirement. Introductory level courses taken by students with no previous preparation in the language will fulfill part of the electives requirement. Successful completion of JP 104 fulfills the language requirement.

Entering students are advised to take the CEEB Advanced Placement Test, given at SAT centers, for placement purposes in the language in which they have had previous preparation. Taking the CEEB early enough will enable students to do remedial work if necessary and be retested at Loyola before the beginning of the Fall Semester. A high enough score on the Advanced Placement Test can exempt the student from the language requirement. Students who are proficient in languages other than those taught at Loyola should consult with the Advising Office.

Some upper-division literature courses are conducted in English (as noted) and offered to students of all disciplines. In these courses, readings can be done in English or in the language. Non-majors sufficiently proficient to follow lectures in

the language are welcome in all courses. These students may do readings and papers in English. A certificate of oral proficiency, based on ACTFL (American Council for the Teaching of Foreign Languages) guidelines, is available to all qualified students. **A fee is charged.**

Language majors interested in a career in business can prepare themselves within the regular Bachelor of Arts program by taking a minor in the School of Business. Loyola College is a testing center for the Certificat Pratique de Français Economique et Commercial given by the Paris Chamber of Commerce and Industry.

A one-credit service learning experience is available to students enrolled in SN 104 or in upper-division courses. The experience affords students the opportunity to increase their oral proficiency while assisting members of the Hispanic community at the Centro de la Comunidad in Baltimore.

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## MAJOR IN FRENCH, GERMAN, OR SPANISH

### BACHELOR OF ARTS

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

#### Freshman Year

##### *Fall Term*

FR 103 Intermediate French I *or*  
GR 103 Intermediate German I *or*  
SN 103 Intermediate Spanish I\*  
WR 113 Effective Writing  
Math/Science Core  
Social Science Core  
Elective

##### *Spring Term*

EN 130 Understanding Literature  
FR 104 Intermediate French II *or*  
GR 104 Intermediate German II *or*  
SN 104 Intermediate Spanish II\*  
HS 101 History of Modern Western  
Civilization  
Math/Science Core  
Social Science Core



## Sophomore Year

### Fall Term

- FR 201 French Composition and Conversation *or*  
 GR 201 German Composition and Conversation *or*  
 SN 201 Spanish Composition and Conversation\*  
 PL 201 Foundations of Philosophy  
 TH 201 Introduction to Theology\* *or*  
 Elective  
 EN 200-Level Great Books Course  
 HS 300-Level Core

### Spring Term

- FR 301 French Culture and Civilization I *or*  
 GR 301 German Culture and Civilization I *or*  
 SN 301 Spanish Culture and Civilization I\*  
 FR/GR/SN 200-Level Course\*  
 PL 200-Level Philosophical Perspectives Course  
 Fine Arts Core  
 Math/Science Core

## Junior Year

### Fall Term

- TH 201 Introduction to Theology *or*  
 Elective  
 FR/GR/SN 200-Level Course\*  
 FR/GR/SN 300-Level Course\*  
 Ethics Core  
 Non-Departmental Elective

### Spring Term

- FR 302 French Culture and Civilization II *or*  
 GR 302 German Culture and Civilization II *or*  
 SN 302 Spanish Culture and Civilization II\*  
 FR/GR/SN 300-Level Course\*  
 Theology Core  
 Non-Departmental Elective  
 Elective

## Senior Year

### Fall Term

- FR/GR/SN 300-Level Course\*  
 Departmental Elective\*  
 Departmental Elective\*  
 Elective  
 Elective

### Spring Term

- FR/GR/SN 200- or 300-Level Course\*\*  
 Departmental Elective\*  
 Non-Departmental Elective  
 Elective  
 Elective

\* Required for major.

\*\* Majors need a minimum of three 200-level courses and four 300-level courses.

1. Intermediate Language II or an appropriate score on the College's placement test is a prerequisite for all courses numbered 200 or higher (except ML courses, which are taught in English). Unless waived by the chair in consultation with the instructor, FR/GR/SN 201 is the prerequisite for all courses numbered 202 or higher except for FR/GR/SN 204 which has a prerequisite of FR/GR/SN 104.

SN 203 or SN 217 or written permission of the instructor is the prerequisite for all SN 300-level literature courses.

2. Twelve courses above the intermediate level are required for majors in French, German, and Spanish. Although majors are offered only in French, German, Spanish, some courses are offered in Chinese, Italian, and Japanese.

a. Majors and minors should take FR/GR/SN 201 (Composition and Conversation) in the freshman or sophomore year. Freshmen can take Composition and Conversation in the appropriate language if they have achieved a satisfactory score on the Language Placement Test and are thereby exempted from the intermediate language requirement. Majors should consult the department chair about the effect of the Placement Test score on an individual's academic program.

b. Among the courses required for the major are three 200-level courses or the equivalent; any two courses from the sequence FR/GR/SN 301–309; and four additional courses numbered FR/GR/SN 300 or above.

- c. Within the German major, students can select an area studies concentration. Requirements are four 200-level courses; any two courses from GR 301–309; and six 300-level courses, three of which can be chosen from among relevant courses in other departments.
- d. The Department also offers interdisciplinary courses in English which are signified by an ML course prefix. These courses are open to non-majors but do fulfill departmental major and minor elective requirements.

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

3. Sophomores should take two departmental courses in both the fall and spring terms.
4. All language majors are encouraged to spend a summer or junior year abroad.
5. All language majors are encouraged to explore another area such as history, political science, business, or economics. They should take as many free electives as possible in that area to broaden their knowledge in the culture and society of their target area and to enhance their employment possibilities.
6. Minors are available in French, German, and Spanish. Students can minor in Italian or Russian by taking courses in a cooperative program at area colleges. Minors are required to take six upper-division courses in the appropriate language area beyond the intermediate level, preferably two 200-level courses and four 300- or 400-level courses. One departmental elective given in English may be included among the six courses.

In Spanish, two or three 200-level courses and three or four 300- or 400-level courses are

required. It is suggested that minors studying abroad take at least one 300- or 400-level course in Spanish after they return.

Within the German minor, students can select an area studies concentration. Requirements are three 200-level courses and three 300-level courses (two of which can be chosen from among relevant courses in other departments).

## COURSE DESCRIPTIONS

### INTERDISCIPLINARY COURSES

#### **ML 201 Exploring Language: An Introduction to Linguistics (3.00 cr.)**

An examination of the rule-based nature of language. Includes the study of basic English structures (morphological, phonological, syntactic) and practice in analyzing them. Other languages will also be used as examples depending, in part, on the interests and preparation of the students. Further topics covered are the relationship between writing and speaking; the idea of “correctness” in language; language change and variation in social and historical contexts; language and communication; and the concept of language in popular thought.

#### **ML 210 The Continuing Allure of Magic: Fairytales from Perrault and Grimm to Walt Disney (3.00 cr.)**

Close reading of fairytales to ascertain their meaning and purpose within the socio-historical context of the seventeenth through the nineteenth centuries; examination of the Perrault and Grimm tales against the background of the literary currents of their times; comparison of traditional fairytales with modern rewrites, with Walt Disney versions and with contemporary Fairytale Theater productions (videos). Interpretation of fairytales from the anthropological, psychological, sociological, and political perspectives.

#### **ML 230 Tradition and Change in Francophone Literature (3.00 cr.)**

An introduction to the literatures and cultures of several French speaking countries or regions including Morocco, Algeria, Senegal, Zaire, Labanon, Quebec, Switzerland, and Belgium. Students read a major work of literature from each of these countries and analyze the relationships between tradition, history, and artistic creation. Authors studied are Tahar Ben Jelloun, Leopold Sedar Senghor, Mbala Ngombo, Georges Schehade, Kateb Yacine, Michel Tremblay, Charles

Ferdinand Ramuz, and Emile Verhaeren. Students also analyze one African and one Canadian film in French with English subtitles.

**ML 250 Introduction to Medieval Literature:**

**Selected Languages (3.00 cr.)**

A study of selected medieval texts, read in English translation, with readings on the culture and civilization of the times. Representative works in each of the major genres are read: the lyric, the epic, and other narrative genres. *Counts toward Medieval Studies minor.*

**ML 251 Introduction to Medieval Italian**

**Literature (3.00 cr.)**

“The Three Crowns”: Dante, Petrarch, and Boccaccio. An introduction to major medieval Italian works in English translation, with readings on the culture and civilization of the times. Selections read from the *Divine Comedy*, *New Life*, *Canzoniere*, *Decameron*. *Counts toward Medieval Studies minor.*

**ML 260 Dante’s *Divine Comedy* (in translation) (3.00 cr.)**

An examination of Dante’s major opus. Focuses on the historical, political, and philosophical aspects of Dante’s masterpiece. Appreciation of Dante’s place in world literature. Lectures in English with bilingual text. *Knowledge of Italian helpful but not necessary. Counts toward Medieval Studies minor.*

**ML 303 Germany Today (3.00 cr.)**

For students who wish to become acquainted with major aspects of contemporary German culture, as well as social and political developments in Germany. Focuses on developments after 1970. *Closed to students who have taken GR 303.*

**ML 322 France Today (3.00 cr.)**

For students who wish to become acquainted with the major aspects of contemporary French cultural, social, political and economic life. Focuses on the major developments that have taken place since the 1940s. *Readings are available in English only.*

**ML 327 Gods and Man: Introduction to**

**Mythology (3.00 cr.)**

An examination of the different definitions and contemporary theories regarding myth. A comparative study of Greco-Roman, Germanic, and Latin American mythologies and an exploration of their cross-cultural significance for literature and art throughout the ages.

**ML 333 Witches, Giants, and Tyrants, Oh My! (3.00 cr.)**

*Prerequisite: HS 101, WR 113.* 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.

**ML 335 From Dante to Descartes: Readings on the Renaissance and the Baroque (3.00 cr.)**

An examination of this rich period of Western Civilization. Explores philosophical, political, and social thought; artistic creations; and literary masterpieces. Literary readings include works from: Petrarch, Boccaccio, Rabelais, Montaigne, Cervantes, Herbert, and Gongora.

**ML 352 Universal Themes in**

**Spanish Literature (3.00 cr.)**

A study of major themes in Spanish Literature in translation. Examination of such topics as: the Don Juan myth, the subject of dreams, the honor code, the problem of madness, and the response to and interpretation of one’s surroundings. *Closed to students who have taken SN 352.*

**ML 355 The Roaring Twenties in**

**Weimar Germany (3.00 cr.)**

Examines the Weimar Republic and the early years of the Third Reich from a cultural rather than a political perspective. Focuses on the works of such diverse individuals as Einstein, Freud, Kafka, Brecht, and Thomas Mann.

**ML 358 Japanese Thought and Culture (3.00 cr.)**

Japan is a country which remains mysterious and exotic for many; a country which both fascinates and puzzles. This course is intended to take students beyond the immediately observable and into the heart and mind of Japan. It provides a sociological overview of contemporary Japan and its culture by examining distinctive cultural patterns in many domains. Students explore issues relating to the physical environment; communication styles; the structure of a vertical society; modern mass media; marriage and family life; gender roles; education; the workplace; traditions and values; the Japanese perception of self; and how these various factors effect intercultural communication. *Offered at the College of Notre Dame (DLJA 358) alternate years. Counts toward Asian Studies minor.*

**ML 360 Love and Death in the Modern Novel (3.00 cr.)**

An analysis of the parallel between love and death that often plays a key role in modern French literary works. Themes such as love as a cause of death, a refuge from

death, a companion of death, a power to fight death, a scapegoat to explain death, etc., lead to the confrontation of various recent definitions of love and death. These definitions are developed through the analyses of major French literary works such as *Carmen*; *Thérèse Desqueyroux*; *Hiroshima, My Love*; etc. Recent French films are also used to illustrate discussions.

**ML 363 Voices Across America:  
A Symphony of Thought** (3.00 cr.)

Attempts an understanding of the diverse textures of thought which have helped define the Americas in the nineteenth century. Texts from France, the United States, and Latin America are examined. Students analyze themes such as slavery, race, class, acculturation, gender, love, power, wisdom, and nationality as they emerge. Students are encouraged to read original materials in Spanish or French when competent to do so. *Students who have taken SN 370 must consult with the instructor before registering for this course.*

**ML 365 The Holocaust in French Film** (3.00 cr.)

Discusses how the Holocaust and the persecution of the Jews were represented in French film from 1939 to the present. Students analyze how, at different times of their evolution, French cinema and French society have answered the questions: What happened? Who is responsible? How can we be sure we will never forget? The films analyzed include masterpieces such as *Night and Fog*, *The Sorrow and the Pity*, *Hotel Terminus*, *Shoah*, *M. Klein*, *Goodbye Children*, and *Weapons of the Spirit*. *English version of FR 365. Counts toward Film Studies minor.*

**ML 370 Contrasting Representations of  
Race and Gender** (3.00 cr.)

A comparative study of representations of gender and race in the Franco-Caribbean world and the United States. Course focus is two-fold: (1) to study the articulation of Self and Other through the groundbreaking studies on gender and race by existentialist authors Simone de Beauvoir, Jean-Paul Sartre, and Frantz Fanon; and (2) to view, critique, and contrast literature and film from the Franco-Caribbean World and the United States that reflect gender, race, and ethnic relations. Authors studies include Denise Chávez (Chicana), Maryse Condé (Guadeloupian), Toni Morrison (African-American), and Jacques Roumain (Haitian). Students critique films such as *Sugar Cane Alley*, *Indochine*, and *Aimé Césaire*. *Closed to students who have taken FR 370. Counts toward Gender Studies minor.*

**ML 375 Women and Men in Twentieth-Century  
Hispanic Fiction** (3.00 cr.)

Studies gender roles and representation along with specific topics which include romance, desire, honor, and politics. These topics are discussed in relation to fiction written by Spanish and Latin American writers (and directors) such as Maria Louisa Bombal, Elena Poniatowska, Jose Donoso, Federico Garcia Lorca, Pedro Almodovar, and Gabriel Garcia Marquez. All genres included although it will be mostly prose. Also discusses key artists such as Picasso and some films. Some issues particularly relevant for the Hispanic world and others discussed in relation to contemporary issues in the United States as they appear in current events and films among other sources. The course and most readings are in English, however, some readings may be provided in Spanish for those majors and minors. *Counts toward Gender Studies minor.*

**ML 400 Medieval Studies Capstone Project** (1.00 cr.)

*Prerequisite: Written permission of the instructor is required. Restricted to Medieval Studies minors.* An independent study accompanying a concurrently taken three-credit elective approved for the Medieval Studies minor. The interdepartmental subject and title must be approved by the instructor and Medieval Studies Consortium.

**ML 426 Foreign Language Teaching  
Methodology** (4.00 cr.)

*Prerequisite: One foreign language course beyond 104-level or written permission of the instructor is required.* Students examine current methodologies, techniques, and educational goals for teaching foreign languages. Students observe and evaluate foreign language classes in a variety of school settings. Students also have several opportunities for participation in classroom teaching.

**CHINESE**

**CI 101 Chinese I** (3.00 cr.)

An introduction to the four language skills: reading, understanding, speaking, and writing, as well as the structure of the language and the culture of the country. *For students with no previous knowledge of the language. Counts toward Asian Studies minor.*

## MAJOR IN FRENCH

**FR 100 Study Strategies for French (1.00 cr.)**

Teaches students strategies for learning a foreign language. Students receive training in a wide variety of study skills and practice them in the textbooks and on the assignments of the French course in which they are enrolled. Students also learn how to adapt these skills for use in future language courses. *Students must be enrolled in a beginning or intermediate French language course. For non-degree credit.*

**FR 101 Introductory French I (3.00 cr.)**

For students with no previous knowledge of the language. A thorough grounding in the four language skills: reading, listening comprehension, speaking, and writing, as well as an introduction to francophone cultures and literatures. *Lecture/Laboratory*

**FR 102 Introductory French II (3.00 cr.)**

A continuation of FR 101.

**FR 103 Intermediate French I (3.00 cr.)**

A systematic consolidation and expansion of the four basic skills: reading, listening comprehension, speaking, and writing. To increase students' proficiency in the language and broaden their understanding of Francophone cultures and literatures. *Lecture/Laboratory*

**FR 104 Intermediate French II (3.00 cr.)**

A continuation of FR 103.

**FR 201 French Composition and Conversation I (3.00 cr.)**

Develops writing and speaking ability in French through models of style, related grammar, examples of usage, composition exercises, speaking practice.

**FR 202 The Living Language (3.00 cr.)**

*Prerequisite: FR 201.* A transition between language study on the lower-division level, where grammar and oral practice are stressed, to more advanced upper-division courses in which the language becomes the primary means of expression and communication. Focuses on various special topics as dictated by the needs and interests of the students to acquaint them with the contemporary idiomatic usage and specialized vocabulary for fields like business, economics, science, or literary criticism.

**FR 204 Oral Proficiency: Language and Persuasion (3.00 cr.)**

*Prerequisite: FR 104.* Intensive oral practice in the classroom and with audio-visual media to develop facility in oral expression and aural comprehension.

**FR 210 French Composition and Conversation II (3.00 cr.)**

*Prerequisite: FR 201 or FR 202.* Develops and refines written expression through a review of complex grammatical structures and idiomatic expressions. Students practice guided compositions and creative writing using factual reporting techniques and literary models.

**FR 216 Exploring the Text (3.00 cr.)**

*Prerequisite: FR 201.* Enhances students' ability to read and comprehend a variety of texts in French. Development of reading strategies enabling students to move beyond word-and-sentence level decoding skills to the core of textual assertions and their implications. Strategies include deriving meaning from content, recognizing rhetorical conventions, and interacting with the text based on reader background knowledge. All texts are authentic and include advertisements, popular theater, songs, film scripts, political speeches, comics, myths and legends, and "classical" literary selections (short stories, poetry, and plays). Other readings based on student interests and major fields.

**FR 301 Culture and Civilization I (3.00 cr.)**

*Prerequisite: FR 201.* A study of the history of France with emphasis on political, social, intellectual, and artistic aspects of French civilization. Covers the period from the origin to the eighteenth century. *Counts toward Medieval Studies minor.*

**FR 302 Culture and Civilization II (3.00 cr.)**

*Prerequisite: FR 201.* A continuation of FR 301. *Courses need not be taken in order.*

**FR 303 France in the Nineties (3.00 cr.)**

*Prerequisite: FR 201.* A study of the evolution of France since 1980 with emphasis on political, social, intellectual, and artistic issues. Includes various analyses of the role of France on the international scene and particularly as a member of the European Union. Students study articles drawn from the French press, recent films, and current French television news.

**FR 310 Business French: A Functional Approach** (3.00 cr.)

*Prerequisite:* FR 201. Geared to students interested in acquiring functional language skills in the world of French business. Students study the economic and business environment, and learn key technical terms and useful idiomatic expressions. Stresses the rules and formulas of formal business correspondence. *Upon completion of this course, students may take the test given by the Paris Chamber of Commerce and Industry to obtain the Certificat Pratique de Français Economique et Commercial.*

**FR 340 The Text and the Screen** (3.00 cr.)

*Prerequisite:* FR 201. Analyzes the relationship between text, film, sound, and images by studying masterpieces of French cinema as well as masterpieces of French literature and their screen adaptations. *Counts toward Film Studies minor.*

**FR 350 From Charlemagne to Arthur: Introduction to Medieval French Literature** (3.00 cr.)

*Prerequisite:* FR 201. Readings drawn from the French works of the Middle Ages, from the first document in the ninth century through the end of the fifteenth century (in Modern French). Includes Chrétien de Troyes' *Erec et Enide*, early lyric poetry, *Tristan et Iseut* as well as other Arthurian readings and films based on the books. *Counts toward Medieval Studies minor.*

**FR 352 French Literary Perspectives I: The Classical Age** (3.00 cr.)

*Prerequisite:* FR 201. Readings drawn from representative works of the sixteenth to eighteenth century. Special emphasis on literary analysis, philosophical trends, historical background.

**FR 353 French Literary Perspectives II: Romanticism and Realism** (3.00 cr.)

*Prerequisite:* FR 201. Readings drawn from representative works of the nineteenth century. Special emphasis on literary analysis, philosophical trends, historical background.

**FR 354 French Literary Perspectives III: Contemporary Genres** (3.00 cr.)

*Prerequisite:* FR 201. Readings drawn from representative works of the twentieth century. Special emphasis on literary analysis, philosophical trends, and historical background.

**FR 358 French Literature of the Eighteenth-Century** (3.00 cr.)

*Prerequisite:* FR 201. Readings drawn from representative works of the eighteenth century. Special emphasis placed on literary analysis, philosophical trends, and historical background.

**FR 359 French Theater of the Seventeenth-Century** (3.00 cr.)

*Prerequisite:* FR 201. Students read major plays from the seventeenth century, including works by Molière, Racine, and Corneille. Special emphasis on the performance aspect of the genre.

**FR 360 French Theater** (3.00 cr.)

*Prerequisite:* FR 201. Major plays from the Enlightenment to the Theater of the Absurd. Special attention given to the philosophy and social history of the times, and to critical theory of this genre. Texts include those of Marivaux, Beaumarchais, Hugo, Musset, Anouilh, Claudel, Sartre, and Ionesco.

**FR 361 Contemporary French Poetry** (3.00 cr.)

*Prerequisite:* FR 201. Consists of a detailed analysis of the evolution of the poetic image in France from the time of the Commune of Paris, in 1871, to the present. Through the study of all major literary movements and principal French poets of the twentieth century, students examine how poetry reflects, develops, or offers various representations and interpretations of our modernity. From the seminal works of Rimbaud, Mallarmé, and Apollinaire to the poems of Yves Bonnefoy and Jacques Dupin, students will be encouraged to investigate how poetry creates what Paul Valéry called a necessary "supplément d'âme" in a century that has seen two World Wars and the outset of the nuclear threat.

**FR 365 The Holocaust in French Film** (3.00 cr.)

*Prerequisite:* FR 201. Discusses how the Holocaust and the persecution of the Jews were represented in French film from 1939 to the present. Students analyze how, at different times of their evolution, French cinema and French society have answered the questions: What happened? Who is responsible? How can we be sure we will never forget? The films analyzed include masterpieces such as *Night and Fog*, *The Sorrow and the Pity*, *Hotel Terminus*, *Shoah*, *M. Klein*, *Goodbye Children*, and *Weapons of the Spirit*. *Counts toward Film Studies minor.*

**FR 370 Gender and Race in Francophone****Thought (3.00 cr.)**

*Prerequisite:* FR 201. Studies the different ways in which social relationships of domination and submission are reflected in literature and film. Introduces major philosophical, psychoanalytical, and psychological theories that explain these behavioral patterns (Hegel, Freud, Fanon). Texts read and films viewed illustrate these patterns. Readings and discussions center around works by Sartre, de Beauvoir, Fanon, Genet, Roumain, and films such as *Indochine* and *Sugar Cane Alley*. *Closed to students who have taken ML 370. Counts toward Gender Studies minor.*

**FR 380 Special Topics in Francophone****Literature (3.00 cr.)**

*Prerequisite:* FR 201. An intensive study of an author, theme, or movement in Francophone literature. Topic announced each time the course is offered.

**MAJOR IN GERMAN****GR 100 Study Strategies in German (1.00 cr.)**

Teaches students strategies for learning a foreign language. Students receive training in a wide variety of study skills and practice them in the textbooks and on the assignments of the German course in which they are enrolled. Students also learn how to adapt these skills for use in future language courses. *Students in this course must be enrolled in a beginning or intermediate German language course. For non-degree credit.*

**GR 101 Introductory German I (3.00 cr.)**

For students with no previous knowledge of the language. A thorough grounding in the four language skills: reading, understanding, speaking, and writing, as well as an understanding of the structure of the language and the literature and culture of the country. *Lecture/Laboratory*

**GR 102 Introductory German II (3.00 cr.)**

A continuation of GR 101.

**GR 103 Intermediate German I (3.00 cr.)**

A systematic consolidation and expansion of the four basic skills: reading, understanding, speaking, and writing. To increase and perfect students' acquired abilities/proficiencies in the language, and broaden their understanding of the country's culture and literature. *Lecture/Laboratory*

**GR 104 Intermediate German II (3.00 cr.)**

A continuation of GR 103.

**GR 201 German Composition and Conversation (3.00 cr.)**

Increases students' oral and writing ability through the assimilation of advanced structural patterns, stylistic analysis of literature, discussion of current events.

**GR 202 The Living Language: Techniques of Translation (3.00 cr.)**

*Prerequisite:* GR 201. A transition between language study on the lower-division level, where grammar and oral practice are stressed, to more advanced upper-division courses in which the language becomes the primary means of expression and communication. Focuses on various special topics as dictated by the needs and interests of the students to acquaint them with the contemporary idiomatic usage and specialized vocabulary for fields like business, economics science, or literary criticism.

**GR 204 German for Oral Proficiency (3.00 cr.)**

*Prerequisite:* GR 104. Intensive oral practice in the classroom and with audio-visual media to develop facility in oral expression and aural comprehension.

**GR 210 Advanced German Composition (3.00 cr.)**

*Prerequisite:* GR 201. An in-depth study of styles of written communication: advanced grammatical concepts applied to personal, business, and narrative/creative writing.

**GR 216 German Reading Strategies (3.00 cr.)**

*Prerequisite:* GR 201. Enhances students' ability to read and comprehend a variety of German texts. Development of reading strategies enabling students to move beyond word-and-sentence level decoding skills to the core of textual assertions and their implications. Strategies include: deriving meaning from content, recognizing rhetorical conventions, and interacting with the text based on reader background knowledge. All texts are authentic and include advertisements, popular theater, film scripts, songs, comics, myths and legends, political speeches, and "classical" literary selections (short stories, plays, and poetry). Other readings based on student interests and major fields.

**GR 250 Business German (3.00 cr.)**

*Prerequisite:* GR 201. A study of German as it is used in various German business institutions. Stresses stylistics

of business letters and reports as well as techniques of translation.

**GR 301 German Culture and Civilization I (3.00 cr.)**

*Prerequisite:* GR 201. A study of the development of German culture from its origins to the present. The first semester covers the periods up to the eighteenth century with special emphasis on the history, politics, art and architecture of the period. The second semester continues examination of the contemporary social context and its historical background. *Counts toward Medieval Studies minor.*

**GR 302 German Culture and Civilization II (3.00 cr.)**

*Prerequisite:* GR 201. A continuation of GR 301.

**GR 303 Germany Today (3.00 cr.)**

*Prerequisite:* GR 201. For students who wish to become acquainted with major aspects of contemporary German culture, as well as social and political developments in Germany, and their influence on current literature and journalism. Focuses on developments after 1970.

**GR 307 Conundrums in Today's Germany (3.00 cr.)**

*Prerequisite:* Two GR 200-level courses or written permission of the instructor is required. Current issues and problems in Germany, as they are discussed in the mass media in Germany and abroad. Special attention is paid to the historical development of the EEC and Germany's role within the EU. Newspapers, films, videos, and news broadcasts are the main sources of information for the course.

**GR 310 Germany in Television and Film (3.00 cr.)**

*Prerequisite:* GR 201. Critical examination of historical, cultural, and social perspectives of Germans and Germany in classic as well as contemporary cinema and television. *Counts toward Film Studies minor.*

**GR 315 The Dysfunctional World of the Contemporary German Short Story (3.00 cr.)**

*Prerequisite:* GR 201. A study of this important contemporary genre through the works of its leading practitioners.

**GR 340 German Film (3.00 cr.)**

*Prerequisite:* GR 201. Comparative study of German literary works and their adaption to the screen; analysis of the different possibilities inherent in language and visual arts. Special emphasis on the outstanding directors of contemporary German Cinema. *Counts toward Film Studies minor.*

**GR 342 Vienna: Imperial Splendor and Decadence (3.00 cr.)**

*Prerequisite:* GR 201. Examines the historical and cultural events of Vienna, capital of the Austro-Hungarian Empire at the turn of the century. A multi-ethnic, multicultural society in political and social crisis, it produced one of the most creative and brilliant intellectual centers of Europe, out of which much of modern art and thought was born. Students become acquainted with the politics and personal aspects of the Hapsburg monarchy; the social realities of the times; and the works of such great intellectual, literary, artistic, and musical figures as Freud, Schnitzler, Hofmannsthal, Klimt, Kokoschka, Mahler, Schönberg, and Strauß

**GR 344 Berlin: The Crucible of Europe (3.00 cr.)**

*Prerequisite:* GR 201. Examines the intellectual currents that shaped Berlin in the early twentieth century. Students focus on the contributions made by prominent German-Jewish authors, discuss the foment of the Weimar years, and Berlin's contributions to a developing Europe.

**GR 352 The Giants of German Literature (3.00 cr.)**

*Prerequisite:* GR 201. A study of the general cultural and literary background of the eighteenth and early nineteenth centuries in Germany. Features representative works from such outstanding German writers as Lessing, Goethe, Schiller, Novalis, Eichendorff, and Kleist.

**GR 353 German Literature of the Nineteenth-Century (3.00 cr.)**

*Prerequisite:* GR 201. Studies plays, poems, and narrative prose which reflect the development of German literature from the end of the Romantic period to the turn of the twentieth century. Special attention to works which exemplify specific artistic attempts to cope with problems created by increasing industrialization.

**GR 354 Confronting the Other in Contemporary German Literature (3.00 cr.)**

*Prerequisite:* GR 201. A study of the development of German literature through an examination of works of drama, poetry and prose that show the artist's attempts to deal with the changing realities and problems of the contemporary world.

**GR 356 Enchanting the Listeners: The Art of Storytelling (3.00 cr.)**

*Prerequisite:* GR 201. Historical development of the Novella in German from its beginnings in the eight-



eenth 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 novel.

**GR 358 Sexual Politics in German Drama (3.00 cr.)**

*Prerequisite:* GR 201. Uses the plays of Buechner, Hebbel, Hauptmann, Brecht and Hochhut to trace the development of German drama and theatre in the nineteenth and twentieth centuries. Special emphasis on the readings in relation to their socio-political background.

**ITALIAN**

**IT 100 Study Strategies in Italian (1.00 cr.)**

Strategies for learning a foreign language. Students receive training in a wide variety of study skills and practice them in textbooks and on the assignments of the Italian course in which they are enrolled. *Students must be enrolled in a beginning or intermediate Italian course. For non-degree credit.*

**IT 101 Introductory Italian I (3.00 cr.)**

For students with no previous knowledge of the language. A thorough grounding in the four language skills: reading, understanding, writing, and speaking, as well as an understanding of the structure of the language and the literature and culture of the country. *Lecture/Laboratory*

**IT 102 Introductory Italian II (3.00 cr.)**

A continuation of IT 101.

**IT 103 Intermediate Italian I (3.00 cr.)**

A systematic consolidation and expansion of the four basic skills: reading, understanding, speaking, and writing. To increase and perfect students' acquired abilities/proficiencies in the language, and broaden their understanding of the country's culture and literature. *Lecture/Laboratory*

**IT 104 Intermediate Italian II (3.00 cr.)**

A continuation of IT 103.

**IT 201 Italian Composition and Conversation (3.00 cr.)**

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.

**JAPANESE**

**JP 101 Japanese I (3.00 cr.)**

For students with no previous knowledge of the language. Introduction to the four language skills: reading, understanding, speaking, and writing, as well as the structure of the language and culture of the country. *Counts toward Asian Studies minor: Lecture/Laboratory*

**JP 102 Japanese II (3.00 cr.)**

A continuation of JP 101. Introduction to the modern Japanese language: speaking, listening, reading, and writing. *Counts toward Asian Studies minor.*

**JP 103 Japanese III (3.00 cr.)**

Designed for advanced introductory students of Japanese. Introduces more complex patterns of Japanese using basic vocabulary. *Counts toward Asian Studies minor: Lecture/Laboratory*

**JP 104 Japanese IV (3.00 cr.)**

A continuation of JP 103. *Counts toward Asian Studies minor.*

**MAJOR IN SPANISH**

**SN 100 Study Strategies in Spanish (1.00 cr.)**

Teaches students strategies for learning a foreign language. Students receive training in a wide variety of study skills and practice them in the textbooks and on the assignments of the Spanish course in which they are enrolled. Students also learn how to adapt these skills for use in future language courses. *Students must be enrolled in a beginning or intermediate Spanish language course. For non-degree credit.*

**SN 101 Introductory Spanish I (3.00 cr.)**

For students with no previous knowledge of the language. A thorough grounding in the four language skills: reading, understanding, speaking, and writing, as well as an understanding of the structure of the language and the literature and culture of the country. *Lecture/Laboratory*

**SN 102 Introductory Spanish II (3.00 cr.)**

A continuation of SN 101.

**SN 103 Intermediate Spanish I (3.00 cr.)**

A systematic consolidation and expansion of the four basic skills: reading, understanding, speaking, and writing. To increase and perfect students' acquired abilities/proficiencies in the language, and broaden their under-

standing of the country's culture and literature.  
*Lecture/Laboratory*

**SN 104 Intermediate Spanish II (3.00 cr.)**  
A continuation of SN 103.

**SN 201 Spanish Composition and Conversation (3.00 cr.)**  
Increases students' oral and written proficiency through assimilation of advanced structural patterns, stylistic analysis, discussion of contemporary topics.

**SN 202 The Living Language (3.00 cr.)**  
*Prerequisite:* SN 201. A transition between language study on the lower-division level, where grammar and oral practice are stressed, to more advanced upper-division courses in which the language becomes the primary means of expression and communication. Focuses on various special topics as dictated by the needs and interests of the students to acquaint them with the contemporary idiomatic usage and specialized vocabulary for fields like business, economics, science, literary criticism.

**SN 203 Introduction to Reading Literature (3.00 cr.)**  
*Prerequisite:* SN 201. Transition from SN 201 to advanced classes. Work to develop reading and introducing Hispanic literature: basic terms, genres, detailed analysis and discussion of themes. Works include novellas, plays, short stories, poems. Some grammar work through the literature. *Closed to students who have taken SN 217.*

**SN 204 Spanish for Oral Proficiency (3.00 cr.)**  
*Prerequisite:* SN 104. Intensive oral practice in the classroom and with audio-visual media to develop facility in oral expression and aural comprehension.

**SN 210 Advanced Spanish Composition (3.00 cr.)**  
*Prerequisite:* SN 201. Develops and refines written expression through a review of complex grammatical structures and idiomatic expressions. Students practice guided compositions and creative writing using factual reporting techniques and literary models.

**SN 217 Venturing into the Text: Reading Comprehension Through Literature (3.00 cr.)**  
*Prerequisite:* SN 201. Transition from SN 201 to advanced classes. Develops students' ability to read Spanish through practice with Hispanic short stories, plays, poems, novellas or novels. Increased facility in reading acquired through emphasis on new vocabulary, intro-

duction of basic terms and genres, some grammar review, reading exercises, analysis and discussion of themes. Speaking and writing skills also developed by class discussions and written assignments. *Closed to students who have taken SN 203.*

**SN 301 The Culture and Civilization of Spain (3.00 cr.)**  
*Prerequisite:* SN 201. Studies the historical, political, literary, and artistic development of Spain including an examination of the characteristic traditions and customs of their social context.

**SN 302 The Culture and Civilization of Latin America (3.00 cr.)**  
*Prerequisite:* SN 201. Studies the historical, political, literary, and artistic development of Latin America including an examination of the characteristic traditions and customs of their social context.

**SN 304 Current Issues in Central America (3.00 cr.)**  
*Prerequisite:* SN 201. *Recommended Prerequisite:* SN 203 or SN 217. With civil wars in Nicaragua, El Salvador, Guatemala, and Honduras, Central America has come to represent class struggle in its most violent form. Examines a series of texts and videos which define the conflict in terms of economics, gender, and race. Principal texts include Sandino, Alegria, Belli, Cardenal, Menchú, and Cabezas. Film and video documentaries supplement the readings.

**SN 305 Chronicles of Conquest, Resistance and Transculturation (3.00 cr.)**  
*Prerequisite:* SN 203 or SN 217 or *written permission of the instructor is required.* Provides the building blocks for understanding the encounter between the Spanish and Native American cultures during the sixteenth century. The ideology of the Spanish conquistadores is compared with Native strategies for resistance. The predominant cultures examined are Nahua, Quiche, and Quechua.

**SN 306 Contemporary Mexico and Argentina (3.00 cr.)**  
*Prerequisite:* SN 201. A study of the contemporary culture of the two leading Latin American countries, Mexico and Argentina, with a focus on the current political, social, and artistic scene. Students gain a deeper insight through the use of authentic materials, the Internet, news broadcasts, videos, and films as well as newspapers, popular magazines, and some relevant literary works.

**SN 310 Spanish for Business (3.00 cr.)**  
*Prerequisite:* SN 201. Familiarizes students with specialized vocabulary, types of documents, protocol, and style of

correspondence related to economy and the business world. Special emphasis on increasing students' international perspective and on development of skills necessary to work effectively in a multicultural setting.

**SN 348 The Spanish Historical Novel (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor is required. The historical novel developed in nineteenth century Spain as a result of a desire to combine the popular appeal of the adventure story with serious political and historical analyses in an effort to educate the middle class reading public as to their history and their possible destiny. Focuses on an examination of the ways in which popular storytelling techniques were used in the Spanish historical novel of the late nineteenth and early twentieth centuries in order to establish or criticize various ideological positions. Readings include works by Galdós, Valle-Inclán, Max Aub, and Ramón Sender among others.

**SN 350 Short Hispanic Fiction (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor is required. Reading and discussion of short stories and very short novels (novellas) by Spanish and Latin American writers. Topics include socio-political, familial, or imaginary worlds in relation to the strategies of fiction. Authors include García-Márquez, Borges, Cortázar, Sender.

**SN 352 The Golden Age (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor is required. The most important period in this country's literary heritage surveys Spain's Golden Age through an examination of representative works such as the anonymous *Lazarillo de Tormes*, Cervantes' *Don Quijote*, Tirso de Molina's *El Burlador de Sevilla*, and Lope de Vega's *Peribáñez*.

**SN 353 Nineteenth- and Twentieth-Century Spain: Fiction and Film (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor is required. Studies Spanish fiction from Realism through contemporary periods, using theory of film and literary genres to work with parallel films and novels. Works and films by Galdos, Bunuel, Cela, Almodovar, and others.

**SN 354 Contemporary Latin American Literature (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor is required. Studies representative, contemporary Latin American writers such as Asturias, Borges,

Cortázar, Fuentes, García, Márquez, and Vargas Llosa. Special attention given to works which exemplify innovation in form and the artist's involvement in contemporary social problems.

**SN 355 Spanish Postwar Literature (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor is required. A study of representative works which bear witness to and examine the contradictions of Postwar Spain. Emphasis placed on socio-historical contacts and literary analysis.

**SN 358 A Survey of Spanish Theater (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor is required. Surveys the theater of Spain from its beginnings to the twentieth century. Aims at providing some insight into major periods in Spanish literature through the study of works by such representative writers as Miguel de Cervantes, Lope de Vega, Calderon de la Barca, Tirso de Molina, Jose Zorrilla, Federico Garcia Lorca, Alejandro Casona, and Antonio Buero Vallejo.

**SN 359 Latin American Theatre (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor is required. Development of Latin American theatre from the late nineteenth century to the present, with special emphasis on contemporary trends. Discusses a cross-section of Spanish American playwrights.

**SN 360 Latin American Short Story (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor is required. A study of this important genre in Latin America from its development in the nineteenth century to the present.

**SN 362 Spanish Literature at the Turn of the Century (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor is required. Examines the various literary and philosophical responses among Spanish writers to the loss of the last colonies after the war of 1898 and the paradoxical entrance of Spain into the twentieth century. Focuses on the major intellectual trends in Europe and the Americas which influenced radical changes of style and structure in the narrative, poetry, and theatre of the period. Readings include works by Miguel de Unamuno, Pío Baroja, Ramón María del Valle-Inclán, Juan Ramón Jiménez, and Antonio Machado.

**SN 365 Latin American Essay (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor is required. Examines political, social, and philo-

sophical thought of nineteenth and twentieth century Latin America. Studies authors such as Sarmiento (Argentina), Martí (Cuba), González Prada (Peru), Martíátegú (Peru), Hostos (Puerto Rico), and Castellanos (Mexico). Special emphasis given to the origins, form, and theory of the essay.

**SN 370 Nineteenth-Century Latin American Novel (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor is required. Focuses on the relationship between love and social institutions in nineteenth century Latin America. Special attention given to the power of love, social norms, dictatorship, and institution of slavery. Also examines gender/racial issues within their social context.

**SN 372 Realism and Naturalism in Spain (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor is required. Covers the development of the Spanish novel in the second half of the nineteenth century with particular attention paid to the historical development and interaction of these two major literary movements. Readings include works by Galdos, Pardo Bazan, Valera, Clarin, and Alarcon.

**SN 373 Expression and Imitation in Spanish Poetry from 1770 to 1910 (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor is required. Examines the stylistic and thematic evolution of Spanish poetry from the Neoclassical Period through romanticism, post-romanticism, and modernism with a focus on the relationship between individuality and poetic imitation. Particular emphasis is placed on the process of recognizing and interpreting poetic form as it is transformed to accommodate developing strategies of personal expression in the modern era. Readings include key works by Meléndez Valdés, Cadalso, Iriarte, Bécquer, Rosalis de Castro, Ramón de Campoamor, Carolina Coronado, Salvador Rueda, and Manuel and Antonio Machado.

**SN 375 Women and Men in Twentieth-Century Hispanic Fiction (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor is required. Discusses gender roles and representation, along with specific topics which include romance, bodies, and voice in relation to fiction by Hispanic writers such as Maria Luisa Bombal, Manuel Puig, José Donoso, Carmen María Gaité, Esther Tusquets, Gabriel García, Merce Rodoreda, Octavio Paz, and Rosario Ferré. Essays, poetry, short stories,

and a few novels or novellas (short novels). *Counts toward Gender Studies minor.*

**SN 376 Romanticism in Spain (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor is required. A survey of the literature of Romanticism in Spain from 1800 to 1850, covering the major figures in poetry, drama, and narrative fiction.

**SN 380 Modernismo (3.00 cr.)**

*Prerequisite:* SN 203 or SN 217 or written permission of the instructor is required. Development, trends, and influences; study of the works of representative writers of this Latin American literary renaissance, from the initiators to Ruben Dario and the second generation of modernistas.

# PHILOSOPHY

**OFFICE:** Humanities Center, Room T99

**TELEPHONE:** 410-617-2010

**CHAIR:** Richard P. Boothby, Associate Professor

**PROFESSORS:** Malcolm G. Clark (emeritus);  
Drew L. Leder; Aldo G. Tassi

**ASSOCIATE PROFESSORS:** Paul J. Bagley;  
Richard P. Boothby; Francis J. Cunningham; Dale  
E. Snow; Timothy J. Stapleton

**ASSISTANT PROFESSORS:** Bettina G. Bergo;  
Patricia Cook; Catriona Hanley; Graham James  
McAleer; Irmgard Braier Scherer

**AJUNCT FACULTY:** Timothy Davis; Steve Weber;  
Richard Wilson; Gordon L. Ziniewicz

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 on-going search for truth.

Training in philosophy, far from being irrelevant or impractical, serves to sharpen the tools of thinking for use in any endeavor. As such, philosophy significantly enriches the study of other disciplines, whether in the humanities, in business, in law, or in the sciences. For this reason, many students choose a double major, taking ten elective courses in

philosophy in addition to fulfilling the requirements for a major in some other subject. Students may also incorporate philosophy in an interdisciplinary major, or may choose to minor in philosophy by taking, in addition to PL 201, one other 200-level offering, and five upper-level philosophy courses, one of which can be a departmental offering in ethics.

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## MAJOR IN PHILOSOPHY

### BACHELOR OF ARTS

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

#### Freshman Year

##### *Fall Term*

PL 201 Foundations of Philosophy\*

WR 113 Effective Writing\*\*

Language Core

Math/Science Core

Social Science Core

##### *Spring Term*

HS 101 History of Modern Western  
Civilization\*\*

PL 200-Level Philosophical Perspectives Course\*

Language Core

Math/Science Core

Social Science Core

#### Sophomore Year

##### *Fall Term*

EN 130 Understanding Literature

TH 201 Introduction to Theology\*/\*\* or

Elective

Fine Arts Core

Math/Science Core\*\*

Philosophy Elective\*

##### *Spring Term*

English Core

History Core\*\*

Theology Core\*\* or

Elective

Philosophy Elective\*

Philosophy Elective\*

### Junior Year

#### Fall Term

TH 201 Introduction to Theology\*/\*\* or

Elective

Ethics Core\*\*

Philosophy Elective\*

Non-Departmental Elective

Elective

#### Spring Term

Theology Core\*\* or

Elective

Philosophy Elective\*

Philosophy Elective\*

Elective

### Senior Year

#### Fall Term

Philosophy Elective\*

Philosophy Elective\*

Non-Departmental Elective

Elective

Elective

#### Spring Term

Philosophy Elective\*

Philosophy Elective\*

Non-Departmental Elective

Elective

Elective

\* Required for major.

\*\* Terms may be interchanged.

- 1. Philosophy Core requirements:** All students must take the PL 200-level core sequence which consists of PL 201 and a second 200-level Philosophical Perspectives course or the Honors equivalent.
- 2. PL 201 is a prerequisite for all other Philosophy courses. Two 200-level Philosophy courses are required for all 300- and 400-level courses.**
- 3. Ethics Core requirements:** Each student must take one course in Ethics. This course may be elected from those offered by the Philosophy Department (PL 300–319) or from the courses in Christian Ethics offered by the Theology Department (TH 300–319).

4. **Requirements for a major in Philosophy:** In addition to PL 201, one other PL 200-level offering, and ten Philosophy courses at the 300- or 400-level must be taken. One course may be the core requirement in Ethics, provided this course is chosen from PL 300–319.

5. **Requirements for a minor in Philosophy:** Five Philosophy courses must be taken in addition to PL 201 and one other PL 200-level offering.

6. PL 202–250 may be taken as free electives. They do not count toward a minor or major in Philosophy.

### COURSE DESCRIPTIONS

#### PL 201 Foundations of Philosophy (3.00 cr.)

The first half of a year-long, two semester introduction to philosophical questioning. Special attention is paid to the origins of philosophy, both with respect to its historical beginnings and its central themes, in the ancient world. Four focal points are: the emergence and development of the distinction between reality and appearance [metaphysics]; questions concerning the grounds for distinguishing between knowledge and opinion [epistemology]; the nature and status of values (ethical, aesthetic, religious, etc.) within the larger framework of human understanding [axiology]; and reflections on the nature of the human as such, or on the human condition [philosophical anthropology].

#### PL 202 Philosophical Perspectives:

##### The Project of Modernity (3.00 cr.)

*Prerequisite:* PL 201. Examines distinctive aspects of the modern philosophical project as it relates to questions of science, politics, society, history, or morals. Philosophical theories ranging from the seventeenth through the twentieth centuries are treated in their historical development and/or their opposition to ancient teachings.

#### PL 210 Philosophical Perspectives:

##### Politics and Society (3.00 cr.)

*Prerequisite:* PL 201. Addresses the basis and goals of human society, including issues concerning the structure of the good community as balanced against the interests of the individual.

#### PL 212 Philosophical Perspectives:

##### Technology and Culture (3.00 cr.)

*Prerequisite:* PL 201. Considers the structure of technology as it has shaped the human experience, with

particular attention to its far-reaching impacts, both for good and ill, on the modern world.

**PL 214 Philosophical Perspectives:**

**The Utopian Imagination (3.00 cr.)**

*Prerequisite:* PL 201. A survey of utopian thinkers from the ancient world to the present. Central focus is on the concept of human nature and the meaning and possibility of the good life.

**PL 216 Philosophical Perspectives:**

**Asian Thought (3.00 cr.)**

*Prerequisite:* PL 201. An introduction to the philosophical and spiritual traditions of Asia, such as Hinduism, Buddhism, Confucianism, and Taoism. Comparisons with western thought are explored. *Counts toward Asian Studies minor.*

**PL 220 Philosophical Perspectives:**

**Art and Imagination (3.00 cr.)**

*Prerequisite:* PL 201. An exploration of the parallel development of Philosophy and Art as truth-disclosing activities.

**PL 224 Philosophical Perspectives:**

**Soul and Psyche (3.00 cr.)**

*Prerequisite:* PL 201. An examination of the philosophical foundations of psychology from Plato to Freud.

**PL 228 Philosophical Perspectives:**

**Science and Values (3.00 cr.)**

*Prerequisite:* PL 201. A reflection on the nature of modern science, with regard to its historical origins and its implications for our own self-understanding.

**PL 230 Philosophical Perspectives:**

**Humanity and Divinity (3.00 cr.)**

*Prerequisite:* PL 201. A philosophical investigation of the nature and meaning of the religious.

**PL 302 General Ethics (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. Explores, both historically and topically, the basic questions about values and obligation, the social and individual influences on moral judgement, the application of general guidelines to particular situations, and the search for a personal moral life.

**PL 310 Business Ethics (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. A study of the relevance of ethics to business, with special emphasis on the similarities and differences between

business and 'personal' life. Case studies and special readings cover such topics as the social responsibilities of business and the notion of the economic common good.

**PL 311 Bio-Ethics (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. A study of the moral problems and uncertainties connected with bio-medical research. Theoretical questions on the nature of morality and methodological foundations of science lead to a discussion of current topics, such as recombinant DNA, cloning, organ transplants, definitions of death, and death therapy.

**PL 312 Medical Ethics (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. An introduction to social and ethical issues relevant to the practice of medicine. Discussions range from topics, such as euthanasia and involuntary commitment which concern the rights of the individual patient, to a more general examination of the modern-day health care system.

**PL 313 Contemporary Problems in Ethics (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. An investigation of contemporary ethical problems based on man's human, moral experience and directed toward the search for adequate guidelines of moral conduct.

**PL 314 Environmental Ethics (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. An investigation of the relationship between human beings and the natural world, with attention to the ethical dimensions of our lifestyle and environmental policies. Students explore their obligations to the non-human world and to future generations.

**PL 315 Honors Ethics (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. A specially designed section of ethics, probing problems of moral value in history and in contemporary society. Seminar format with an emphasis on discussion and student presentations. *Satisfies the ethics core requirement.*

**PL 316 Ethics and Society: Poverty (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. An interdisciplinary course that investigates the facts of national and global poverty and discusses the various theories interpreting these facts. These theories are evaluated in the light of ethical principles implied in the proposed solutions.

**PL 317 Issues in Social Ethics (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. A treatment of ethical theories as they relate to contemporary practical concerns such as abortion, euthanasia, sexual ethics, equality of the sexes, the morality of capitalism, punishment and the death penalty, population, hunger, and the environment.

**PL 318 Ethics: Race, Class, and Gender (3.00 cr.)**

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

**PL 320 Logic (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. A study of the basic principles and types of reasoning as they function in such fields as business, politics, law, and the natural and social sciences. Attention to the various ways in which language, argument, and persuasion can be used/misused.

**PL 321 Analytic Philosophy (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. The label given to a twentieth century movement which seeks to settle philosophical issues through the analysis of language and concepts. Students study topics central to this movement, including meaning and verifiability, science versus pseudo-science, truth, and evidence. Readings include works by Russell, Wittgenstein, Carnap, Schlick, Hempel, Ayer, and Quine.

**PL 324 Philosophical Mysticism (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. Rationality fails, many thinkers claim, even at its furthest reaches, to grasp truth. But, the thinker known as mystics add, rationality is not the end of human thought. Beyond its failure, the mind can move toward a deeper grasp of truth though this movement requires the complete loss of the self. Such mysticism is philosophical and seeks beyond it; and (2) rejects the coercion of truth by magic. Concentrates on Plotinus, Pseudo-Dionysius, St. Bonaventure, Meister Eckhardt. *Counts toward Medieval Studies minor.*

**PL 325 Asian Philosophy (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. An upper-level exploration of Asian philosophical and spiritual traditions, such as Hinduism, Buddhism,

Confucianism, and Taoism. One or more may be the focus of a given course *Counts toward Asian Studies minor.*

**PL 326 Philosophy of Religion (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. An examination of phenomenological descriptions of religion, and a discussion of the possibility of metaphysical statements about God. Topics include contemporary problems of God-talk, secularization, the relationship between philosophy and theology.

**PL 327 Philosophy of Language (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. The most distinctive feature of twentieth century philosophy is the shift from the problems of ontology and epistemology to those of language. Examines the various problems that have arisen as contemporary philosophers have sought to answer the questions: What is the nature of language? What are its uses? Also traces its influence on the theoretical foundations of both the human and the natural sciences.

**PL 328 Philosophy of the Body (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. Investigates the human body as a philosophical theme. Contrasts Descartes' vision of the mechanical body with contemporary alternative views. Discusses how bodily experience is shaped by culture, for example, in the context of medicine, sports, labor, punishment, and sexuality.

**PL 329 Image, Sign, and Symbol (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. What are we talking about when we say something has 'meaning'? How and why do things become meaningful? What is 'meaning'? Approaches these questions by exploring the nature and relationship of images and signs, pictures and words. Seeks to identify key philosophical themes and questions in readings drawn from a variety of fields including psychoanalysis, phenomenology, Gestalt psychology, and structuralist linguistics.

**PL 330 Social and Political Philosophy (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. A historical and topical inquiry into the foundations and purposes of society and the state. Contemporary problems regarding the relationship of capitalism and socialism as socio-political models are discussed.

**PL 331 Natural Law and Natural Right (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. An examination of the relationship between 'law' and



'right' principally through the study of the political philosophies of Plato, Aristotle, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, and Kant. The readings and lectures focus on the possibility of the kinds of political life as understood according to the ancient and modern traditions.

**PL 332 Studies in the Origins of War (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. 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. *Same course as PS 379.*

**PL 333 The Legal Enterprise (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. An inquiry into the way actual court cases raise problems in morality, social theory, psychology, history, language, reasoning. *Recommended for pre-law majors.*

**PL 334 Political Power and Platonic Philosophy (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. Does the fate of Socrates at the hands of Athens reveal an insoluble conflict between philosophy's insistence on rational critique and the political community's need for solidarity? This team-taught course explores the fundamental tensions between philosophy and politics, focused primarily through the lens of selected Platonic dialogues, but also incorporating writings by Aristophanes, Rousseau, and Nietzsche. *Same course as PS 393.*

**PL 335 Philosophy and Law: Gender Issues (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. An evaluation of gender issues from both a legal and a philosophical perspective. After considering the specific issues concerned with women and work, women and the family, women and their bodies, and discrimination against women, students will be encouraged to determine whether we need to change laws or to change the way people think. *Counts toward Gender Studies minor.*

**PL 337 Philosophy and Feminism (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. An introduction to feminist theory, beginning with a review of the history of philosophy from a feminist perspective, with special emphasis on Aristotle, the Christian tradition, Marx, Mill, and Freud. Contemporary thinkers studied include Firestone, Gilligan, Jaggar, Harding, and Eisenstein. *Counts toward Gender Studies minor.*

**PL 338 Psychoanalysis and Philosophy (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. Examines recent interpretations of psychoanalysis, informed by existential philosophy and new conceptions of the nature of language. These perspectives restore the fertility and sophistication of Freud's thought and present new opportunities/challenges for philosophical questioning. *Same course as PY 338.*

**PL 339 Twentieth-Century Women Philosophers (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. Calls attention to and explores the contribution of female and feminist philosophers of the twentieth century. Examines the themes of gender, sex roles, patriarchy, and the development of woman's consciousness in the history of philosophy in our century. *Counts toward Gender Studies minor.*

**PL 340 Public/Private Distinction in American Life (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. The public/private distinction is the idea that there is and ought to be a sharp separation between public and private life. The public world of employment, individual achievement, and politics is still a 'man's world'. The private sphere, 'woman's world', focuses on home and family. Students examine the meaning of this distinction in law and the philosophy of law. *Capstone seminar course for Gender Studies minor.*

**PL 341 Philosophy of Education (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. The history and problems of education are approached from a philosophical perspective. What is teaching? What is learning? What is the purpose of education? These are central questions in this course. This historical context (Plato, Aristotle, Rousseau, Dewey) help to illuminate contemporary controversies.

**PL 343 Physics and Philosophy of Light,  
Space, and Time (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. Examines the nature of light and how the attempt to understand it has forced physics and philosophy to re-think space, time, and the human place in the universe. In this collaborative effort between physics and philosophy, the physical and figurative interpretations of these concepts are studied. *Same course as PH 130.*

**PL 344 Philosophy and Scientific World Views (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. An introduction to the philosophical implications of differing scientific theories both historical and contemporary. Examines the nature of scientific truth as well as the relationship of science to culture at large.

**PL 346 Philosophy of Science (3.00 cr.)**

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

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

*Prerequisite:* PL 201, one additional PL 200-level course. Modernity is held to begin with the discovery of the natural sciences, that nature is an object to be mastered or controlled. Here are examined the moral and mechanical doctrines of Niccolò Machiavelli and Francis Bacon which serve as the foundations for the modern philosophical program.

**PL 354 Philosophy of Imagination (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. "The lunatic, the lover, and the poet are of imagination all compact," says Shakespeare. But, what is 'imagination'? The questions becomes more pressing for modern media culture, in which we are increasingly inundated with images in all spheres of life from advertising to political campaigns. Looks to key philosophical texts to better understand the nature of the imagination and its role in the life of the mind.

**PL 355 Art and Philosophy: The Question  
of Creativity (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. Modern man thinks of himself as creative, in art and elsewhere. What does creativity mean? Looks at the ancient view—man as imitator; and modern interpre-

tations of originality and man's being in Kant, Schelling, Hegel, Schopenhauer, Nietzsche, Heidegger.

**PL 356 Philosophical Aesthetics (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. Some have considered philosophical aesthetics one of the most exalted keystones of the philosophical enterprise, representing an examination of the mind and emotions in relation to a sense of beauty. Are 'truth' and 'knowledge' relevant categories when it comes to evaluating a beautiful object? Reflections on the passions within the framework of philosophical discourse. Among the viewpoints typically considered are those of Plato, Aristotle, Kant, Goethe, Hegel, Heidegger, Nietzsche.

**PL 357 Philosophy and Literature (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. Literature gives concrete expression to our sense of reality and in its history 're-presents' the status of man and human events as each age presupposes it. Herein resides the intimate relationship which has always existed between literature and philosophy. The history of this relationship explains both the continuity and the discontinuity which is present in western literature. Focuses on one (or more) special topics, such as tragedy, modernism, aesthetic theories of literature, and existentialism.

**PL 360 Epistemology (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. A study of theories concerning the nature of knowledge. Examination of the distinction between knowledge and belief, the role of justification in establishing truth, propositional versus existential truth. Studies classical, modern, and contemporary views.

**PL 362 Hellenistic Philosophy (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. A survey of the main systematic philosophies practiced in the Hellenistic empire from 323 until 30 B.C.—Skepticism, Cynicism, Epicureanism, and Stoicism.

**PL 365 Metaphysics I: Ancient and Medieval (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. An investigation of some central problems about the very being of things including essence and existence, unity, intelligibility, good and evil, creation, and the process of becoming in time. Special attention given to classical texts of Plato, Aristotle, and Aquinas. *Counts toward Medieval Studies minor.*

**PL 366 Studies in Plato (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. An inquiry into the epistemological, moral, and metaphysical writings of Plato's middle and later periods, with special reference to the relation of Anamnesis, participation and the theory of forms in the middle dialogues to Koinonia and the theory of the greatest kinds in the later dialogues.

**PL 367 Plato's Republic (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. An examination of the teachings contained in one of the most important of the Platonic dialogues. A close study of the dialogue and lectures treats the nature of justice, the quarrel between poetry and philosophy, relationship between philosophy and politics or theology, the character of the philosopher, the purposes of education, the doctrine of 'ideas', and the naturality of political life.

**PL 368 Introduction to Aristotle (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. A study of Aristotle as a systematic thinker with an integrated view of the natural world, the goals of human life, and the formal properties of thought. Primary focus on selections from Aristotle's logical works and psychological treatises, together with his *Physics*, *Metaphysics*, *Ethics*, and *Politics*.

**PL 369 Introduction to Saint Thomas Aquinas (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. The philosophy of Saint Thomas represents the high point of medieval thought. Course focuses on the three notions that make up the 'dance of creation': the notion of God as a creator whose knowledge does not distance itself from the world; the notion of the world as being created and, as such, perpetually unfinished; and the notion of the human soul as the site from which the world responds to its creator. *Counts toward Catholic Studies and Medieval Studies minors.*

**PL 370 Medieval Philosophy (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. For 1,500 years, thinkers sought a single thing: a 'Concept of Being' to explain the sum of things. Reaches from Greek, Roman, Arabic, and Hebrew roots to the thirteenth century moment when all the Middle Ages stood side by side. Traces how the bad philosophical decisions made at that moment determined the eventual collapse of Medieval philosophy into the sterile scholasticism and anti-Catholic Scientific Revolution. *Counts toward Catholic Studies and Medieval Studies minors.*

**PL 371 Introduction to Descartes (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. An examination of the doctrines of René Descartes through the study of his works, *The Discourse on Method* and *Meditations on First Philosophy* with some reference to *Rules for the Direction of the Mind* and *Passions of the Soul*. Lectures address the centrality of Descartes's teaching to the modern program, mathematical certitude, the relation between reason and passion, philosophic method, metaphysical neutrality, and the project of 'mastery and possession of nature'.

**PL 372 Introduction to Spinoza (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. A study of the foundations of the philosophic teaching of Baruch Spinoza, principally through the reading of his *Tractatus theologico-politicus*. An examination of revelation, miracles, divine and human law, philosophic communication, natural right, obedience, and the theologico-political problem.

**PL 373 Philosophy/The Enlightenment (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. Studies the major questions of seventeenth and eighteenth century thinkers, such as Descartes, Voltaire, Spinoza, Leibniz, Locke, Hume, Rousseau.

**PL 374 Continental Rationalism (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. A study of seventeenth and eighteenth century rationalism, focusing on the major rationalist thinkers, Descartes, Spinoza, and Leibniz. Some central themes include: metaphysics and the emergence of modern scientific rationality; the modern concept of nature; the relation of mind and body; the role of God in metaphysical and scientific systems; monism and pluralism.

**PL 375 Metaphysics II: Aquinas and Kant (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. Studies the metaphysics of Thomas Aquinas and Kant's radical critique of all previous metaphysics. Considers some contemporary attempts to maintain the validity of traditional metaphysics and answer Kant's critique.

**PL 376 Introduction to Kant (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. An introduction to the 'critical' philosophy of the German Enlightenment thinker, Immanuel Kant. Selections from his three primary works, *Critique of Pure Reason*, *Critique of Practical Reason*, and *Critique of Judgement* are read to show the overarching nature of his critical philosophy. Focuses on key issues such as the meaning of

'transcendental,' 'critique,' the 'Copernican Revolution' and how these impact on modern tendencies in science as well as moral and aesthetic value theory.

**PL 377 Kant's Moral Philosophy (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. An examination of Immanuel Kant's moral philosophy (ethics and philosophy of law), its place within his overall philosophy, and its place in modern ethics and natural law theory. Topics include freedom as autonomy; rationality and morality; the relationship of morality and law, person, and state. Readings consist of Kant's principal writings in ethics and philosophy of law.

**PL 378 Introduction to Hegel (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. An account of Hegel's philosophical enterprise and way of thinking, beginning with his introductory lectures on the history of philosophy and on the philosophies of art and of religion.

**PL 379 Philosophy After Hegel (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. Examines fundamental issues in European philosophy after Hegel. Considers the problem of otherness and origins in Hegel, Heidegger, and Derrida. Focuses on instructor's view in Desire, Dialectic, and Otherness: An Essay on Origins.

**PL 380 Marx and Marxism (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. A study of the philosophical writings of Marx and of the views on man and society presented by some contemporary Marxist authors.

**PL 381 German Idealism (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. German Idealism is the name usually given to the explosive series of development in philosophy during the period immediately after Kant. Seldom in the history of philosophy has so brief a space of time produced so many philosophical innovations, many of which live on today, albeit under other names. Provides an introduction to the works of three of the most influential thinkers of the time—Fichte, Schelling, and Hegel.

**PL 382 Existentialism (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. A study of some of the philosophical and literary works of thinkers such as Kierkegaard, Heidegger, Sartre, Marcel, and Camus.

**PL 383 Hermeneutic Philosophy (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. From its definitive emergence in the nineteenth century, hermeneutic philosophy inaugurated and interpretive approach to the 'texts'—literary and scientific—of the Western tradition. In this way, it sought to transcend distinctions between theories of social science and psychology on the one hand, and the 'positive' or exact sciences on the other. Hermeneutics does this by investigating the conditions of the establishment of truth claims and posing the question of the *meaning* of our everyday acts of understanding. It seeks to set out the method of nothing less than the 'art of human understanding.' Students study the history and development of hermeneutic philosophy, reading the works of Schleiermacher (the father of hermeneutic philosophy), W. Dilthey, G. Gadamer, and Paul Ricoeur, among others.

**PL 384 Phenomenology (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. An introduction to phenomenology through a study of its major representatives, notably Husserl, Heidegger, Merleau-Ponty, and Sartre.

**PL 385 The Thought of Heidegger (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. Traces the path of Heideggerian philosophy, focusing both on existential, hermeneutic approach of *Being and Time*, as well as on the later, more 'meditative' period. Questions will be raised about the implications of Heidegger's thinking for our understanding of the nature and history of philosophy.

**PL 386 Empiricism (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. Examines the intellectual and historical presuppositions of empiricism and the implications of this position with respect to metaphysics, religion, and ethics. Some central concepts and themes include: evidence, meaning, truth, substance, and personal identity. Philosophers studied include the British empiricists: Locke, Berkeley, and Hume.

**PL 387 Twentieth-Century British Philosophy (3.00 cr.)**

*Prerequisite:* PL 201, one additional PL 200-level course. A study of the writings of Moore, Russell, Wittgenstein, Ayer, Ryle, Strawson, Hampshire, and Hare.

**PL 388 Contemporary Continental  
Philosophy**

(3.00 cr.)

*Prerequisite:* PL 201, one additional PL 200-level course. A survey of some of the most influential figures in Contemporary Continental Philosophy in an attempt to identify the key ideas that inform and unify their thought. Readings include: Husserl, Sartre, Heidegger, Merleau-Ponty, Saussure, Derrida, Lacan, and Foucault.

**PL 389 Nietzsche**

(3.00 cr.)

*Prerequisite:* PL 201, one additional PL 200-level course. Nietzsche is the first major figure in the history of philosophy to repudiate the tradition of Western thought that began with Plato. Examines the nature of this repudiation and Nietzsche's attempt to inaugurate a new mode of philosophical thinking.

**PL 390 American Philosophy**

(3.00 cr.)

*Prerequisite:* PL 201, one additional PL 200-level course. A study of the evolution of American thought and language from the 'reflective primitivism' of the Puritans and the religious consciousness of Edwards and the transcendentalists to the philosophical positions of American pragmatism, idealism, and naturalism.

**PL 391 Wittgenstein**

(3.00 cr.)

*Prerequisite:* PL 201, one additional PL 200-level course. Wittgenstein traverses the divide between analytic and continental philosophy. Examines both the early and the late Wittgenstein in the light of this division. Studies the remarkable shift from his early logical picturing of reality to a later focus on the conventions of language.

**PL 392 William James**

(3.00 cr.)

*Prerequisite:* PL 201, one additional PL 200-level course. An examination of the basic writings of William James with special attention to his discussion of freedom, consciousness, pragmatism, and religious experience.

**PL 394 Process Philosophy**

(3.00 cr.)

*Prerequisite:* PL 201, one additional PL 200-level course. A study of the basic principles of process philosophy through Whitehead's *Process and Reality*. Topics include actual entities and their formative principles, the phases of feeling, the concrescence of an actual entity, actual entities, nexus and societies, the theory of perception.

**PL 400 Seminar: Philosophy and Theatre**

(3.00 cr.)

*Prerequisite:* PL 201, one additional PL 200-level course. Examines the search for a 'new poetics' defining the relationship between the theatrical event and the event of being. The debate between Aristotle and Nietzsche serves as

a backdrop for exploring the theatre of Pirandello, Brecht, Artaud, Grotowski, Beckett, and post sixties theatre in America.

**PL 410 Philosophy and Film**

(3.00 cr.)

*Prerequisite:* PL 201, one additional PL 200-level course. Our culture has been reshaped by the new technologies of cinema and television. Examines a range of philosophical issues surrounding the audio-visual structure of these media, and their impact upon society. Also uses films, like written texts, as a medium for addressing significant issues in philosophy. *Counts toward Film Studies minor.*

# PHYSICS

**OFFICE:** Knott Hall, Room 370

**TELEPHONE:** 410-617-2642

**CHAIR:** Gregory N. Derry, Associate Professor

**PROFESSORS:** Frank R. Haig, S.J.; Bernard J. Weigman (joint appointment with Computer Science and Electrical Engineering)

**ASSOCIATE PROFESSORS:** Gregory N. Derry; Randall S. Jones; Mary L. Lowe; Helene F. Perry (emerita)

**ASSISTANT PROFESSOR:** Joseph Ganem

**ADJUNCT FACULTY:** Robert Davis; Patricia Vener-Saavedra

## MAJOR IN PHYSICS

### BACHELOR OF SCIENCE DEGREE

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

#### Freshman Year

##### *Fall Term*

MA 251 Calculus I\*  
PH 201 General Physics I\*  
PH 291 General Physics Lab I\*  
WR 113 Effective Writing  
Language Core  
Social Science Core

##### *Spring Term*

CS 201 Computer Science I\*  
HS 101 History of Modern Civilization  
MA 252 Calculus II\*  
PH 202 General Physics II\*  
PH 292 General Physics Lab II\*  
Language Core

#### Sophomore Year

##### *Fall Term*

EN 130 Understanding Literature  
MA 351 Calculus III\*  
PH 301 Waves and Modern Physics\*  
PH 371 Introduction to Scientific  
Programming\*  
PL 201 Foundations of Philosophy  
Social Science Core

##### *Spring Term*

MA 304 Differential Equations\*  
PH 316 Classical Mechanics\*  
PH 318 Intermediate Thermal Physics\*  
PH 394 Methods of Instrumentation I\*  
PL 200-Level Philosophical Perspectives Course  
English Core

#### Junior Year

##### *Fall Term*

PH 395 Methods of Instrumentation II\*  
PH 427 Electricity & Magnetism I\*  
PH 411 Quantum Physics I\*  
TH 201 Introduction to Theology  
Fine Arts Core  
Elective

##### *Spring Term*

PH 396 Modern Physics Lab\*  
PH 412 Quantum Physics II\*  
PH 428 Electricity and Magnetism II\*  
History Core  
Theology Core  
Non-Departmental Elective

#### Senior Year

##### *Fall Term*

PH 421 Methods of Applied Math I\*  
PH 460 Optics\*  
PH 490 Optics Lab\*  
Ethics Core  
Non-Departmental Elective  
Elective

##### *Spring Term*

PH 422 Methods of Applied Math II\*  
PH 4xx Physics Elective\*/\*\*  
Non-Departmental Elective  
Elective  
Elective

\* Required for major.

\*\* Any PH 400-level course.

**MINOR IN PHYSICS**

MA 251 Calculus I  
 MA 252 Calculus II  
 MA 351 Calculus III  
 MA 304 Differential Equations  
 PH 201 General Physics I  
 PH 202 General Physics II  
 Four PH 300- or 400- level courses  
 Four laboratory course credits, any combination

1. **PH 301 and PH 316 are prerequisites for all 400-level Physics courses. Courses are lecture only unless otherwise noted.**
2. **CS 201 or equivalent is strongly recommended for all 300- and 400-level courses.**
3. Physics majors are encouraged to take General Chemistry I, II.
4. PH 110–185 may be elected in partial fulfillment of the natural science core requirement of the non-natural science major.
5. Interdisciplinary majors which include physics are also available.

**COURSE DESCRIPTIONS****PH 004 Shop Techniques for Scientists (0.00 cr.)**

Knowledge of precision machine tools is essential for the future experimental scientist. Emphasizes the skills necessary to fabricate specialized equipment for use in a scientific environment through demonstrations and hands-on experience. Students completing this course will be granted shop access for assignments or for personal projects. (*Pass/Fail*)

**PH 101 Introductory Physics I (3.00 cr.)**

*Corequisite: PH 191.* An introduction to physics designed for majors in the life sciences. Fundamental concepts of classical physics including mechanics, fluids, heat, and thermodynamics.

**PH 102 Introductory Physics II (3.00 cr.)**

*Prerequisite: PH 101. Corequisite: PH 192.* A continuation of PH 101 which includes wave motion, sound, electrostatic and electromagnetic fields, DC and AC circuits, geometric and physical optics, and selected topics in atomic and nuclear physics.

**PH 110 Physical Science I (4.00 cr.)**

An introduction to the physical sciences. Includes basic concepts in physics, chemistry, earth science, astronomy.

**PH 111 Physical Science II (4.00 cr.)**

*Prerequisite: BL 106 or PH 110. Restricted to Elementary Education majors. Corequisite: ED 430.* Selected topics from Chemistry and Physics, which are a continuation of PH 110. Also included are topics from the earth sciences: minerals, historical geology, and climate. Lastly, several technological topics are treated, such as electronics, lasers, and materials.

**PH 120 Introduction to the Universe (3.00 cr.)**

A survey of the history of astronomy and the current state of this science. A look at the probabilities of, and search for, extraterrestrial life. A study of our solar system, stars and their evolution, our galaxy and other galaxies, supernovas, pulsars, black holes, quasars. *Closed to students who have taken PH 140 or PH 141.*

**PH 130 Physics and Philosophy of Light, Space, and Time (3.00 cr.)**

*Prerequisite: PL 201, one additional PL 200-level course.* Examines the nature of light and how the attempt to understand it has forced physics and philosophy to re-think space, time, and the human place in the universe. In this collaborative effort between physics and philosophy, the physical and figurative interpretations of these concepts are studied. *Same course as PL 343.*

**PH 140 Structure of the Solar System (3.00 cr.)**

A survey of the theories of the solar system starting with Pythagoras and Ptolemy and extending through Copernicus, Galileo, Newton, and Einstein. Explores the modern space program and what it has revealed about our planetary environment. *Closed to students who have taken PH 120.*

**PH 141 The Stellar Universe (3.00 cr.)**

The search for life elsewhere in our universe is used as an introduction to the life of stars: how they are born, how they mature, how they die—sometimes with a bang and sometimes with a whimper. Pulsars, quasars, and black holes. Galaxies, cluster of galaxies. Cosmology, or how the universe began, if it did, and how it will end, if it will. *Closed to students who have taken PH 120.*

**PH 150 Energy and Environment (3.00 cr.)**

An examination of energy sources for the future: nuclear power, breeder reactors, gasoline substitutes, the future of coal, solar and geothermal sources are

studied in view of the laws of thermodynamics. Studies the impact of energy use on resource conservation, water resources, air quality, waste disposal, land use.

**PH 160 Light and Color (3.00 cr.)**

Light and its behavior influences our perception of the world around us. Reflection, refraction, polarization, diffraction and interference are investigated, as well as optical instruments, vision and the phenomena of color.

**PH 170 Music and Sound (3.00 cr.)**

An introduction to the physical basis of sound in general and of music in particular. The nature of sound as a wave in air is treated first, and the physical quantities which correspond to pitch, volume, and timbre are examined. Topics include sound production in wind, stringed, and electronic instruments; underlying basis of harmony, dissonance and scales; and the human auditory detection system.

**PH 180 The Game of Science (3.00 cr.)**

A broad overview of how the world works and how scientists understand things. Emphasizes the everyday experiences of the student and how science explains these experiences using just a few basic ideas. Also considers the application of scientific thinking to technology-related public policy issues and science as a human creative activity.

**PH 185 Nature of Scientific Inquiry (3.00 cr.)**

An examination of the central theories and paradigms of modern science and the methodology by which these results came to be accepted. Includes historical narratives of scientific discoveries, comparisons of science with other forms of inquiry, major transdisciplinary ideas in the sciences, and characteristics of a scientific approach to the world.

**PH 191 Introductory Physics Lab I (1.00 cr.)**

*Corequisite: PH 101.* A laboratory course to accompany PH 101 which serves as an introduction to basic principles of experimentation, error analysis and report writing. Experiments are taken from mechanics, heat, and sound.

**PH 192 Introductory Physics Lab II (1.00 cr.)**

*Corequisite: PH 102.* A laboratory course to accompany PH 102. Experiments taken from sound, wave motion, electrostatics, DC and AC circuits, optics, and nuclear physics. Introduces basic electronic instrumentation.

**PH 201 General Physics I (4.00 cr.)**

*Corequisite: MA 251, PH 291.* Designed for majors in the physical sciences. Topics include vectors, kinematics, Newton's Laws and dynamics, conservation laws, rigid body equilibrium, rotational mechanics, oscillatory motion, fluid mechanics and motion in a gravitational field, and wave motion. Fundamental concepts of vector analysis and calculus are developed.

**PH 202 General Physics II (4.00 cr.)**

*Prerequisite: PH 201. Corequisite: MA 252, PH 292.* A continuation of PH 201 which includes classical electromagnetic theory and geometrical optics.

**PH 291 General Physics Lab I (1.00 cr.)**

*Corequisite: PH 201.* An introduction to experimental physics stressing principles of measurement, treatment and presentation of data and error analysis with experiments taken primarily from mechanics.

**PH 292 General Physics Lab II (1.00 cr.)**

*Prerequisite: PH 291. Corequisite: PH 202.* A continuation of PH 291 with experiments taken from sound, wave motion, electrostatics, DC and AC circuits, and geometrical optics. Basic electronic instrumentation introduced.

**PH 301 Waves and Modern Physics (3.00 cr.)**

*Prerequisite: PH 202.* The principles of physical optics are explored in the phenomena of interference, diffraction and polarization. Special relativity, quantum phenomena, the wave-particle duality, and the Bohr atom are also included.

**PH 316 Classical Mechanics (3.00 cr.)**

*Prerequisite: PH 201.* Foundations and applications of Newtonian dynamics are applied to single particle systems, many particle systems, and rigid bodies in two and three dimension, at the level of *Analytical Mechanics* by Fowles.

**PH 318 Intermediate Thermal Physics (3.00 cr.)**

*Prerequisite: PH 201.* An introduction to the basic concepts of classical thermodynamics and their basis in microscopic statistical mechanics. Topics include heat and temperature, statistical ensembles, equilibrium, thermodynamic functions, phase transitions, and the kinetic theory of ideal gases. At the level of *Heat and Thermodynamics* by Zemansky and Dittman.



**PH 371 Introduction to Scientific Programming** (2.00 cr.)

*Prerequisite:* CS 201 or equivalent. An introduction to FORTRAN as well as the software and hardware available in the department including graphics packages, communications systems, and symbolic manipulation programs.

**PH 380 Special Topics in Physics** (3.00 cr.)

A course in an area of special interest for junior and senior majors. *Does not fulfill the physics elective requirement for physics majors.*

**PH 386 Readings in Contemporary Physics** (1.00 cr.)

An introduction to current research topics in physics and related fields. Specific topics are determined by the interest of the class. Requires independent reading of review materials and oral class presentations. (*Pass/Fail*)

**PH 391 Physics Research** (3.00 cr.)

*Prerequisite:* Written permission of the instructor is required. Supervised research projects.

**PH 394 Methods of Instrumentation I** (2.00 cr.)

An introduction to electronics, transducers, diodes and operational amplifiers. Digital electronics including semiconductor device physics, logic gates and circuits, flip-flops, latches, counters, and registers. *Lecture/Laboratory.*

**PH 395 Methods of Instrumentation II** (2.00 cr.)

*Prerequisite:* PH 394. A continuation of PH 394. A/D and D/A converters, feedback control, software development. Architecture, I/O, and software of microprocessors. Microcomputer data-acquisition techniques introduced. *Lecture/Laboratory.*

**PH 396 Modern Physics Laboratory** (2.00 cr.)

*Prerequisite:* PH 301. Selected experiments that led to and supported the development of quantum physics. *Laboratory only.*

**PH 400 Internship in Physics** (3.00 cr.)

*Prerequisite:* PH 301, PH 316. Restricted to junior and senior physics majors. Opportunities to gain practical experience in local government and industrial research laboratories through unpaid internships. *Students should consult their major adviser about research areas in which internships are currently available.*

**PH 411 Quantum Physics I** (3.00 cr.)

*Prerequisite:* PH 301, PH 316. Schrodinger Theory is applied to the one-electron atom. The spin-orbit interac-

tion is introduced and multi-electron atoms are developed. At the level of *Quantum Physics* by Eisberg and Resnick.

**PH 412 Quantum Physics II** (3.00 cr.)

*Prerequisite:* PH 411. A continuation of PH 411 which includes molecular spectra. Selected topics in statistical physics, solid state physics, and nuclear structure are studied.

**PH 421 Methods of Applied Mathematics I** (3.00 cr.)

*Prerequisite:* MA 304, MA 351 or equivalent, PH 301, PH 316. The mathematical tools needed for advanced physics and engineering are developed. Topics covered include vector operators in orthogonal coordinate systems, matrices, eigenvector problems, and complex variables. At the level of *Mathematical Methods for Physicists* by Arfken.

**PH 422 Methods of Applied Mathematics II** (3.00 cr.)

*Prerequisite:* PH 421. A continuation of PH 421 which includes infinite sequences and series, integration in the complex plane, second-order differential equations, Fourier series, Fourier transforms, convolutions and applications of Fourier integrals to communication theory.

**PH 424 Advanced Mechanics** (3.00 cr.)

*Prerequisite:* PH 301, PH 316. The methods of Lagrange and Hamilton are developed and applied to a number of mechanical systems. The physics of deformable bodies is presented along with applications. At the level of *Mechanics* by Symon.

**PH 427 Electricity and Magnetism I** (3.00 cr.)

*Prerequisite:* MA 351, PH 301, PH 316. The properties of the electromagnetic field and its interaction with matter are studied. Topics include electrostatics, magnetostatics, dielectric properties, magnetic properties of matter, and Maxwell's equations. At the level of *Electromagnetic Theory* by Reitz, Milford and Christy.

**PH 428 Electricity and Magnetism II** (3.00 cr.)

*Prerequisite:* PH 427. A continuation of PH 427 which includes the propagation of electromagnetic waves, waves in bounded regions, and radiation theory.

**PH 460 Optics** (3.00 cr.)

*Prerequisite:* PH 301, PH 316. *Corequisite:* PH 490. Wave motion and electromagnetic theory are applied to the visible and near-visible spectrum. Geometrical optics including thick lenses and aberrations; physical optics including polarization, interference, Fraunhofer and

Fresnel diffraction. Topics include Fourier optics, black-body radiation, absorption and scattering phenomena, laser physics, and holography. At the level of *Optics* by Hecht.

**PH 462 Introduction to Solid State Physics (3.00 cr.)**

*Prerequisite:* PH 301, PH 316. Examines the physical properties of the solid state. Topics include crystallography, lattice dynamics, free electron theory, band theory, semiconductors, and dielectric properties. At the level of *Solid State Physics* by Blakemore.

**PH 464 Thermal Physics and Statistical Mechanics (3.00 cr.)**

*Prerequisite:* PH 301, PH 316. The relationship between microscopic and macroscopic properties of matter are developed. Topics include equilibrium thermodynamics, Boltzmann, Fermi-Dirac, and Bose-Einstein statistics, kinetic theory, and applications to special topics. At the level of *Thermal Physics* by Kittel and Kroemer.

**PH 466 Principles of Nuclear Physics (3.00 cr.)**

*Prerequisite:* PH 301, PH 316. An introduction to nuclear phenomena. The liquid-drop model, the shell model. Radioactivity. Alpha, beta, and gamma decay. Nuclear reactions. Fission and fusion on Earth and in the stars. Elementary particles, their family relationships, and insight from them to theories of the origin of the universe.

**PH 468 Quantum Mechanics (3.00 cr.)**

*Prerequisite:* PH 301, PH 316. Schroedinger formulation of quantum mechanics is developed. One dimensional, single and many particle systems are analyzed. Topics include potential barriers and wells, the harmonic oscillator, perturbation theory, an introduction to three-dimensional problems, and the hydrogen atom. At the level of *Elements of Quantum Mechanics* by Saxon.

**PH 470 Scientific Programming (3.00 cr.)**

*Prerequisite:* PH 301, PH 316. Programming techniques used in the physical sciences, numerical integration, symbolic manipulation, animated graphics, and the simulation of physical systems are applied to examples from all areas of physics.

**PH 480 Advanced Topics in Physics (3.00 cr.)**

*Prerequisite:* PH 301, PH 316. An advanced course in an area of special interest offered for senior majors.

**PH 490 Optics Lab (2.00 cr.)**

*Corequisite:* PH 460. Laboratory experiments selected from optical and radiation phenomena.

**PH 491 Senior Honors Thesis I (3.00 cr.)**

*Prerequisite:* PH 301, PH 316. *Written permission of the department Honors Committee is required.* A full-year research project providing the opportunity for students to pursue an area of special interest. A preliminary paper is required outlining the nature and scope of the problem, the associated literature, and the proposed contribution. Progress reports and a final research paper are required. *By invitation only.*

**PH 492 Senior Honors Thesis II (3.00 cr.)**

A continuation of PH 491.

# POLITICAL SCIENCE

**OFFICE:** Beatty Hall, Room 305

**TELEPHONE:** 410-617-2742

**CHAIR:** Janine P. Holc, Associate Professor

**ASSOCIATE PROFESSORS:** Michael G. Franz; Janine P. Holc; William I. Kitchin; Hans Mair (emeritus); Diana J. Schaub; Donald T. Wolfe

**ASSISTANT PROFESSOR:** Kevin W. Hula

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 principle subfields include political theory, political behavior and public opinion, political parties and interest groups, legislative process, the executive and public administration, public law and judicial behavior, comparative government and politics, international relations, and state and local government. There are also courses regarded as topical and courses dealing with methods used in the discipline.

## MAJOR IN POLITICAL SCIENCE

### BACHELOR OF ARTS

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

#### Freshman Year

##### *Fall Term*

PL 201 Foundations of Philosophy  
PS 101 Politics\* *or*  
PS 102 American Politics\*  
WR 113 Effective Writing  
Language Core  
Math/Science Core

##### *Spring Term*

HS 101 History of Modern Western  
Civilization  
PL 200-Level Philosophical Perspectives Course  
PS 101 Politics\* *or*  
PS 102 American Politics\*

Language Core

Non-Departmental Elective

#### Sophomore Year

##### *Fall Term*

EN 130 Understanding Literature  
TH 201 Introduction to Theology *or*  
Elective  
History Core  
Math/Science Core  
Political Science Elective\*

##### *Spring Term*

English Core  
Fine Arts Core  
Math/Science Core  
Theology Core *or*  
Non-Departmental Elective  
Political Science Elective\*

#### Junior Year

##### *Fall Term*

TH 201 Introduction to Theology *or*  
Elective  
Political Science Elective\*  
Political Science Elective\*  
Political Science Elective\*

##### *Spring Term*

Theology Core *or*  
Non-Departmental Elective  
Political Science Elective\*  
Political Science Elective\*  
Non-Departmental Elective

#### Senior Year

##### *Fall Term*

Ethics Core  
Political Science Elective\*  
Political Science Elective\*  
Elective  
Elective

##### *Spring Term*

Political Science Elective\*  
Political Science Elective\*  
Elective  
Elective  
Elective

\* Required for major.

1. PS 101, PS 102, and any eleven PS 300- or 400-level courses are required for the major.
2. Majors are advised, but not required, to take CS 110 as one of the three course mathematics/science requirement.
3. Students are encouraged to study overseas, and the department is flexible in its acceptance of courses from foreign schools.

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#### MINOR IN POLITICAL SCIENCE

PS 101 Politics  
 PS 102 American Politics  
 Any five upper-division Political Science courses

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#### INDEPENDENT STUDY

The department sponsors independent study projects. The burden for developing a project rests with the student—in consultation with a member of the faculty whose interests include the prospective area of concentration. Assigned readings, conferences on a regular basis, and a paper are standard requirements.

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#### INTERNSHIPS

The department sponsors internships with local officials, the State Legislature, National Congress, and other agencies, private and governmental, as well as with various legal and judicial offices (individual attorneys, judges, courts, public defenders, Public Service Commission, etc.). The burden of making the contacts and arrangements usually rests with the student. Members of the faculty are available on the basis of their academic specialty and available time. A paper drawing on the experience and assigned readings are required. *Approval of the department is required. Students with a cumulative grade point average below 3.000 generally are not recommended for internships.*

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#### COURSE DESCRIPTIONS

##### PS 101 Politics (3.00 cr.)

The basic principles and problems of political science centered on the origin, powers, and limitations of the state and the nature of the political process.

##### PS 102 American Politics (3.00 cr.)

The nature and concepts of the federal government; the function and operations of its three branches—executive, legislative, and judicial; the role of political parties and pressure groups.

##### PS 301 Asian Politics (3.00 cr.)

The politics of Asia in comparative perspective.

##### PS 305 Natural Law in Political and Legal Thought (3.00 cr.)

A study of natural law doctrines from Greek and Roman speculations to contemporary debates on the possibility and content of a natural law. A review of the writings of various natural law thinkers is undertaken from both an historical and analytical perspective.

##### PS 314 Public Opinion and American Democracy (3.00 cr.)

Deals with the origins, nature, content, and impact of American public opinion. Role of demographics and economics on the distribution of public sentiment is noted; so are surprising departures from “conventional wisdoms” regarding its character.

##### PS 316 American Political Parties (3.00 cr.)

The continuing combat between Democrats and Republicans in the electoral arena. Focus on contemporary studies of the American electorate and its behavior. Attention to congressional and other elections as well as those at the presidential level. *Offered in the fall of even numbered years.*

##### PS 318 Political Campaigns in the Electronic Media Age (3.00 cr.)

Treats the ever-growing influence of the media on American political campaigns. The following are examined: the history of electronic political advertising since 1952; the components of a successful political communications effort; the impact of electronic aids as compared to other campaign efforts.

**PS 319 Interest Groups in American Democracy** (3.00 cr.)

An in-depth look at how interest groups and lobbyists function inside the Washington Beltway. The course strikes a balance between practical, strategic, and theoretical issues, including interest group formation and maintenance, lobbying, influencing elections, and group representation in a democratic society.

**PS 321 Religion and Politics in America** (3.00 cr.)

Examines the attempts by religious groups, movements, and interests to influence American Politics through agenda setting, lobbying, demonstrations, and electoral activities. Is “religion and politics” a toxic mix? How do religious interests compete in the political arena? Is the United States a “Christian nation”?

**PS 323 Legislative Process I: The Senate** (3.00 cr.)

Focuses on the “upper body” of our national legislature. Major concerns include party leadership, leading personalities, committees, the development of the modern Senate. Is this “the greatest deliberative body in the world”?

**PS 324 Legislative Process II: The House** (3.00 cr.)

Focuses on the “lower body” of our national legislature. Major concerns include the budget process, enactment of legislation, impact of recent “reforms,” and elections. Special feature: emulation of a House committee by course members. Literature review. Is this truly, “the people’s house”?

**PS 325 Introduction to Public Policy** (3.00 cr.)

Combines substantive knowledge about political processes and institutions with good analytic and technical skills. Provides instruction in organizational politics, American institutions, and the politics of public health, pollution control, and social security, while introducing forecasting, cost-benefit analysis and decision analysis. Combines lectures, readings, discussion, role-playing experiments, and exercises with preprogrammed examples of computer models of important public decisions.

**PS 328 Statesmanship** (3.00 cr.)

Explores the nature and dilemmas of political leadership. Examines the actions and reflections of notable rulers from a variety of regimes and historical periods. Pericles, Caesar, Charlemagne, Bismark, Lincoln, Lenin, Churchill, DeGaulle.

**PS 329 The Modern American Presidency** (3.00 cr.)

Examines the presidency since FDR in theory and practice, placing special emphasis on the concept of “presidential power.” The personal and institutional politics of the oval office in war and peace, crisis and conspiracy.

“presidential power.” The personal and institutional politics of the oval office in war and peace, crisis and conspiracy.

**PS 330 Strategic Intelligence and American Democracy** (3.00 cr.)

An introduction to one of the least understood sectors of the American government, the intelligence community. Examines the missions of the major agencies linked to intelligence collection and analysis, and explores the roles they have played and the challenges they have posed to the democratic state since the Second World War.

**PS 331 Political Responses to Crisis** (3.00 cr.)

Explores the reactions of the executive branch to unanticipated domestic and international events. Students examine both the institutional mechanisms and the political imperatives generated in cases such as the Cuban Missile Crisis, the Great Depression, the Iranian hostage crisis, and the Kennedy assassination. Is the “energy in the executive” touted by Hamilton up to the challenges of the twenty-first century?

**PS 332 Judicial Process I** (3.00 cr.)

The federal judicial system, its components, and its contemporary problems; comparative analysis of the structure and function of the judicial systems found in France, Sweden, Japan, and the Soviet Union.

**PS 333 Judicial Process II** (3.00 cr.)

A study of the forensic methods of fact-finding and litigation. The interpretations and applications of the law in adjudication with special consideration of the development of law through judicial precedent.

**PS 334 American Judicial Process** (3.00 cr.)

A study of the federal judicial system, its components, and its contemporary problems. A study of the methods of fact-finding and litigation, as well as the interpretation and application of the law in adjudication, with special consideration of the development of law through judicial precedent.

**PS 341 Constitutional Law: Power in the National System** (3.00 cr.)

A case and doctrinal approach to the Constitutional issues involved with the “separation of powers” system and American federalism. Focuses on the growth of presidential power, the use of Congressional power, and the place of judicial power in U.S. Government. *A visit to the Supreme Court is planned.*

**PS 342 Equal Protection Law (3.00 cr.)**

A case and doctrinal approach to Supreme Court interpretations of the equal protection clause of the Fourteenth Amendment: racial, gender, wealth, etc.; discrimination; affirmative action.

**PS 343 Crime, the Individual, and Society (3.00 cr.)**

America's means for controlling undesirable behavior include criminal law. Examines how much behavior criminal law controls; how crimes are handled by courts; and what notions of individualism, criminality, and "justice" emerge from criminal law process.

**PS 344 Civil Liberties I (3.00 cr.)**

A case and doctrinal approach to criminal procedural freedoms of the fourth, fifth, sixth, eighth, and fourteenth amendments of the United States Constitution. Due process, search and seizure, wiretapping, privacy, self-incrimination, cruel and unusual punishment. *A visit to the Supreme Court is planned.*

**PS 345 Civil Liberties II (3.00 cr.)**

Freedoms of the first and fourteenth amendments of the United States Constitution. Focuses on the controversies regarding speech, press, religion, assembly, racial discrimination, and voting rights. *A visit to the Supreme Court is planned.*

**PS 348 Issues in Legal Theory (3.00 cr.)**

An examination of selected problems in legal theory. Students are introduced to substantive analyses of legal questions, as well as the major schools of thought in jurisprudence and the relationship between legal reasoning and political philosophy.

**PS 349 Legal Decision Making (3.00 cr.)**

A foray into the world of judges, juries, lawyers, and litigants—how they make decisions, explanatory variables related to their decision making, problems in the way things currently work, and proposals for reform.

**PS 350 Comparative European Governments (3.00 cr.)**

Studies the political institutions of Germany, France, Great Britain, and Italy in their social and economic settings.

**PS 351 Third World Politics (3.00 cr.)**

The difficulties and complexities of the long trek from tradition to modernity. *Counts toward Asian Studies minor.*

**PS 354 Totalitarianism (3.00 cr.)**

Its pedigree, performance, and prospects.

**PS 355 International Relations and Catholic Social Thought (3.00 cr.)**

Throughout the twentieth century, the Catholic Church has undertaken a number of studies of pressing issues in world politics and society. Drawing upon a rich philosophical tradition, these Papal Encyclicals examine matters from a humanistic perspective. This course employs this approach in identifying and examining some of the controversies of international relations—including human rights, warfare, the economy, and democracy. *Counts toward Catholic Studies minor.*

**PS 357 Soviet and Post-Soviet Politics (3.00 cr.)**

Examines both Soviet and "post-Soviet" politics and studies the meaning of the transformations of 1990 by comparing the Soviet Union to its successors, Russia, and the newly independent countries around it. The roles of dissidents, democratization, national movements, as well as mainstream approaches focusing on elite leaders are addressed.

**PS 359 Approaches to American Foreign Policy (3.00 cr.)**

A study of American foreign policy since World War II. Compares the usefulness of real politik, Marxist, bureaucratic, and pluralist approaches in understanding post-1945 events such as the Cuban Missile Crisis, Vietnam, and the Gulf War.

**PS 360 World War II (3.00 cr.)**

Causes, courses, and consequences of the Second World War.

**PS 361 Seminar: The Home Front in World War II (3.00 cr.)**

*Prerequisite: Written permission of the instructor is required.* Political, economic, and social transformation of American society under the impact of the Second World War.

**PS 362 Peace and War (3.00 cr.)**

Investigates the causes and resolution of international conflict. Includes both theoretical and empirical studies. Students will be required to conduct their own investigations into some aspect of international war.

**PS 363 Germany and Europe (3.00 cr.)**

With the rapid transformation of the postwar European order, Germany once more moves front and center. Its position and policies are viewed against the historical backdrop, the economic realities, and the requirements of European stability and security.

**PS 364 Women Creating Global Politics (3.00 cr.)**

Students study global politics through the lenses of gender, race, and ethnicity. Suspending the traditional view of international relations as the study of how nation-states make war, this course emphasizes the processes by which gendered and racialized local communities act to challenge dominant cultures, ideologies, and institutions. Students are encouraged to question the role of their own social locations and identities in their interpretations of the world. *Counts toward Gender Studies minor.*

**PS 365 International Politics I (3.00 cr.)**

Methodological approaches to the international system of today and its historical antecedents.

**PS 366 International Politics II (3.00 cr.)**

Present-day international relations of the United States; means, end, problems.

**PS 367 The Cold War (3.00 cr.)**

The interplay of personality, ideology, politics, and policies in East-West relations.

**PS 368 The Vietnam War (3.00 cr.)**

The roots, ramifications, and repercussions of America's Vietnam engagement. *Counts toward Asian Studies minor.*

**PS 369 War (3.00 cr.)**

As aggressive instincts appear to be part of the human psyche, the drumbeat of war has echoed down the corridors of history. This team-taught course attempts to trace this phenomenon to its psychological and social roots, looks at the political and economic ramifications and the present-day configurations of war, its future and that of mankind.

**PS 370 Theories of International Relations (3.00 cr.)**

Explores the theoretical foundations of international relations as well as modern and post-modern critiques. Examines the works of Hobbes, Kant, Marx, Rousseau, and Rawls in their "international politics" forms. Also treats theories of eco-politics, "democratization," and transnational social movements.

**PS 371 Big City Politics (3.00 cr.)**

The development of government and politics in America's larger cities from the eighteenth century through the periods of "machine" rule, the progressive reform movement, and the modern "Urban Crisis." Problems of contemporary urban politics, from crime to education, are dealt with in detail.

**PS 372 The Politics of Human Rights (3.00 cr.)**

Despite the broad international consensus that individuals are entitled to certain basic rights by virtue of their humanity, controversy abounds concerning their definition and promotion. Following an examination of the traditional conception of human rights, students trace the development of American rights policy and study the growing challenges to its implementation.

**PS 375 State Government and Politics (3.00 cr.)**

Examines the origins and extent of state powers from the preemption doctrine to the "new federalism." Emphasizes operative politics within the state governmental framework. Guest lectures by prominent political figures.

**PS 378 Southern Politics (3.00 cr.)**

The region's political/social/economic evolution from the once "Solid South" of the post-Civil War era to the rather un-solid South of the modern period. Important events, trends, and personalities are dealt with state by state.

**PS 379 Studies in the Origins of War (3.00 cr.)**

A team-taught, interdisciplinary course designed to promote a dialogue between philosophical reflection and social scientific analysis in the treatment of a singularly important yet immensely complex problem: the origins of war. In the conduct of such a dialogue, philosophical theorizing is challenged in the confrontation with concrete actualities just as the plain "facts" of political history are stripped of their veneer of false obviousness, thereby opening the space for more essential questions. We hope students leave the course less inclined to demand simple answers and more imbued with the patience and humility demanded by the greatest questions. Readings include Homer, Thucydides, Machiavelli, Hobbes, Hegel, Clausewitz, Lenin, Nietzsche, Freud. *Same course as PL 332.*

**PS 380 Platonic Political Philosophy (3.00 cr.)**

Socrates and the founding of political philosophy; Thucydides and the crisis of the polis; the critique of Aristophanes; Plato's *Apology*, *Crito*, *Gorgias*, *Republics*, *Theaetetus*; subsequent contributions to the tradition by Cicero, St. Augustine, Alfarabi, St. Thomas More; Plato's modern enemies: Machiavelli and Mill. *Same course as CL 380.*

**PS 381 Aristotelian Political Philosophy (3.00 cr.)**

An investigation of the founding of political science by Aristotle devoted to a reading of *Nicomachean Ethics* and *Politics* as well as selections from Aristotle's scientific and logical treatises. Subsequent contributions to the

tradition are also considered, including those of Marsilius of Padua and St. Thomas Aquinas. Aristotle's modern enemies: Hobbes and Marx. *Same course as CL 381.*

**PS 382 Modern Political Theory (3.00 cr.)**

An analysis of major works in political theory from the Italian Renaissance to the French Revolution, including readings from Machiavelli, Descartes, Hobbes, Locke, and Rousseau. Special emphasis on modern conceptions of human nature, authority, and power, as well as the formative impact of the Enlightenment, Scientific Revolution, and Protestant Reformation.

**PS 383 Contemporary Political Thought (3.00 cr.)**

An examination of major works in political theory from the French Revolution to the present, including writings by Burke, Hegel, J. S. Mill, and Nietzsche. Current challenges to political philosophy: positivism, historicism, cultural relativism, biologism. The contemporary renaissance of political philosophy: Leo Strauss, Hannah Arendt, and Eric Voegelin.

**PS 384 American Political Thought (3.00 cr.)**

An investigation of the ideological origins of the American Revolution; principal writings of the founding period including those of Jefferson, John Adams, Hamilton, and Madison; Tocqueville's assessment of American democracy; Calhoun, Lincoln, Frederick Douglas, and the Crisis of the House Divided; contemporary currents in American political thought.

**PS 385 Democratic Theory (3.00 cr.)**

A theoretical and historical examination of the structural advantages and limitations of democratic political systems, incorporating readings from the history of political philosophy and contemporary political science. Special emphasis on the tension between liberty and equality, the problem of democratic statesmanship, and the relationship between democracy and capitalism.

**PS 386 Marxist Political Thought (3.00 cr.)**

Origins of Marxist theory in Utopian Socialism and German Idealism; Marx's writings on human nature, historical development, political struggle, and economic relationships; subsequent developments in Marxist theory and practice in the Soviet, Chinese, and Third World Contexts.

**PS 387 Politics and Literature (3.00 cr.)**

An examination of political themes and works of the literary imagination, from ancient Greek dramas to modern American novels. If it is true that poets are

the unacknowledged legislators of the world, as Shelly claimed, what have they taught us about the meaning of justice, the ideal political order, the relation between nature and convention, public and private, men and women, and other pressing questions of political life. *Counts toward Gender Studies minor.*

**PS 388 Socratic Political Philosophy (3.00 cr.)**

Socrates, the first political philosopher, wrote nothing. We know of his unique life and thought through the writings of others—both friends and enemies. By reading works by Aristophanes, Plato, Xenophon, and Nietzsche, we will seek to understand the Socratic way of life. Examines the famous “Socratic turn”—Socrates’ move from natural philosophy toward political philosophy and the study of “the human things.” We will examine Socrates’ quarrels with poets, the Sophists, and the political community itself. Was the Athenian democracy right to put Socrates to death? Finally, we will examine Socrates’ relations with his friends and students—how and what did he teach them?

**PS 389 Black American Political Thought (3.00 cr.)**

W.E.B. DuBois described his people as “gifted with second-sight in this American world ... an American, a Negro; two souls, two thoughts, two unreconciled strivings.” Examines the writings of those African-Americans who have reflected most profoundly on the American regime and their place in it, from the time of the nation's founding to the present. Authors include: Frederick Douglass, Booker T. Washington, W.E.B. DuBois, Martin Luther King, Jr., Malcolm X, Ralph Ellison, James Baldwin, Shelby Steele.

**PS 391 Historicism (3.00 cr.)**

Perhaps no development has been so fateful for modern man as the philosophic discovery of History. No longer simply an adjunct of philosophic reasoning, History acquires a new primacy for those thinkers who seek an alternative to Nature or Providence. Examines the emergence of the historical consciousness, beginning with its first appearance in Rousseau and moving through its subsequent elaboration in nineteenth and twentieth century thinkers. Consideration given to the theoretical and practical effects of historicism; that is, its bearing on the possibility of philosophy and the character of politics.

**PS 392 Sexual Politics (3.00 cr.)**

While most courses in political philosophy are concerned with the nature of man (understood to mean the nature of humankind), this course is concerned with the nature



of men and women—humankind in its bifurcated state. Students examine the classical treatment of sexual politics (in Plato and Aristophanes); the Bible's handling of the question; as well as modern and contemporary authors who deal with the ever vexed questions of the relation between nature and convention, family and state, public and private, men and women.

**PS 393 Political Power and Platonic  
Philosophy (3.00 cr.)**

Does the fate of Socrates at the hands of Athens reveal an insoluble conflict between philosophy's insistence on rational critique and the political community's need for solidarity? This team-taught course explores the fundamental tensions between philosophy and politics, focused primarily through the lens of selected Platonic dialogues, but also incorporating writings by Aristophanes, Rousseau, and Nietzsche. *Same course as PL 334.*

**PS 394 Authority, Justice and Liberty (3.00 cr.)**

An analytical study of these political concepts will be presented as they developed in the history of political theory. Special attention given to the thoughts of Mill, Simon, and Rawls on these concepts with a critical evaluation of their relationships.

**PS 395 Biopolitics (3.00 cr.)**

An inquiry into the basic nature of homo sapiens and how that nature helps shape politics. Particular attention to questions such as: Is man inherently good or bad? Aggressive? Rational? Destructive? Genetically determined? Able to survive another 100 years, given what we know about ourselves and our technology?

**PS 396 Politics of Eastern Europe (3.00 cr.)**

An examination of the politics, economics, and history of the region of East Central Europe. Special attention to the collapse of communist party rule and its implications for state and society.

**PS 401 Seminar: Research Methods in  
Political Science (3.00 cr.)**

*Prerequisite: Written permission of the instructor is required.* Is political science really a science? Students read works on the underlying philosophy of science, as well as the nature of hypothesis, evidence, and theory in the social sciences. Research strategies and techniques that can serve students when writing papers, theses, pursuing graduate degrees, or in future careers are developed.

**PS 410 Seminar: Modern Constitutional  
Theory (3.00 cr.)**

Allows students who have had an introduction to Constitutional Law to explore more deeply the theoretical foundations that animate contemporary constitutional doctrine. Focuses on discussion of some of the debates surrounding the fundamental premises underlying various constitutional issues, including the nature of and justification for judicial review, methods of constitutional interpretation, federalism, equal protection, and substantive due process.

**PS 419 Research Seminar: Elections (3.00 cr.)**

Investigation of modern voting studies, concentrating on the literature of the 1960s, 1970s, and 1980s. Attention to both long and short term forces which operate upon members of the electorate and how they select American political leaders at all levels.

**PS 421 Seminar: Legislative Peculiarities (3.00 cr.)**

*Prerequisite: Written permission of the instructor is required.* Most students of American politics take certain peculiarities of the national legislative process for granted. To be sure, there are periodic calls for reform in areas like campaign finance, ethics, committee jurisdictions, etc. At the same time, however, few appear to give even a second thought to such matters as the blatant malapportionment of the United States Senate—to say nothing of such oddities as the filibuster or “holds” on legislation. The United States House has its own (albeit less blatant) peculiarities. Perhaps little will (or even should) be done about many of these curiosities—but serious citizens to say nothing of political science students—should be alerted to their existence and consider their possible consequences.

**PS 460 Seminar: Trouble Spots:  
The Middle East (3.00 cr.)**

*Prerequisite: Written permission of the instructor is required.* An investigation of the various factors that keep the area in permanent turmoil: the burden of history, the role of nationalism, cultural and religious cleavages, the linkage of politics, economics and foreign policy, and outside intervention.

**PS 461 Seminar: Trouble Spots:  
Central America (3.00 cr.)**

*Prerequisite: Written permission of the instructor is required.* Looks at the root causes of the American dilemma in this strategic region.

**PS 465 Seminar: German Political Culture (3.00 cr.)**

*Prerequisite: Written permission of the instructor is required.*  
Going beyond the confines of conventional political science, this seminar attempts to trace the roots of German political motivation in history, culture, and society.

**PS 467 Seminar: Collaboration and Resistance: France, 1940-1944 (3.00 cr.)**

*Prerequisite: Written permission of the instructor is required.*  
Explores the gamut of French reactions to military defeat, national humiliation, foreign occupation, and pervasive social tensions during World War II.

**PS 468 Seminar: Rousseau (3.00 cr.)**

*Prerequisite: Written permission of the instructor is required.*  
An intensive study of the political philosophy of Jean-Jacques Rousseau.

**PS 469 Seminar: Montesquieu (3.00 cr.)**

*Prerequisite: Written permission of the instructor is required.*  
An intensive study of the political philosophy of Montesquieu, with special emphasis on *The Spirit of the Laws* and *The Persian Letters*. Also considers the implications of Montesquieu's writings for liberalism and modernity, and their broader significance within the history of political philosophy.

**PS 470 Selected Issues in Political Philosophy (3.00 cr.)**

An intensive examination of a selected theorist's work or of particular phenomena such as political violence, civil disobedience, property rights, human nature, totalitarianism or imperialism.

**PS 471 The Politics of Spiritual Disorder (3.00 cr.)**

*Prerequisite: Written permission of the instructor is required.*  
A theoretical and historical examination of the convergence of spiritual disorientation and political disorder. Readings focus on the doctrines and political activities of apocalyptic cults in the ancient world, millenarian sects in the Middle Ages, and the revolutionary communist and fascist parties in the nineteenth and twentieth centuries. Students explore the extent to which patterns of continuity can be found among these groups, and offer presentations to the seminar based upon extensive research papers.

**PS 474 Eastern Europe Between Nationalism and Democracy (3.00 cr.)**

*Prerequisite: Written permission of the instructor is required.*  
Focuses on different ways of interpreting the collapse of communism in Eastern Europe in 1989. Explores the roles of nationalist and democratic politics in the estab-

lishment of new forms of governing in Poland, Hungary, Czechoslovakia, Romania, and former Yugoslavia.

**PS 476 Intelligence, Secrecy, and Governmental Reform (3.00 cr.)**

*Prerequisite: Written permission of the instructor is required.*  
This seminar examines the purposes and limitations of the U.S. intelligence community and explores the role of secrecy and covert action in a democratic regime. Special emphasis is placed upon opportunities and impediments to fundamental reforms in the intelligence community.

**PS 488 Research Seminar: National Policy-Making (3.00 cr.)**

*Prerequisite: Written permission of the instructor is required.*  
Does the United States have a good policy-making process? Does the process typically make "good" policy? Students focus on the roles of various institutions (public and private), on how policies are made, and the "merits" of various policies that have been (or could be) proposed and implemented.

**PS 499 Honors Thesis Research (3.00 cr.)**

*Prerequisite: Written permission of the instructor and department chair are required.* Students are invited into this optional program by the department during the spring of the junior year and are ordinarily required to complete one course at the 400-level before undertaking honors work. Eligible students who accept the invitation must prepare a formal proposal of their honors project and secure an adviser for the project prior to the start of the honors semester, which may be set for either semester of the senior year. The thesis is read by the adviser and two other faculty members, who also conduct an hour-long oral examination of the student. Based on the oral exam, the thesis, and consultations with the other two readers, the adviser then determines if the student is to receive honors.

# PSYCHOLOGY

**OFFICE:** Beatty Hall, Room 220

**TELEPHONE:** 410-617-2696

**CHAIR:** Faith D. Gilroy, Professor

**ASSOCIATE CHAIR:** Ruth M. Stemberger,  
Associate Professor

**DIRECTOR OF UNDERGRADUATE EDUCATION:**

Faith D. Gilroy, Professor

**DIRECTOR OF FIELD EDUCATION:**

Jeffrey M. Lating

**PROGRAM MANAGER:** Gail Bartkovich

**PROFESSORS:** Faith D. Gilroy, Martin F.  
Sherman

**ASSOCIATE PROFESSORS:** Gilbert Clapperton,  
David G. Crough; L. Mickey Fenzel; Charles T.  
LoPresto; Alan L. Plotkin (emeritus); Steven A.  
Sobelman; Ruth M. Stemberger; Amanda M.  
Thomas

**ASSISTANT PROFESSORS:** Jeffrey P. Baerwald,  
S.J.; Sharon Green-Hennessy; Deborah G.  
Haskins; Matthew W. Kirkhart; Jenny L. Lowry;  
David V. Powers

**ADJUNCT FACULTY:** Gail Bartkovich; George S.  
Everly, Jr.; Fred Mael; Cynthia Mendelson; Laurie  
Jo Novak; Anthony Parente; Jan Williams

## MAJOR IN PSYCHOLOGY

The following five courses are required for all  
Psychology majors:

- PY 101 Introductory Psychology
- PY 104 Social Psychology
- PY 211 Research Methods I (with Lab)
- PY 212 Research Methods II (with Lab)
- PY 335 Psychology of Personality

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

**Group I (General):** choose two

- PY 404 Ethics in Psychology
- PY 413 Psychological Tests and Measurements
- PY 415 Psychological Systems and Theories

**Group II (Learning):** choose one

- PY 341 Psychology of Learning
- PY 345 Cognitive Psychology

**Group III (Bio-Psychology):** choose one

- PY 315 Physiological Psychology
- PY 316 Introduction to Neuroscience
- PY 317 Sensation and Perception

**Group IV (Developmental):** choose one

- PY 301 Child Psychology
- PY 302 Adolescent Psychology
- PY 307 Lifespan Psychology
- PY 308 Adult Development and Aging

**Group V (Social/Personality):** choose one

- PY 309 Interpersonal Behavior
- PY 314 Group Process
- PY 318 Multicultural Issues in Psychology
- PY 320 Psychology of Women
- PY 321 Psychology of Religion
- PY 370 Contemporary Issues in Psychology

**Group VI (Clinical/Applied):** choose two

- PY 303 Introduction to the Helping  
Relationship
- PY 304 Controlling Stress and Tension
- PY 305 Introduction to Substance Abuse and  
Dependence
- PY 306 Treatment of Substance Abuse and  
Dependence
- PY 322 Abnormal Psychology
- PY 323 Introduction to Counseling and  
Psychotherapy
- PY 324 Substance Abuse and Sexually  
Transmitted Diseases
- PY 337 Psychology of Sleep and Dreaming
- PY 338 Psychoanalysis and Philosophy
- PY 350 Introduction to Health Psychology
- PY 360 Organizational Behavior
- PY 361 Personnel Psychology
- PY 435 Field Experience in Psychology

**Group VII**

- PY 313 SPSS Analysis  
 PY 418 Research Seminar I  
 PY 419 Research Seminar II

**BACHELOR OF ARTS**

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

**Freshman Year***Fall Term*

- BL 105 Introduction to Anatomy and Physiology\*  
 PY 101 Introductory Psychology\*  
 WR 113 Effective Writing\*\*  
 Fine Arts Core\*\*  
 Language Core

*Spring Term*

- MA 110 Introduction to Statistical Methods and Data Analysis\*  
 PY 104 Social Psychology\*  
 HS 101 History of Modern Western Civilization\*\*  
 Language Core  
 Elective\*\*

**Sophomore Year***Fall Term*

- EN 130 Understanding Literature  
 PL 201 Foundations of Philosophy  
 PY 211 Research Methods I (with Lab)\*  
 PY 335 Psychology of Personality\*  
 TH 201 Introduction to Theology *or* Elective

*Spring Term*

- PY 212 Research Methods II (with Lab)\*  
 PL 200-Level Philosophical Perspectives Course  
 PY Group VI Course\*\*  
 English Core  
 History Core

**Junior Year***Fall Term*

- TH 201 Introduction to Theology *or* Elective  
 PY Group II Course\*\*  
 PY Group IV Course\*\*  
 Math/Science Core

Non-Departmental Elective

*Spring Term*

- PY Group I Course\*\*  
 PY Group III Course\*\*  
 Ethics Core  
 Theology Core  
 Departmental Elective

**Senior Year***Fall Term*

- PY Group I Course\*\*  
 PY Group VI Course\*\*  
 Departmental Elective  
 Non-Departmental Elective  
 Elective

*Spring Term*

- PY Group V Course  
 Non-Departmental Elective  
 Elective  
 Elective

\* Required for major.

\*\* Terms may be interchanged.

1. PY 101 is a prerequisite for all other PY courses.
2. MA 110 is required prior to taking PY 211.
3. Many Psychology courses may be used by the non-Psychology major as Social Science core courses, provided the PY 101 prerequisite is met.

**FIVE-YEAR PROGRAM**

Majors intending to pursue graduate studies and who have a minimum 3.500 average (in the major and cumulatively in all courses) may apply to the five-year Bachelor of Arts/Master of Arts in Psychology program. From those candidates meeting the GPA requirement, a selection will be made based on letters of reference and participation in departmental activities such as doing research, holding an office in Psi Chi or the Psychology Club. Applications can be obtained from the department secretary. Completed forms should be returned to the program director by **February 15** of the student's junior year. Questions should be addressed to the director of the five-year, bachelor's/master's program.

## COURSE DESCRIPTIONS

### **PY 101 Introductory Psychology (3.00 cr.)**

A survey course in psychology covering biological and social bases of behavior and mental processes. Emphasizes scientific principles and their applications.

### **PY 104 Social Psychology (3.00 cr.)**

*Prerequisite: PY 101.* Uses social psychological perspective in examining such issues as prejudice, attitude change, interpersonal attraction, attributions, altruism, aggression, conformity, and cultural diversity.

### **PY 211 Research Methods I (with Lab) (4.00 cr.)**

*Prerequisite: MA 110, PY 101.* First half of an integrated course wherein students are instructed in all phases of the research process from its beginning in the formulation of a research question through the write up of a finished study. Students will be provided the tools and skills needed to conduct their own studies. In this semester, students work in small groups as they research literature, learn to select and/or construct questionnaires and conduct surveys, select appropriate research designs, and understand basic statistical techniques.

### **PY 212 Research Methods II (with Lab) (4.00 cr.)**

*Prerequisite: PY 211.* 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.

### **PY 301 Child Psychology (3.00 cr.)**

*Prerequisite: PY 101. Restricted to Psychology majors.* 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.

### **PY 302 Adolescent Psychology (3.00 cr.)**

*Prerequisite: PY 101.* A study of the physical, intellectual, and emotional changes occurring in adolescence and their physical correlates. Presentation of significant theorists and their impact on adolescent psychology. Considers the effect of these personal changes and of culture upon the developing personality, with the goal of devel-

oping student understanding of adolescent behavior. Integrates course with service-learning field experience.

### **PY 303 Introduction to the Helping Relationship (3.00 cr.)**

*Prerequisite: PY 101.* Examines various communication techniques beneficial in facilitating effective interpersonal relationships. Emphasizes individual and group verbal and nonverbal communication as well as counseling methods. Didactic and experiential teaching methods are used.

### **PY 304 Controlling Stress and Tension (3.00 cr.)**

*Prerequisite: PY 101.* How to manage stress and tension. A practical view of stress and coping with emphasis on students learning to apply course materials to everyday living.

### **PY 305 Introduction to Substance and Dependence (3.00 cr.)**

*Prerequisite: PY 101.* Provides basic information concerning definitions of addictive disease, concepts, and treatment models and approaches; drug classification and pharmacology; effects of addiction on the user, the family, and other significant persons (emotionally, physically, and spiritually); diagnostic and assessment instruments; and the referral and treatment process.

### **PY 306 Treatment of Substance Abuse and Dependence (3.00 cr.)**

*Prerequisite: PY 101, PY 305 or written permission of the instructor is required.* Provides exposure to fundamental clinical aspects of treatment of addictive disease, including an overview of a comprehensive recovery model and screening, intake, orientation, assessment, treatment planning, counseling (group and individual), and case management. Emphasizes the practical, clinical application of all material. Also covers treatment of persons with problems stemming from family of origin dysfunction due to substance dependence, often called "ACOA's," and of dual diagnosis patients. A special feature of this course is the opportunity to learn from actual practitioners in the field, representing various treatment approaches and modalities, who present "live" to the class during the last three weeks of the term.

### **PY 307 Lifespan Psychology (3.00 cr.)**

*Prerequisite: PY 101.* A study of the developmental factors that affect a person from biological, behavioral, cognitive, and social perspectives. These factors are considered across the entire lifespan of the individual. Summar-

izes and integrates material presented in the other developmental courses.

**PY 308 Adult Development (3.00 cr.)**

*Prerequisite:* PY 101. Understanding changes in biological, behavioral, cognitive, and social processes as they occur from young adulthood to old age. A life-span perspective is adopted which recognizes the multiple influences affecting development and attempts to identify and integrate these factors.

**PY 309 Interpersonal Behavior (3.00 cr.)**

*Prerequisite:* PY 101. Introduces concepts involving basic communication skills, motivational theory, and interpersonal learning theory. More specifically, exposure to friendships, love and sex, dating, parenting skills, marital relationships, and relationships in the work environment explored through lectures, discussions, and guest speakers.

**PY 313 SPSS Analysis (3.00 cr.)**

*Prerequisite:* PY 211. *Written permission of the adviser is required.* Designed to teach students to use SPSS (Statistical Package for the Social Sciences). Students learn to: (1) organize basic psychological data for statistical analysis, and (2) execute various statistical procedures (e.g., descriptive statistics and inferential statistics). Survey data is collected and analyzed via the techniques learned. *Previous computer experience not required.*

**PY 314 Group Process (3.00 cr.)**

*Prerequisite:* PY 101. Designed to make students aware of the complex relationships that exist in any group, the needs that govern group behavior, the patterns of communication that exist, and the personal and organizational goals that move or restrain a group. Also emphasizes issues for group problem-solving and decision-making.

**PY 315 Physiological Psychology (3.00 cr.)**

*Prerequisite:* PY 101. A study of the relationships between physiological processes and human behavior. Areas covered include anatomy of the brain, animal behavior, sensation, perception, emotion, and learning. Covers methodological issues as well as content.

**PY 316 Introduction to Neuroscience (3.00 cr.)**

*Prerequisite:* PY 101. Introduces students to the field of neuroscience in psychology. Information includes brain/behavior relations from both basic and applied research; methodological and ethical issues regarding neuroscience research; and clinical applications of research

in neuroscience, including an introduction to clinical neuropsychological assessment. Discusses animal and human research, as well as the impact of the brain, brain development, and brain injury as it relates to behavior, emotions, cognition, and personality traits.

**PY 317 Sensation and Perception (3.00 cr.)**

*Prerequisite:* PY 101. Examines the organization and processing of sensory information and the influence of emotion, learning, thinking, and other personal factors on human perception. Includes an in-depth analysis of the physiological structure and processing of physical energy by sensory organs, as well as the interactive relationship between the physiological structure of sensory organs, the sensation resulting from environmental stimulation, and the perception of an environmental event.

**PY 318 Multicultural Issues in Psychology (3.00 cr.)**

*Prerequisite:* PY 101. Designed to critically examine major multicultural issues in psychology. The first half reviews conceptual, historical, philosophical, and theoretical issues. Also examines guidelines for psychological practice with ethnic and culturally diverse populations and the current status of multicultural psychology. The second half explores issues in psychological research and practice with specific ethnic groups.

**PY 320 Psychology of Women (3.00 cr.)**

*Prerequisite:* PY 101. Introduces students to the scientific study of female behavior, personality, and roles in our society. Students will acquire information on the biological, psychological, and cultural determinants of women's roles. *Counts toward Gender Studies minor.*

**PY 321 Psychology of Religion (3.00 cr.)**

*Prerequisite:* PY 101. An examination of religious experience as interpreted and explained by the main schools and researchers within psychology. Topics include religion as learned behavior, religion as psychopathology, religion as peak experience, religious experience and psychological development, religion and prejudice, and current directions of research in the psychology of religion.

**PY 322 Abnormal Psychology (3.00 cr.)**

*Prerequisite:* PY 101. A study of abnormal behavior: 1) the concept of abnormality: the development and evaluation of contemporary views, classification of abnormal behavior patterns; 2) determinants for the dynamics of abnormal adjustment; 3) disorders of psychogenic

origin, psychoneuroses and psychoses, disorders of organic origin

**PY 323 Introduction to Counseling and**

**Psychotherapy**

**(3.00 cr.)**

*Prerequisite:* PY 322 or PY 335. Basic concepts and differentiations: direction, advice, guidance, counseling, therapy. Who is a client? Counselor or therapist? Nature of the interview. Dynamics of counseling and therapy. Various therapeutic orientations. Case studies. Theories and techniques discussed as they apply to a variety of disorders, e.g., substance abuse, depression, anxiety, phobias, etc.

**PY 324 Substance Abuse and Sexually**

**Transmitted Diseases**

**(3.00 cr.)**

*Prerequisite:* Junior or senior standing in Psychology. An interdisciplinary service learning course. Trains students to explain to middle school students the basic biology and psychology of chemical addiction and its relationship to sexually transmitted diseases. Students spend eight weeks in instruction then, in pairs, conduct sessions at area middle schools. *Same course as BL 324.*

**PY 335 Psychology of Personality**

**(3.00 cr.)**

*Prerequisite:* PY 101. Restricted to Psychology majors. Classic theorists such as Freud and Jung, as well as more modern theorists are discussed. State, trait, and interactionist perspectives are explored.

**PY 337 Psychology of Sleep and Dreaming**

**(3.00 cr.)**

*Prerequisite:* PY 101. Examines the nature of sleeping and dreaming from experiential, personal, and experimental points of view. Explores the meaning of the dream as treated by Psychoanalytic, Jungian, and Gestalt theorists.

**PY 338 Psychoanalysis and Philosophy**

**(3.00 cr.)**

*Prerequisite:* PY 101. Examines recent interpretations of psychoanalysis, informed by existential philosophy and by new conceptions of the nature of language. These perspectives restore the fertility and sophistication of Freud's thought and present new opportunities and challenges for philosophical questioning. *Same course as PL 338.*

**PY 341 Psychology of Learning**

**(3.00 cr.)**

*Prerequisite:* PY 104. A survey of classical, instrumental, and cognitively-based theories with emphasis on human and clinical applications.

**PY 345 Cognitive Psychology**

**(3.00 cr.)**

*Prerequisite:* PY 101. Reviews various theories of cognitive psychology including memory theories, information processing theories, and theories of artificial intelligence. Focuses on human information processing as it is related to memory, concept formation, problem solving, and other complex processes as well as the influences of conscious and unconscious information on behavior. Primarily, psychological theories are discussed; however, brain/behavior relations are also covered, especially as related to brain injury, amnesia, and dementia. Practical and clinical applications are discussed.

**PY 350 Introduction to Health Psychology**

**(3.00 cr.)**

*Prerequisite:* PY 101. Introduction to the nature and practice of professional psychology's newest specialty, health psychology. Topics include the roles of diet, exercise, stress, smoking, weight, and environmental pollutants in health and disease. Focuses on the role of self-responsibility in health care as well as nontraditional approaches to medicine.

**PY 360 Organizational Behavior**

**(3.00 cr.)**

*Prerequisite:* PY 101. Application of psychological principles to the work environment. Students attempt to understand and predict human behavior in organizational settings through the scientific study of individual and group processes as well as organizational structures and functions.

**PY 361 Personnel Psychology**

**(3.00 cr.)**

*Prerequisite:* PY 101. Demonstrates the role of applied psychology in the recruitment, selection, performance appraisal, and promotion of applicants and employees. Emphasizes both lecture and hands-on experience with selection and appraisal measures, including interviews and assessment centers. Also considers discrimination and invasion of privacy in testing, effects of layoffs and downsizing, conflicting goals of appraisal, and changing concepts of the employee-employer relationship.

**PY 370 Contemporary Issues in Psychology**

**(3.00 cr.)**

*Prerequisite:* PY 101. A dialectical approach to controversial issues in psychology, including the etiology of sexual orientation, the false memory debate, and the effects of divorce on children. Emphasizes critical thinking and persuasive skills.

**PY 404 Ethics in Psychology (3.00 cr.)**

*Prerequisite: Junior or senior standing in Psychology.* Introduction to professional and scientific ethics in the field of psychology. Coverage of ethical principles as they relate to a variety of contemporary issues in the field. Presents case studies in seminar fashion.

**PY 413 Psychological Tests and Measurements (3.00 cr.)**

*Prerequisite: PY 212, PY 335.* A study of the rationale, theory and standardization of individual and group psychological tests. Test theory, construction and validation are studied and applied to testing in areas of intelligence, aptitude and personality. Diagnostic features of individual tests are emphasized.

**PY 415 Psychological Systems and Theories (3.00 cr.)**

*Prerequisite: Junior or senior standing in Psychology.* An historical approach to contemporary psychological thought. Explores the nature of scientific psychology. Covers major schools of psychological thinking in the areas of sensation, perception, learning, thinking, emotion, motivation, personality, and psychological measurement.

**PY 418 Research Seminar I (3.00 cr.)**

*Prerequisite: PY 212, junior or senior standing in Psychology. Written permission of the adviser is required.* An intensive exploration of a selected topic in psychology through a review of the literature and/or research using a small group seminar approach. *Enrollment limited to 15 students.*

**PY 419 Research Seminar II (3.00 cr.)**

*Prerequisite: PY 212, junior or senior standing in Psychology. Written permission of the adviser is required.* Individual research guidance in selected areas. *Enrollment limited to eight students.*

**PY 435 Field Experience in Psychology (3.00 cr.)**

*Prerequisite: Junior or senior standing in Psychology. Written permission of the director of field education is required.* By special arrangement with an individual and a selected agency, the student will engage in a supervised experience designed to develop psychological skills in a practical setting.

**PY 440 Leadership Seminar (1.00 cr.)**

*Prerequisite: Written permission of the instructor is required.* The purpose of the course is to improve the effectiveness of student instructors of FE 100 and Alpha seminars. In addition to serving as a student instructor and working with the seminar's faculty instructor, students attend training sessions, prepare readings on leadership in the context of Jesuit education, attend discussion sessions, and submit reflection papers. *Does not count toward graduation requirements.*



# SERVICE LEADERSHIP PROGRAM

**DIRECTOR:** Sandra K. Smith Gooding,  
Assistant Professor of Marketing  
**OFFICE:** Jenkins Hall, Room 102B  
**TELEPHONE:** 410-617-2165

The Service Leadership Program is designed to provide a rigorous academic experience for those students who are drawn to community service and issues of social justice. Built on Loyola's established tradition in service-learning, the program combines a series of required and elective components to create an integrated experience in service and leadership. Through completion of three one-credit practica, electives, and a capstone seminar, students develop their leadership potential through participation in academic service-learning experiences.

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

SL 150 Introduction to Service Leadership  
SL 250 Immersion Experience  
SL 350 Service Leadership in Action  
SL 450 Capstone Seminar in  
Service Leadership  
Three Electives (9 credits; listed below)

## ELECTIVES

The three service-learning electives must come from at least two different departments, and only certain sections of these courses offer a service-learning component or credit.

AC 402 Accounting Information Systems  
BA 340 Fundamentals of Marketing  
BA 402 Business Policy  
BL 324 Substance Abuse and Sexually  
Transmitted Diseases  
ED 461 Literacy: Teaching Adults and Related  
Issues  
HS 101 History of Modern Western Civilization  
HS 308 White Man's Burden: Colonialism and  
the Historical Origins of Racism

HS 331 Ideas in Conflict: European Thought  
Since the Eighteenth-Century  
HS 332 The Enlightenment in Europe  
HS 338 Magic, Science, and Religion: Cultural  
History of the Scientific Revolution  
HS 357 American Urban History  
HS 368 Poverty and Welfare in  
American History  
HS 384 Latin America: The National Period  
HS 386 Soldiers and Guerrillas in  
Modern Latin America  
ME 353 Reporting  
PL 216 Philosophical Perspectives:  
Asian Thought  
PL 314 Environmental Ethics  
PY 101 Introductory Psychology  
PY 301 Child Psychology  
PY 302 Adolescent Psychology  
PY 324 Substance Abuse and Sexually  
Transmitted Diseases  
SC 307 Male and Female Roles  
SC 361 Social Inequality  
SC 420 Seminar: Gender and Poverty  
SP 311 Introduction to Exceptionality and  
Special Needs  
TH 315 Ethics: Catholic Social Thought in the  
United States  
TH 317 Ethics: Political Theology and  
Social Existence  
WM 328 Biography and Autobiography  
WM 434 Advanced Non-Fiction Prose

Or other courses pre-approved by the Director of Service Learning.

**COURSE DESCRIPTIONS****SL 150 Introduction to Service Leadership (1.00 cr.)**

An introduction to the methods and goals of service leadership. What is meant by “service”? How have different disciplines understood the meaning and significance of service? How can one become a leader in service? Short readings, class discussions, field trips, and outside speakers combine to present students with a range of approaches to service and leadership and to the theory and practice of service-learning.

**SL 250 Immersion Experience (1.00 cr.)**

*Prerequisite: SL 150. Written permission of the instructor is required.* A week-long service immersion experience imbedded in a semester-long class. Course time prior to the immersion, usually held over Spring Break, is spent preparing for the service through readings, speakers, discussion, and field trips. The immersion experience consists of a week of service and reflection. The remaining course time is spent reflecting on the immersion experience and its relevance to the course theme (e.g., Urban Poverty).

**SL 350 Service Leadership in Action (1.00 cr.)**

*Prerequisite: SL 150.* Students are expected to take a leadership role in identification of a problem, and the design and implementation of a service project to address the problem. Working with a faculty member who acts as facilitator and advisor, students select, research, and fashion their own group project, applying knowledge gained through their experience with service and service-learning and the specific skills developed in their particular discipline.

**SL 450 Capstone Seminar in Service Leadership (3.00 cr.)**

*Prerequisite: SL 150.* Normally taken in the senior year, this seminar brings together four years of curricular and co-curricular experiences. It addresses a series of core issues including social justice; the relationship between individual and community as it has been variously understood; the notion of otherness; the notion of civic literacy and what it means to be a citizen; the application of leadership theories to the challenges of service; and service itself—exploring its roots, its methods, and its hazards.

# SOCIOLOGY

**OFFICE:** Beatty Hall, Room 305

**TELEPHONE:** 410-617-2742

**CHAIR:** Mark Peyrot, Professor

**PROFESSORS:** Michael G. Burton; Mark Peyrot;  
Jai P. Ryu

**ASSOCIATE PROFESSORS:** M. Antonia Keane;  
Barbara H. Vann

**ASSISTANT PROFESSOR:** H. Lovell Smith

**ADJUNCT FACULTY:** Patricia M. Ingram; Gisele  
F. Meek; James R. Zabora

Sociology integrates the dual traditions of the humanities and natural sciences in an effort to describe, understand, and explain human social behavior. Sociology addresses many of the great questions that humanists have posed with the attitude and methods of the natural sciences. Students of sociology therefore develop a strong appreciation for history, philosophy, and the liberal arts in general, while also learning to think scientifically and to apply basic social research techniques. Many students are drawn to sociology because they are people-oriented and are considering a career in which they will deal with other people, such as law, business, medicine, teaching, government service, or social work.

Sociology majors and minors have a wide range of interesting and useful courses to choose from, and they have considerable freedom to design programs of study that match their academic and career goals. Because of its integrative, synthesizing nature and because it offers key social research skills, sociology nicely complements other disciplines, as in a double or interdisciplinary major. Students are urged to talk with faculty members in the department to learn more about the field and its opportunities.

## MAJOR IN SOCIOLOGY

### BACHELOR OF ARTS

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

#### Freshman Year

##### *Fall Term*

SC 101 Self and Society\* *or*  
SC 102 Societies and Institutions\*  
WR 113 Effective Writing  
Fine Arts Core  
Language Core  
Non-Departmental Elective

##### *Spring Term*

EN 130 Understanding Literature  
HS 101 History of Modern Western  
Civilization  
SC 101 Self and Society\* *or*  
SC 102 Societies and Institutions\*  
Language Core  
Math/Science Core

#### Sophomore Year

##### *Fall Term*

PL 201 Foundations of Philosophy  
TH 201 Introduction to Theology *or*  
Non-Departmental Elective  
English Core  
Math/Science Core  
Sociology Elective (100-349 Level)

##### *Spring Term*

MA 110 Introduction to Statistical Methods  
and Data Analysis\*  
PL200-Level Philosophical Perspectives Course  
History Core  
Theology Core *or*  
Elective  
Sociology Elective (100-349 Level)

#### Junior Year

##### *Fall Term*

SC 351 Social Research Methods I\*  
SC 352 Social Research Methods I Lab\*  
TH 201 Introduction to Theology *or*  
Non-Departmental Elective  
Sociology Elective (360-499 Level)

Non-Departmental Elective  
Elective

*Spring Term*

SC 353 Social Research Methods II\*  
SC 354 Social Research Methods II Lab\*  
SC 355 Sociological Theory\*  
Theology Core *or*  
Elective  
Elective  
Elective

**Senior Year**

*Fall Term*

Ethics Core  
Sociology Elective (360-499 Level)  
Sociology Elective\* *or*  
Sociology Seminar (400-Level)  
Elective  
Elective

*Spring Term*

Sociology Elective\* *or*  
Sociology Seminar (400-Level)  
Sociology Elective\*  
Elective  
Elective  
Elective

\* Required for major.

1. **Major in Sociology:** Twelve courses and a lab are required: SC 101, SC 102, SC 351, SC 352, SC 353, SC 354, SC 355, three courses at the 360-499 level (one of which must be a 400-level seminar), and four electives.
2. Introduction to Statistical Methods and Data Analysis (MA 110) or equivalent statistics course (e.g., EC 220) is required for the major. Professional Computing I (CS 110) or Introduction to Computers with Business Applications (CS 111) is strongly recommended. MA 110 and CS 110 can be used to fulfill the mathematics/natural science core requirements.
3. **Minor in Sociology:** SC 101 and SC 102, plus four additional sociology courses.
4. **Interdisciplinary Major:** Students wishing to combine sociology with some other field for an interdisciplinary major must take SC 101,

SC 102, SC 350, SC 355, and three sociology electives, one of which must be SC 360–499 level.

5. Only 100-level sociology courses may be used to satisfy the social science core requirement.

**COURSE DESCRIPTIONS**

**SC 101 Self and Society (3.00 cr.)**

A sociological view of the relationship between the person and the social world. The underlying theoretical assumption is that we construct our social reality through the process of interaction with others. Through interaction we learn the roles, norms, and values of our society—we learn to be social beings.

**SC 102 Societies and Institutions (3.00 cr.)**

An introduction to comparative sociology. The major types of society that have existed or now exist are analyzed, together with major patterns of change in societies and institutions.

**SC 103 American Society (3.00 cr.)**

Examines the social and economic changes in American society, focusing on the period since World War II. Changes and experiences are compared by class, gender, race, and geography. Special emphasis on the implications of changing society for today's young adults. Topics include occupational prospects, residential patterns, social problems, political behavior, and the role of public policy in changing society.

**SC 104 Cultural Anthropology (3.00 cr.)**

An introduction to anthropology through the study of diverse past and present cultures: hunting and gathering, horticultural, agrarian, industrial, and contemporary global culture patterns. Examines various anthropological approaches to understanding human behavior, and highlights the insights other cultures offer about our own culture.

**SC 204 The Family (3.00 cr.)**

An overview of the family institution. Examines the family from both a cross-cultural and an historical perspective. Special emphasis on the American family. Topics include mate selection, sex roles, love, sexuality, family roles and relationships, parenthood, conflict and divorce. *Counts toward Gender Studies minor.*

**SC 205 Social Problems (3.00 cr.)**

Looks at disapproved behavior which has aroused major societal concern. After a survey of the main

problems and theories of deviance, the social learning theory is examined. Various types of deviant behavior will then be examined from the vantage point of this theory. The behaviors include crime, sexual deviations, drug addiction, and alcohol abuse.

**SC 206 Mass Communication (3.00 cr.)**

Students do not need to be introduced to the mass media or mass communication; rather they need a conceptual framework for understanding it. Provides necessary descriptive material about the process of mass communication and the communication industries, but it goes further by casting this material in interpretive, analytic and evaluative contexts. Class discussions will be held under four broad headings: (1) the nature and process of mass communication; (2) the communication industries including the print media (newspapers, magazines, and books), broadcasting (radio, television, and cable), the movies and such auxiliaries as wire services and feature syndicates; (3) the effects of the mass media on individuals, society, and culture; and (4) such topics as the news, popular culture, and advertising.

**SC 207 Protest: Legacy of the Sixties (3.00 cr.)**

An examination of protest movements in the U.S. and western Europe with emphasis on movements originating in the 1960s. Particular attention given to the civil rights movement, protest against the Vietnam War, the women's liberation movement, and the broader countercultural rebellion as reflected in psychedelics, the hippie phenomenon, and revolutionary activity. Sociological perspectives on protest provide the interpretive framework. Films, music, literature, and first-hand reports are used to depict the mood and legacy of the sixties. *Counts toward Gender Studies minor.*

**SC 210 Introduction to Gender Studies (3.00 cr.)**

A broad overview of the study of gender in society. An interdisciplinary approach—ranging across history, psychology, art, economics, literature, philosophy, sociology, political science, biology, and anthropology—is used to address questions such as: How does biology contribute to gender differences? What role does culture play in the construction of gender? Unifying course theme is, in a broad sense, how do different disciplines study gender. In a narrower sense, specific issues are approached from the perspective of various disciplines. *Introductory course for the Interdisciplinary Minor in Gender Studies.*

**SC 214 Introduction to Social Work (3.00 cr.)**

*Prerequisite: Sophomore standing or above.* 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 to the issues addressed by social service workers and to understand the concepts of social work practice with individuals, groups, and communities.

**SC 271 Race and Ethnic Relations in America (3.00 cr.)**

Presents issues of race and ethnic relations as major challenges and dilemmas in American society. Topics include assimilation, pluralism, stratification, prejudice, discrimination, adaptation, identity, and multiculturalism. Students examine the historical and current experiences of African-, Hispanic, Native-, and Asian-Americans, as well as those of people of European descent. Race relations in America will be compared to those in other countries.

**SC 307 Male and Female Roles (3.00 cr.)**

Examines the roots, nature, and social construction of gender. Topics include: explanations of the origins of sexual division of labor; socialization processes; interpersonal relationships; reproduction of gender roles on the structural level, e.g., through media and the workplace; and the intersection of gender, race, and class. Although the course focuses on the sex/gender system of contemporary American society, cross-cultural and historical perspectives are incorporated. *Counts toward Gender Studies minor.*

**SC 309 Child Welfare (3.00 cr.)**

*Prerequisite: Sophomore standing or above.* Exploration of issues related to the child welfare (social service) system which responds to children who have service needs as a result of a dysfunctional family or from experiencing traumatic events in their childhood. Issues addressed include child abuse and neglect, foster care, adoption, impact of chemical dependent or mentally ill caretakers on childhood development, impact of family violence on childhood development, and teen suicide. Highlights the role of the social worker and response by child welfare agencies and the juvenile court for each topic discussed.

**SC 310 Health and Social Work (3.00 cr.)**

Examines a diverse range of health care issues from a social work perspective. Topics include an overview of the American health system, international comparisons, definitions of health/illness, and factors associ-

ated with health care use. Analyzes the social work function and role within hospitals, ambulatory care, physical rehabilitation, nursing homes, and hospices.

**SC 311 Group Dynamics in Helping Relationships (3.00 cr.)**

An examination of the dynamic processes in groups used for counseling, staff development, and community organizing. Topics include description of the various types of therapeutic groups; stages of group development; ethical issues and professional guidelines for group work; and the application of skills for intervention with diverse client groups.

**SC 314 Medical Sociology (3.00 cr.)**

An introduction to the social and social-psychological factors which affect human health and responses to illness. Topics include the nature, cause, course and distribution of disease, and the social organization of prevention, treatment and rehabilitation. Historical, cross-cultural, and cross-national comparisons will supplement a primary focus on the contemporary situation in the USA.

**SC 331 Deviance and Social Control (3.00 cr.)**

An examination of the relationship between deviance and social control, including how and why certain forms of behavior come to be defined as deviant, the nature of formal and informal response to deviance, and the interaction of different social control institutions. An overview of general theories of deviance and the particular forms it takes, with special attention to issues that cut across the whole range of deviance.

**SC 332 Criminology and Penology (3.00 cr.)**

A basic overview of the major issues in the sociological study of crime and corrections. Topics include: theories on the origin of crime, definition and evolution of the criminal law, the demography of crime in the U.S., the causes of criminal behavior and the current programs of treatment and prevention.

**SC 333 Juvenile Delinquency (3.00 cr.)**

An introduction to the field of juvenile delinquency. Covers the history of juvenile crime and its treatment, major developments in the law, trends in youth crime and victimization, theories of causation and the current status of treatment programs.

**SC 340 Individual Study Project (3.00 cr.)**

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

**SC 341 Independent Study in Gender Studies (3.00 cr.)**

*Prerequisite: SC 210 and written permission of the Gender Studies coordinator are required.* 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.*

**SC 348 Gender Studies Capstone Seminar: Special Topics (3.00 cr.)**

*Prerequisite: SC 101 and SC 102 or SC 210.* Brings together junior and senior concentrators, who have already fulfilled most or all of the requirements for the minor, allowing them to explore gender through advanced reading, discussion, and research while drawing on their interdisciplinary experiences in the minor. Topics vary according to the instructor. *Counts toward Gender Studies minor.*

**SC 349 Special Topics in Sociology (3.00 cr.)**

An overview of issues of current concern in sociology; for example: Who's Running America?; Sociology of the Future; Sociology of International Conflicts; Sociology of the Corporation; etc.

**SC 350 Social Research Applications (3.00 cr.)**

An overview of the major approaches to social research, including use of existing data sources, and exploratory, observational, survey, and experimental research. There is a strong emphasis on practical applications, especially how to use research principles to conduct evaluation studies. Students review published research and conduct evaluations of social programs and policies. Non-sociology majors learn how research skills can be used by informed citizens and in work settings (e.g., management and communications). Sociology majors learn how to use skills developed in other sociology research courses. *(Fall only)*

**SC 351 Social Research Methods I (3.00 cr.)**

*Prerequisite: MA 110 or EC 220 or written permission of the instructor is required. Corequisite: SC 352.* Students learn how to use quantitative data to answer questions about the social environment. Familiarizes students with computer applications and presents the logic underlying the analysis of survey data. Skills involve working with existing data sets in the conceptualization and examination of causal relationships. Report writing is an additional component of the coursework. *(Fall only)*

**SC 352 Social Research Methods I Lab (1.00 cr.)**

*Corequisite: SC 351.* Students use the SPSSX statistical package to examine data sets such as the General Social

Survey. Topics include computer operations, data coding and entry, variable transformation, scale construction, descriptive statistics, and hypothesis testing. *Laboratory only.*

**SC 353 Social Research Methods II (3.00 cr.)**

*Prerequisite:* SC 351 and SC 352 or PY 313 or written permission of the instructor is required. *Corequisite:* SC 354. An introduction to the logic, ethics, and techniques of social investigation, with a focus on survey design and techniques. Students learn about research design, sampling, and questionnaire construction. Tasks include the review and analysis of a body of literature regarding specific research topics. (*Spring only*)

**SC 354 Social Research Methods II Lab (1.00 cr.)**

*Corequisite:* SC 353. Students use existing data sets to test hypotheses regarding the relationship between social variables. Students also participate in the planning, execution, and analysis of their own surveys. Training regarding interviewing techniques is provided. *Laboratory only.*

**SC 355 Sociological Theory (3.00 cr.)**

*Prerequisite:* SC 101, SC 102. An overview of classical and modern theory with emphasis on contemporary theories. A focus on classical theory stresses the contributions of scholars whose work most strongly influenced modern theory. The survey of modern theory includes functionalism, varieties of Marxian theory, symbolic interactionist theories, and various middle-range theories. (*Fall only*)

**SC 360 Organizations in Society (3.00 cr.)**

*Prerequisite:* SC 101, SC 102. An examination of the nature of formal organizations, their structural and dynamic features, and their relationships to each other and the larger society. Topics range from the micro level (including organizational behavior), to the macro level of organization-environment relations. Special topics include the population ecology of organizations, institutionalized environments, and the role of collusion and competition in organizational survival.

**SC 361 Social Inequality (3.00 cr.)**

*Prerequisite:* SC 101, SC 102. Economic, political, sexual, racial inequality. Emphasis is placed on the United States, but a special effort is made to put the U.S. in historical and cross-cultural context. Extensive descriptive materials are presented on various systems of social inequality, and the major theoretical and ideological perspectives on inequality are considered. *Counts toward Gender Studies minor.*

**SC 362 Poverty: A Sociological View (3.00 cr.)**

*Prerequisite:* SC 101, SC 102. Investigates the facts, patterns, causes, and consequences of national and global poverty, and discusses various theories interpreting these facts and proposing solutions. These theories are evaluated in the light of both practical and moral principles implied in the policies to which they lead. Special emphasis on the plight of those who become displaced as a result of societal transformations from industrial to informational economies and increasing isolation of inner city minorities. Two-thirds of the course devoted to U.S. poverty and one-third to global inequalities.

**SC 370 Population Studies (3.00 cr.)**

*Prerequisite:* SC 101, SC 102. Restricted to juniors and seniors. Students will be introduced to the basic concepts of population studies, and will be encouraged to develop their own demographic perspectives. Sharpens students' perception of population growth and change, enables them to relate demographics to some of the most important issues confronting the world, and helps prepare them to cope with a future that will be shared with billions more people than there are today. Course components are: (1) major sources of demographic information and theories; (2) fertility, mortality and migration; (3) population characteristics; (4) population and contemporary social issues; and (5) use and application of demographics in business, social policy and political planning, etc.

**SC 375 Political Sociology (3.00 cr.)**

*Prerequisite:* SC 101, SC 102 or written permission of the instructor is required. An examination of basic patterns in national power structures, both historically and today. The primary focus is on national elites, how they relate to one another and to non-elites, and the consequences of these relations for political stability and democracy. The scope is global, but the main emphasis is on the advanced capitalist societies.

**SC 400 Seminar(s) in Special Topics (3.00 cr.)**

*Prerequisite:* SC 101, SC 102. Restricted to juniors and seniors. The study of a topic area by intensive review of the literature and/or research. *Seminar format with enrollment limited to 15 students.*

**SC 401 Sociology Practicum and Seminar (3.00 cr.)**

*Prerequisite:* SC 101, SC 102. Written permission of the instructor is required. Restricted to juniors and seniors. Provides an opportunity for experiential learning in a work setting or through directed project with department faculty. Students develop career-relevant skills through parti-

icipation in supervised work experience. Agency placements include courts, social services, counseling centers, research centers, and federal/state/local government. Relevant issues are discussed in seminar. Interested students should contact the department chair or the instructor early in the Fall Semester before registering for the class. Students will not be permitted to enroll once the semester has started. *Seminar format with enrollment limited to 15 students. (Spring only)*

**SC 410 Seminar: Social Organization of Everyday Life (3.00 cr.)**

*Prerequisite: SC 101, SC 102. Restricted to juniors and seniors.* Studies the naturally-occurring activities in which people participate during their day-to-day living. Topics include behavior in public places, such as maintenance of privacy and personal space; forms of social interaction, such as queuing and ordinary conversation; and the social construction of meaning. Emphasizes students' ability to observe, describe, and analyze the social organization of the world in which they live. Students videotape and/or audiotape for class assignments. *Seminar format with enrollment limited to 15 students.*

**SC 414 Seminar: Psychosocial Factors in Health, Illness, and Medicine (3.00 cr.)**

*Prerequisite: SC 101 and SC 102, or SC 210. Restricted to juniors and seniors.* Examines psychosocial and behavioral factors which contribute to health and illness and influence the ways that medical care is delivered. Etiological factors studied include stress and coping, health promotion behaviors such as diet and exercise, and disease causation factors such as use of legal and illicit substances. Examines how knowledge regarding these factors can be applied in a medical care context, including how health care providers can help patients achieve behavior change. Special emphasis is put on the role of health care providers in helping patients to manage chronic diseases such as diabetes and cardiovascular disease.

**SC 420 Seminar: Gender and Poverty (3.00 cr.)**

*Prerequisite: SC 101 and SC 102, or ID 210. Restricted to juniors and seniors.* Focuses on the theory and methods of studying gender for the first part of the seminar. During the remainder, each student pursues individual research in the area of gender, work, and poverty with special emphasis on the diversity of experience by race, gender, and class. *Seminar format with enrollment limited to 15 students. Counts toward Gender Studies minor.*

**SC 430 Seminar: America in the Twenty-First Century (3.00 cr.)**

*Prerequisite: SC 101, SC 102. Restricted to juniors and seniors.* Examines dramatic changes occurring in demography (aging population, etc.); ideology (collapse of Communism, etc.); culture (decline of traditional family, etc.); technology (electronics, etc.); and economy (NAFTA, etc.). Explores the implications of these changes on global, societal, institutional, and personal levels using various sociological concepts and perspectives. Also attempts to draw a picture of the first decades of the twenty-first century and possibly beyond. Extensive preparation and active class participation expected. *Enrollment limited to 15 students.*

**SC 434 Women and Deviance (3.00 cr.)**

*Prerequisite: SC 101, SC 102. Restricted to juniors and seniors.* This seminar is divided into two parts. The first part of the semester examines the adequacy of traditional approaches to deviance in explaining the deviance of females. The second part focuses on selected problem areas: women and violence, substance abuse, and sexual deviance.

**SC 440 Seminar: Global Sociology (3.00 cr.)**

*Prerequisite: SC 101 and SC 102 or completion of two social science core courses. Restricted to juniors and seniors.* Globalization has become a favorite topic of the late twentieth century, as technological revolutions during recent decades, combined with the collapse of communism in Central and Eastern Europe, have profoundly expanded the connections among the world's people. Any educated person in the twenty-first century will need to think globally, and this course explores the possibilities. Similarities and differences among societies are examined, along with the argument that a global social system is emerging. *Seminar format with enrollment limited to 15 students.*



## SPEECH-LANGUAGE PATHOLOGY/AUDIOLOGY

**OFFICE:** Wynnewood Towers, T8M  
**TELEPHONE:** 410-617-2241

**CHAIR:** Lisa Schoenbrodt, Associate Professor  
**DIRECTOR, UNDERGRADUATE STUDIES:**  
Kathleen Siren, Assistant Professor  
**CLINIC DIRECTOR:** John Sloan

**PROFESSOR:** Libby Kumin  
**ASSOCIATE PROFESSOR:** Lisa Schoenbrodt  
**ASSISTANT PROFESSOR:** Kathleen Siren  
**ACADEMIC/CLINICAL CORE FACULTY:** Diane Bahr; Ann Beetz; Sandra W. Blaker; Cheryl Councill; Mina Goodman; Paula McGraw; Barbara Miller; Janet Preis; John Sloan, Lura Vogelman  
**ADJUNCT FACULTY:** Sally Gallena; Jane Martello; Donna Pitts; Janet M. Simon; Christine Wallace; Kathleen Ward

The program in Speech-Language Pathology is accredited by the Educational Standards Board of the American Speech-Language-Hearing Association. The program prepares students to become a speech and language pathologist in schools, hospitals, home health care, or other clinical settings. Coursework in the major begins in the freshman year accompanied by clinical observations throughout the undergraduate program. Seniors may be eligible to complete one year of clinical experience in the Baltimore Archdiocesan and/or public schools, or hospital settings.

The undergraduate program provides the academic and clinical foundations to prepare students for a graduate professional program in Speech-Language Pathology and/or Audiology, or they may use the knowledge for employment in other health-related fields. Students continue their academic and clinical training in a master's program. Students who have a bachelor's degree but have not completed the requirements for an undergraduate major in Speech-Language Pathology/Audiology are required to complete prerequisite courses before they can apply to the graduate program.

### PRE-PROFESSIONAL AND GRADUATE PROGRAMS

Through the advisement process, students complete coursework and clinical observations that provide the undergraduate requirements for professional certification and licensure.

Loyola offers extensive clinical observation and practicum opportunities through the college's clinics. The Margaret A. McManus-Moag Clinic on the Evergreen Campus offers a full range of clinical programs including specialty clinics in language learning disabilities and fluency disorders. The Columbia Speech and Language Center offers a special clinical program for children with Down Syndrome. The Timonium Speech and Language and Literacy Center serves Northern Baltimore County and Southeastern Pennsylvania and offers early intervention, oral motor, language learning disability, accent reduction, and other services. There are also over 50 off-campus settings including general and specialized school programs; child and adult rehabilitation centers; acute and chronic care hospitals such as Shock Trauma (MIEMSS), Medical Rehabilitation Center, Sinai Hospital, Johns Hopkins Hospital, Maryland General Bryn Mawr Rehabilitation Hospital, Fort Howard VA Hospital, United Cerebral Palsy, Mt. Washington Pediatric Center, and Maryland School for the Deaf.

The professional training program of the Department of Speech-Language Pathology/Audiology is accredited by the American Speech-Language-Hearing Association. Upon completion of the master's degree program, students will meet all academic coursework and clinical hour requirements for national, professional certification in Speech-Language Pathology by the American Speech-Language-Hearing Association and state licensure. Loyola graduates have been successful in securing exciting employment opportunities locally, nationally, and internationally.

**MAJOR IN SPEECH-LANGUAGE  
PATHOLOGY/AUDIOLOGY****BACHELOR OF ARTS**

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

**Freshman Year***Fall Term*

- SP 202 Bases of Speech and Language Pathology\*  
 WR 113 Effective Writing  
 Language Core  
 Mathematics Core\*\*  
 Social Science Core

*Spring Term*

- HS 101 History of Modern Western Civilization  
 SP 203 Introduction to Communication Disorders\*\*  
 Language Core  
 Science Core\*\*  
 Social Science Core

**Sophomore Year***Fall Term*

- EN 130 Understanding Literature  
 PL 201 Foundations of Philosophy  
 SP 301 Anatomy and Physiology: Speech and Voice\*/\*\*  
 Fine Arts Core  
 History Core

*Spring Term*

- PL 200-Level Philosophical Perspectives Course  
 SP 303 Linguistics\*/\*\*  
 SP 305 Phonetics\*/\*\*  
 English Core  
 Elective

**Junior Year***Fall Term*

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

*Spring Term*

- SP 302 Hearing Science and Acoustics\*/\*\*  
 SP 306 Observation, Methods and Techniques\*/\*\*  
 SP 423 Organic Bases of Childhood Communication\*  
 Theology Core  
 Elective\*\*

**Senior Year***Fall Term*

- SP 404 Professional and Technical Writing in Speech-Language Pathology/Audiology\*  
 SP 407 Clinical Practice I *or*  
 SP 412 Clinical/Professional Seminar I *or*  
 Elective  
 SP 410 Diagnostic Procedures in Language\*  
 SP 440 Clinical Audiology\*/\*\*  
 Ethics Core

*Spring Term*

- SP 406 Organic Bases of Adult Communication\*  
 SP 408 Clinical Practice II *or*  
 SP 413 Clinical/Professional Seminar II *or*  
 Elective  
 SP 421 Clinical Methods in Schools\*  
 Non-Departmental Elective  
 Elective

\* Required for major.

\*\* Terms may be interchanged.

1. Majors must complete one mathematics course, one science course, and SP 301 to fulfill the math/science core requirement.
2. **SP 202 is a prerequisite for all SP 200-level and above, except SP 203, SP 210, SP 303, SP 310, SP 408, and SP 416.**

The curriculum includes primarily core courses for the freshman and sophomore years. Students will complete two major courses in the freshman year, and three major courses in the sophomore year. Students should have been able to complete all core courses by the end of the sophomore or junior years. (Many students take core courses in philosophy and theology during the junior year). If students enter with advanced placement, they

should be able to complete core courses by the end of the sophomore year. Students planning on studying abroad should talk with the Advising Office and the department in the freshman year to plan their course of study.

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

#### CLINICAL PRACTICE

Undergraduate speech-language pathology students will be given the opportunity to take clinical practice in the schools depending upon their grade point average in the major plus recommendations from two professors in the department. The Undergraduate Placement Committee meets each spring to determine fall placements and during the fall semester to consider spring placements. Usually, a student placed in a clinical setting for the fall semester will remain in that setting for the academic year. Students who have not qualified for clinical placement in the fall may ask to be reconsidered for the spring semester of the senior year. Students may also elect to take clinical/professional seminar in which they will participate in a hospital, specialized school, or clinical setting for children or adults.

The grade point requirement for clinical practice may vary, however; it will never be lower than a cumulative grade point average of 3.000. This is the minimum requirement for clinical placement. Clinical practice is **not** required for graduation. Students who spend a term or year in one of the College's international programs or study abroad at other institutions may not be able to complete all prerequisite coursework for clinical practice. Students are encouraged to work closely with advisers to include all coursework required for graduation.

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#### COURSE DESCRIPTIONS

**SP 100 Voice and Diction (3.00 cr.)**  
Designed for the student who wishes to improve skills in voice and diction and gain increased competency in oral presentations. Topics include physiological and acoustic foundations of verbalization; loudness, rate, intonation, and voice quality; nonverbal communica-

tion skills; and dialects. Oral presentations will be a major part of this course. *Open to non-majors and majors.*

**SP 101 Business and Professional Speaking (3.00 cr.)**  
Individual and organizational issues in communication. Focuses on verbal communication needs for organizations and situations, and an understanding of the structure of communication in business and the professions. Discusses public presentations, group leadership, team membership, meeting management, and interview situations. Addresses successful communication strategies for varied situations. *Recommended for business majors and pre-professional students. Open to majors and non-majors.*

**SP 102 Introduction to Multicultural Communication (3.00 cr.)**  
Relationship between language, thought, and culture. Basic concepts of sociolinguistics. Discusses minority group issues in communication, including African-American, Hispanic, and Asian populations. *Open to majors and non-majors.*

**SP 103 Communication for Leadership (3.00 cr.)**  
A study of successful verbal and nonverbal communication styles. Considers multicultural issues for successful communication. Presents horizontal and vertical communication models. Successful communication case studies in the professions and business are part of the course.

**SP 110 Introduction to Sign Language (3.00 cr.)**  
Students master the basis for communicating with finger spelling and sign. Addresses the culture and politics as well as history of the deaf. Considers the impact of deafness on the individual, the family, and the community in relation to their psychological, sociological, and legal perspectives. *Open to majors and non-majors.*

**SP 202 Bases of Speech-Language Pathology (3.00 cr.)**  
A survey of communication disorders that impact on speech and the underlying systems. Classes focus on articulation, voice, fluency, dysphagia, and dysarthria. Students have the opportunity through oral presentation to improve personal presentation skills. *Open to majors and non-majors.*

**SP 203 Introduction to Communication Disorders (3.00 cr.)**  
A survey of communication disorders that impact on language and hearing. Classes focus on child language disorders, adult aphasia, child and adult traumatic brain

injury, and the relationship between hearing and language. Professional practice issues are discussed.

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

*Prerequisite:* SP 110 or equivalent. In addition to expanding the student's sign vocabulary, increasing speed and accuracy are stressed. Studies art forms for the deaf such as their dance, theatre, and literacy achievements. Discusses current legislation, both proposed and adopted to enhance the quality of life for the hearing handicapped. Arranged visits to Gallaudet College and Maryland School for the Deaf. *Open to non-majors and majors.*

**SP 301 Anatomy and Physiology: Speech and Voice (3.00 cr.)**

*Prerequisite:* Sophomore standing or above. Anatomy and physiology of the speech and voice mechanisms, study of the speech process including the phases of symbolization respiration, phonation, resonance, and articulation. *Fulfills one math/science core requirement for majors.*

**SP 302 Hearing Science and Acoustics (3.00 cr.)**

*Prerequisite:* SP 202. Anatomy and physiology of the hearing mechanism; the relationship between hearing and the total communicative process. Considers principles of acoustical science and includes laboratory experiences.

**SP 303 Linguistics (3.00 cr.)**

Verbal and nonverbal behavior of individuals and social groups. Relation between language, cognition, and semantics considered. Individual interactional language and pragmatics addressed. Language of minority populations including BVE, Asian, and Hispanic languages. *Open to majors only.*

**SP 305 Phonetics (3.00 cr.)**

*Prerequisite:* Sophomore standing or above. Principles of phonetics (use of the international phonetic alphabet); phonetic transcriptions; relationships between phonetics, speech-sound production, and auditory discrimination with reference to diagnosing and treating speech disorders.

**SP 306 Observation Methods and Techniques in Speech-Language Pathology/Audiology (3.00 cr.)**

*Prerequisite:* Sophomore standing or above. Students gain knowledge and experience in clinical observation of children and adults with a variety of speech, language, and hearing problems. In addition to scheduled lecture periods, students observe in the Loyola Speech and

Hearing Clinic, and a minimum of two off-campus settings which maintain clinical affiliations with the program. Upon satisfactory completion of this course, students will have fulfilled the observation requirements of the American Speech-Language-Hearing Association for professional certification. *For majors only.*

**SP 310 Advanced Intermediate Sign Language (3.00 cr.)**

*Prerequisite:* SP 110, SP 210 or equivalent. Emphasis placed on speed and cognition of finger spelling and sign language. Prepares student for advanced courses in AMSLAN. Proficiency in using sign as a means of expression and communication employed. *Open to non-majors and majors.*

**SP 311 Introduction to Exceptionality and Special Needs (3.00 cr.)**

*Prerequisite:* SP 202. An introduction to exceptionality with consideration of associated communication disorders. Focuses on federal legislation, developmental and educational patterns in children with special needs, and service delivery models. *Includes a service-learning module.*

**SP 320 Bases of Linguistics (3.00 cr.)**

*Prerequisite:* SP 202. A study of language and how it is used in society. Discusses the relationship between language, cognition, and semantics. The history of language and language acquisition. Addresses pragmatics, genderlect, and language of minority populations. *Open to non-majors only.*

**SP 400 Speech and Voice Science (3.00 cr.)**

*Prerequisite:* SP 301, SP 305. *Corequisite:* SP 403. Basis of speech and voice science including normal function and measurement techniques. Includes laboratory and experiential sessions. Students gain knowledge regarding neurological development and technological advances in assessment and diagnosis.

**SP 402 Speech and Language Development (3.00 cr.)**

*Pre/Corequisite:* SP 303. The physiological, cognitive, psychological, and cultural factors related to the development and use of speech and language. Phonological, syntactic, semantic, and pragmatic development are discussed.

**SP 403 Phonology (3.00 cr.)**

*Pre/Corequisite:* SP 305, SP 400. Patterns and structure of the phonological system as they affect language development. Phonological process rules and systems, articulatory phonetics, dialect, and minority phono-

logical issues. Application of phonology to children and adults with disordered patterns.

**SP 404 Professional and Technical Writing in Speech-Language Pathology/Audiology (3.00 cr.)**

*Prerequisite:* Junior 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.

**SP 406 Organic Bases of Adult Communication Disorders (3.00 cr.)**

*Prerequisite:* Senior standing. Assessment and treatment of acquired adult neurogenic communication and voice disorders. Stroke, traumatic brain injury, dementia, dysarthria, apraxia, voice disorders, and other related topics are covered.

**SP 407 Clinical Practice I (3.00 cr.)**

*Prerequisite:* Senior standing. Written permission of the clinical placement director is required. Supervised clinical practice; clinical experience within public and private school systems. Clinical practice involves participation during the fall and spring terms. Admission by application to the Director of Clinical Placements in spring of junior year.

**SP 408 Clinical Practice II (3.00 cr.)**

*Prerequisite:* SP 301, SP 302, SP 303, SP 305, SP 306, SP 400, SP 402, SP 403. A continuation of SP 407.

**SP 410 Diagnostic Procedures in Language Disorders (3.00 cr.)**

*Prerequisite:* Senior standing. Diagnostic tests and evaluation procedures for assessing communicative functioning in children. Tests reviewed in terms of theoretical construct, standardization procedures, reliability, validity, interpretation, etc. Also addresses differential diagnosis, pragmatic assessment, infant and preschool assessments, report writing.

**SP 412 Clinical/Professional Seminar I (3.00 cr.)**

*Prerequisite:* Senior standing. Seniors have the opportunity to apply clinical concepts through a clinical/professional service learning experience. Student are assigned to a clinical site for approximately 25-30 hours during the semester. Weekly seminar sessions focus on clinical

issues, professional practice issues, and clinical case study. *Service learning is a required part of the course.*

**SP 413 Clinical/Professional Seminar II (3.00 cr.)**

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

**SP 416 Independent Study in Speech-Language Pathology (3.00 cr.)**

*Prerequisite:* Admission by approval of department committee. Enables students to pursue advanced study on topics of individual interest under faculty supervision.

**SP 421 Clinical Methods in Schools (3.00 cr.)**

*Prerequisite:* Senior standing. Approaches, programs, techniques, and strategies for working with the school-age child in educational settings. Understanding the impact of a communication disorder on the child, the family, the teacher, and the educational process. The application of counseling techniques, and the development of classroom-based, consultative services and collaborative consultative models.

**SP 423 Organic Bases of Childhood Communication (3.00 cr.)**

*Prerequisite:* Junior standing or above. The basis of neurological and physical development as they impact on normal speech and language development. Includes information on cerebral palsy and traumatic brain injury.

**SP 440 Clinical Audiology (3.00 cr.)**

*Prerequisite:* SP 301, SP 302. A study of hearing and its pathologies; differential diagnosis of hearing disorders in children and adults; speech audiometric procedures; special auditory tests; introduction to hearing aid, selection, and usage.

**SP 441 Aural Habilitation (3.00 cr.)**

*Prerequisite:* SP 301, SP 302. Restricted to majors. Corequisite: SP 440. The effects of early hearing loss on the development of a child, as well as its impact on linguistic, cognitive, psychological, and social development. Educational options, assessment and intervention methods, counseling, and hearing aids are discussed.

# THEOLOGY

**OFFICE:** Humanities Building, Terrace 34

**TELEPHONE:** 410-617-2219

**CHAIR:** James J. Buckley, Professor

**PROFESSORS:** James J. Buckley; William Davish, S.J. (emeritus); Vigen Guroian; Webster T. Patterson (emeritus)

**ASSOCIATE PROFESSORS:** Stephen E. Fowl; Charles R. Marsh, Jr.; Claire R. Mathews-McGuinness; Joseph S. Rossi, S.J.

**ASSISTANT PROFESSORS:** Frederick Bauerschmidt; Angela Christman; Stephen D. Miles; Peter Ryan, S.J.

**ADJUNCT FACULTY:** John Buchner; Joseph M. Healy; Floyd Herman; Sr. Mary Jane Kreidler; James Salmon, S.J. (joint appointment with Chemistry)

The practice of theology in a Catholic context requires study of the origins and uses of Jewish and Christian scriptures, the history of Christianity (Eastern and Western, Catholic and Protestant), contemporary theologies, and theological ethics. It also requires studying the multiple relationships between theology and contemporary philosophies, religions, and cultures. Thus, all students take an introduction to theology aimed at learning to interpret the Bible, understand history of Christianity, and become people who can respond intelligently, in thought and life, to the way these texts and traditions challenge (and are challenged by) our contemporary cultures.

The second theology course focuses these aims on one of four general areas: Jewish and Christian scriptures, the History of Christianity, Christian Theology, Theology and Culture (including world religions). Core ethics courses are either case-oriented or theme-oriented explorations of theological ethics. Our electives aim to introduce students (including majors and minors) to the way scholarly research is conducted in the various divisions of theology. These diverse aims are ultimately in the service of reading about, writing about, thinking about, and otherwise engaging the triune God. Our theology courses are addressed to all Loyola students—Catholic and Christian, Jewish or members of other religions, doubters, and nonbelievers.

## MAJOR IN THEOLOGY

### BACHELOR OF ARTS

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

#### Freshman Year

##### *Fall Term*

PL 201 Foundations of Philosophy\*

WR 113 Effective Writing\*\*

Language Core

Math/Science Core

Elective

##### *Spring Term*

HS 101 History of Modern Western Civilization\*\*

PL 200-Level Philosophical Perspectives Course\*

Language Core

Theology 100-Level Elective *or*

Elective

Elective

#### Sophomore Year

##### *Fall Term*

EN 130 Understanding Literature

TH 201 Introduction to Theology\*

History Core\*\*

Math/Science Core

Social Science Core

##### *Spring Term*

English Core

Math/Science Core

Social Science Core

Theology Core\*

Elective\*\*

#### Junior Year

##### *Fall Term*

Ethics Core

Fine Arts Core

Theology Elective\*

Elective\*

Elective\*\*

*Spring Term*

Theology Elective\*  
 Theology Elective or  
 Elective  
 Non-Departmental Elective  
 Elective  
 Elective\*\*

**Senior Year***Fall Term*

Pro-Seminar  
 Theology Elective\*  
 Theology Elective\*\*  
 Non-Departmental Elective  
 Elective

*Spring Term*

Theology Elective\*  
 Theology Elective\*  
 Theology Elective\*\*  
 Non-Departmental Elective  
 Elective

\* Required for major.

\*\* Terms may be interchanged.

1. **Core requirements:** All students are required to take two courses in Theology: Introduction to Theology (TH 201) followed by one of the theology core electives (TH 202–280).
2. TH 201 is the prerequisite for all TH 200-level and above theology courses.
3. **Second Theology Core Course:** Select from History of Christianity (TH 202–220), Biblical Studies (TH 221–240), Christian Theology (TH 241–260), or Theology and Culture (TH 261–280).
4. **Ethics Core requirements:** Each student must take one course in ethics or Christian ethics, preferably in junior or senior year. This course may be elected from those offered by the Philosophy (PL 300–319) or Theology Department (TH 300–319). Organically related to TH 201, the ethics courses offered by the Theology Department focus on the crucial struggle of our time: the struggle for faith and that struggle for justice which it includes.

5. Honors students take a course in the Honors historical sequence, taught by a theology instructor, in place of TH 201, a TH 300-level elective in place of TH 202–280, and HN 300 in place of the core ethics course.
6. Students majoring in Theology are to develop an integrated program in consultation with their departmental adviser. Ordinarily, a major includes fulfilling the core requirements in Theology and theological ethics plus ten additional courses. These ten courses include a research seminar in senior year and nine 300-level courses; however, students may take as many as three of these nine courses at the 100- or 200-level.
7. Students who desire to major in Theology but have not completed the PL 201 and PL 202 requirements in the freshman year should consult the department chair.
8. Students taking a double or an interdisciplinary major in Theology and another area should consult appropriate department chair.

**MINOR IN THEOLOGY**

TH 201 Introduction to Theology  
 Theology Core Elective (TH 202–280)

Five Theology Electives which normally include one theology ethics core course (TH 300–319). No more than one of these five courses may be taken at the 100-level and one at the 200-level.

**COURSE DESCRIPTIONS**

**TH 101 Introduction to the Old Testament (3.00 cr.)**  
 An introduction to the literature of the Old Testament in all its forms, the cultural background and history of the text, its theological perspectives, and how it has shaped the practice and beliefs of Christians and Jews.

**TH 102 Introduction to the New Testament (3.00 cr.)**  
 An introduction to the history, literature, and theology of the New Testament.

**TH 103 Understanding American Catholicism (3.00 cr.)**  
 An examination of the personalities, the events, and the ideas that helped shape the uniquely American perspective on what it means to be Roman Catholic.

**TH 105 A Survey of the History of Christianity (3.00 cr.)**

A general overview of the history of Christianity. Its direction will be theological, that is, while it will include historical facts and events, its primary concern will be with the theological questions that undergird those events and facts. Considerations include the Apostolic Fathers, North African Christianity, the Alexandrian School of Theology, ascetic movements such as monasticism, the Great Schism, the rise of the Medieval Church, lay movements such as Franciscanism, Scholasticism, the Reformation, the Enlightenment, Modernism, Vatican I and II.

**TH 201 Introduction to Theology (3.00 cr.)**

*Prerequisite: Sophomore standing.* 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.

**TH 206 The Gospels and the Earliest Churches (3.00 cr.)**

*Prerequisite: TH 201.* Explores what we can discover about Jesus and the earliest Christian communities from the texts of the Gospels and other early Christian literature. Constantly examines how such knowledge is relevant to Christian life today.

**TH 207 Conversion: Renewal and Reform in the Christian Tradition (3.00 cr.)**

*Prerequisite: TH 201.* In every age of the Church, the community has been addressed by individuals and groups who saw themselves called to renew and reform the Church. Considers some of these movements throughout Christian history, attempts to understand their questions and insights, and then see how some of these same questions are being addressed by the Church today. Movements considered include Montanism, Donatism, early Monasticism, Franciscanism, etc.

**TH 211 Women in the Christian Tradition (3.00 cr.)**

*Prerequisite: TH 201.* Examines the contributions of women to the Christian tradition, as well as questions addressed by their presence through the use of primary texts and monographs. Writings include Augustine's letters to women and such topics as the role of widows in the early church and medieval reformers and abbesses. The modern era includes women evangelicals, questions raised by some contemporary feminists, and women and religion in America. *Counts toward Catholic Studies and Gender Studies minors.*

**TH 214 Friends and Foes: Jews and Christians Through the Ages (3.00 cr.)**

*Prerequisite: TH 201.* The almost two-thousand year relationship between Christianity and Judaism has often been characterized, at best, by fear and mistrust, and at worst, by violence and antagonism. Studies the relationship between Church and Synagogue from its beginnings in the first century to the current day.

**TH 215 Biographical Tales of the Bible (3.00 cr.)**

*Prerequisite: TH 201.* Explores stories of various individuals from the Old and New Testaments (Jesus, Moses, David, Samson, Ruth, Esther, etc.); analyses structure, rhetorical features, and theological perspectives of the narratives; and inquires how the portrayal of these characters illuminate the shape of God's initiative in human history and the varieties of response.

**TH 216 Ignatius and the Jesuits: An Analysis of a Tradition, 1491–1995 (3.00 cr.)**

*Prerequisite: TH 201.* A theological and historical investigation of the Society of Jesus, arguably the most influential order in the history of the Catholic Church. From the religious conversion of Saint Ignatius Loyola in Renaissance Spain to the state of the Jesuit order in contemporary America, this course endeavors to clarify and interpret the intellectual, spiritual, and pedagogical vision of Ignatius and his followers. The survey includes an examination of the Spiritual Exercises; a study of the evolution of the Society's structure and mission from the first Jesuits to the present; analyses of diverse Jesuit writings over the centuries; a survey of the dazzling triumphs and nefarious intrigues imputed to the Society, and an overview of sundry 'jesuitical' observations on issues facing Catholics at the end of the twentieth century. *Counts toward Catholic Studies minor.*

**TH 220 The Catholic Church in the United States (3.00 cr.)**

*Prerequisite: TH 201.* From the Colonial Era to the present. Examines the relationship between the Catholic Church and American culture. Special attention devoted to Catholic attitudes toward Independence and the Revolutionary War; the trusteeship controversy; Nativism; post-Civil War movements; American imperialism and neutrality prior to United States entrance into World War I; positions on foreign affairs, e.g., the Spanish Civil War, Fascism, and World War II; domestic background of the Second Vatican Council and ecumenism. *Counts toward Catholic Studies minor.*



**TH 221 Catholic Church: Life and Thought (3.00 cr.)**

*Prerequisite: TH 201.* A survey of the seminal events of the two-thousand-year history of the Catholic Church. Because the Church's history is so vast and complex, and its membership so various, key events are presented through the prism of the lives and thought of major figures. Generally, the persons selected are canonized saints or those proposed for canonization; whether pope or lay woman, each is acknowledged to have lived a Christ-like life, sometimes under the most trying circumstances. Without exception, the persons studied are integral to universal Catholicism and can accurately be called re-formers of the Church. Profoundly involved with the ideas, issues, movements, and crises of their time, they exerted an extraordinary influence on contemporaries, becoming in the process exemplars for future generations of Catholics. In this way, they shaped the course of Church history. Students assess carefully why the weight of their accomplishments is felt even to this day. *Counts toward Catholic Studies minor.*

**TH 222 The Kingdom of God (3.00 cr.)**

*Prerequisite: TH 201.* The image of the kingdom of God provided the focal point for the message and ministry of Jesus. It has also proved to be a decisive image for Christian theology, particularly in discussions about how the church should relate to secular powers. Begins by studying Jesus' proclamation of the kingdom of God as it is related in the gospels. It then looks at such figures as Augustine, Luther, and contemporary Liberation Theologians in order to see how this image of God's kingdom has and continues to inform Christian thought and practice.

**TH 228 Biblical Views of Good and Evil (3.00 cr.)**

*Prerequisite: TH 201.* Examines personal and communal good and evil in the modern world by discussing modern issues in light of the biblical experience of good and evil.

**TH 229 Images of God in Scripture (3.00 cr.)**

*Prerequisite: TH 201.* Examines the various images/titles given to God in the Old and New Testaments from an historical theological perspective. Some images/titles discussed are God the Father, God the Mother, the Divine Warrior, the Good Shepherd, the Storm God, Christ the King, the Lamb of God and God the Judge. Since our understanding of God is largely shaped by the image we have of Him, this course explores the influences these images/titles have had and continue to have on our approach to worship, on our concept of Church, and on our self understanding in relation to God.

**TH 230 God's Promise and God's People (3.00 cr.)**

*Prerequisite: TH 201.* The law in the Old Testament (Hebrew Bible) as well as the covenant(s) between God and humans are central to the divine-human relationship and form the bases for later religious understandings of law and covenant. Examines various interpretations of their significance found in the Old Testament and several legal codes which constitute 'the law'. Explores New Testament texts which attempt to understand the role of the law and covenant anew in the light of Christ. Discusses their significance and application in modern Christianity and Judaism.

**TH 231 Story and Revelation: The Art of Biblical Narrative (3.00 cr.)**

*Prerequisite: TH 201.* Examines the ways in which the Old and New Testaments use storytelling as a medium for revelation. We will look both at the literary features of particular biblical narratives and the theological perspectives presented in those stories.

**TH 241 The Pilgrim Community of Jesus: An Overview of the Church (3.00 cr.)**

*Prerequisite: TH 201.* A look at the varied beginnings of the apostolic communities that arose after the resurrection of Jesus. Examines the influences that gave final form to the developing church and reflects upon the historical realities the community now faces which will influence its future course through time.

**TH 243 Heaven and Hell (3.00 cr.)**

*Prerequisite: TH 201.* Are heaven and hell real or merely symbolic? What is the ultimate fulfillment of heaven, and how is it related to fulfillment here and now? What is the eternal loss and misery of hell, and how is it compatible with God's infinite mercy? Analyzes human destiny in light of our own task of character formation. Special attention paid to creation and original sin, the offer of salvation, the interplay of grace and freedom. Also treats Church teaching on purgatory as well as theological speculations about 'limbo'.

**TH 244 Forgiveness and Reconciliation (3.00 cr.)**

*Prerequisite: TH 201.* Forgiveness and reconciliation are central to a Christian understanding of God and to Christian life. Explores several different dimensions of forgiveness and reconciliation. Explores how 'forgiveness of sin' is related to Jesus' ministry, death, and resurrection, what forgiveness and reconciliation entail in liturgical and communal contexts, and also considers some moral and political issues concerning (for example) the relationships between forgiveness and accounta-

bility, forgiveness and memory. Readings drawn from both theological and non-theological sources.

**TH 245 Eucharist (The Mass) in Ordinary Time (3.00 cr.)**

*Prerequisite:* TH 201. Studies the history of the Eucharist in Jesus and his Judaism, the logic of traditional controversies over the Eucharist (for example, arguments over 'real presence'), and the way the Eucharist challenges (and is challenged by) modern men and women. Most importantly, it studies how the Eucharist can be a way of thinking about God's world through thinking about the ordinary times of our own lives. *Counts toward Catholic Studies minor.*

**TH 246 Who is Jesus (3.00 cr.)**

*Prerequisite:* TH 201. Explores the identity of Jesus Christ, as expressed in Scripture, the doctrine and tradition of the Church, as well as in art and literature. Emphasizes the historical context of Jesus' life, the variety of ways in which the significance of that life has been articulated over the centuries, and the ways in which one might discern faithful from unfaithful articulations. *Counts toward Catholic Studies minor.*

**TH 247 An Introduction to Eastern Christianity (3.00 cr.)**

*Prerequisite:* TH 201. An introduction to the history, practices, and theology of Eastern Christianity, from Byzantine through Russian Christianity to contemporary orthodoxy.

**TH 249 Christian Sacraments (3.00 cr.)**

*Prerequisite:* TH 201. Examines various understandings of the nature of the Church and the sacraments, focusing particularly on the interrelationship between the two. Specific issues include the place of Israel and the Christian community in the teachings of Jesus and the early Church, the historical development of the practice and theology of the sacraments, the past and present controversies over the nature of both Church and sacraments. Special attention paid to the Roman Catholic tradition, but Protestant and Eastern Orthodox perspectives are also included.

**TH 261 Introduction to Judaism (3.00 cr.)**

*Prerequisite:* TH 201. Evolution of Jewish belief and practice from Abraham to modern times; the historical relationship between Judaism and Christianity. *Sponsored with assistance from the Jewish Chautauqua Society.*

**TH 262 African-American Religious Thought (3.00 cr.)**

*Prerequisite:* TH 201. Americans of African descent have accumulated a variety of religious experiences and thought since the 1600s. This course places those experiences and thoughts in historical context and seeks to uncover their impact on and importance for theology, politics, society, literature, and the arts. Selected readings in Cone, Raboteau, Hurston, Thurman, and others.

**TH 263 Culture and World Religions (3.00 cr.)**

*Prerequisite:* TH 201. Culture, which is the human's second nature, can be a mixed blessing. It allows us to understand the world in one way while hindering us from understanding it in any other way. Attempts to overcome that hindrance by placing our culture alongside the cultures of other peoples, particularly in India, Japan, and traditional West Africa. *Counts toward Asian Studies minor.*

**TH 264 The Church and World Religions (3.00 cr.)**

*Prerequisite:* TH 201. After considering a process view of the Church, the course will examine the possibilities in a Christian dialogue with Hinduism, Mahayana Buddhism, and Zen Buddhism. *Counts toward the Asian Studies minor.*

**TH 266 Christian Theology and World Religions (3.00 cr.)**

*Prerequisite:* TH 201. Jews and Christians have long dealt with what modern people call 'other religions'. They have sometimes talked and worked with such religions; they have sometimes debated with them, or gone to war; and, perhaps most often, they have ignored them. This course studies a narrative of the interaction of Christian theology and other religions from the early Church (Jews and Greeks) through the middle ages (Islam) and Catholic Reformation (the Jesuit missions to China) to the rise and demise of 'religion' in our own time. Course focus is placed on contemporary debates, particularly the issue of 'truth' as it arises in Buddhist-Christian conversation and debate. *Counts toward Catholic Studies minor.*

**TH 268 Christianity and American Culture (3.00 cr.)**

*Prerequisite:* TH 201. Inquires into American values and how Americans conduct their private/public lives—their marriages and friendships, politics, and work. The broader concern is with how religion and specifically Christianity informs American culture. The premise of the course is that Christian faith both contributes to and radically critiques our culture.

**TH 269 Theology and Literature (3.00 cr.)**

*Prerequisite:* TH 201. A study of major themes in Christian theology which juxtaposes works of modern fiction and poetry with theological writing.

**TH 270 Creation and Evolution (3.00 cr.)**

*Prerequisite:* TH 201. Prepares students to appreciate what both the Judeo-Christian religion and the sciences say about the world in which we live. Includes an historical review of both the religion and scientific sides so students can situate contemporary views of nature and God. *Counts toward Catholic Studies minor.*

**TH 272 The Christian Imagination (3.00 cr.)**

*Prerequisite:* TH 201. Is there a distinctively Christian imagination? What is the relation between faith and human creativity? Do, or should, Christians have a particular way of understanding artistic and literary expression? Students examine a broad range of commentary concerning 'the Christian mind,' including biblical and historical writings, novels, poetry, drama, psychology, mystical literature, and film.

**TH 282 Reflections on the Holocaust: Despair and Hope (3.00 cr.)**

*Prerequisite:* TH 201. Examines the Holocaust, 1933–1945, during which most of the Jews of Europe were systematically destroyed. Approaches the period its history, literature, and thought. Reflects upon the costs of the Holocaust, its moral/theological implications, and its effect upon humanity. *Sponsored with assistance from the Jewish Chautauqua Society.*

**TH 285 Spirituality and Service (3.00 cr.)**

*Prerequisite:* TH 201, junior or senior standing. Invites students to reflect theologically on their own service experiences. Varied format including lectures, discussions, reflections, activities, and several service projects. Students are invited to take time to prayerfully consider their experiences in the light of the Christian call to service and Jesus' answer to the questions: 'Who is my brother? Who is my sister.'

**TH 302 Ethics: Matters of Life and Death (3.00 cr.)**

*Prerequisite:* TH 201. There are certain ethical issues which address matters directly concerned with the procreation, nurture, and protection of human life and others which involve the taking of life. Religious and nonreligious writers are read who have shed ethical light on subjects such as abortion, eugenics, euthanasia, care of the handicapped, pacifism and warfare, and the death penalty.

**TH 303 Ethics: Virtues and Holiness (3.00 cr.)**

*Prerequisite:* TH 201. Studies the ways in which Christians of the first six centuries answered the question: 'How should one live?' Pays particular attention to the themes which emerge in their answers to this question; e.g., the imitation of Christ, holiness, and the virtues. While some New Testament texts is included in the reading, the primary focus is on the writings of the Church Fathers. The last section of the course studies the writings of twentieth century ethicists and some contemporary literature to see how these themes of holiness and virtue are developed in recent ethical reflection and discussion.

**TH 304 Ethics: Introduction to Christian Ethics (3.00 cr.)**

*Prerequisite:* TH 201. Introduces students to the Christian understanding of the moral life through a critical examination of some of the classical texts concerned with this issue. *Counts toward Catholic Studies minor.*

**TH 305 Ethics: Contemporary Moral Issues (3.00 cr.)**

*Prerequisite:* TH 201. An inquiry into the process of deliberate and voluntary moral decision, into the ways in which persons assume and assess responsibility for such decisions, and into the formation of conscience and character. Practical applications are made to questions of peace and violence, resources and poverty, marriage and sexuality, education, medicine and politics. Endeavors, through discussion, to share values, insights, and experience with a view to growth in freedom and responsibility.

**TH 306 Ethics: Ethical Perspectives and Biblical Interpretation (3.00 cr.)**

*Prerequisite:* TH 201. For both Jewish and Christian traditions, the Bible has served as one of the bases for ethical decision making. However, one's situation within history, society, and a particular religious tradition determine how biblical texts will be understood and applied. Examines how the social, economic, and ideological circumstances of an individual or group influence their use of biblical text with resultant ethical implications. Emphasis on the interaction between reader and text, as well as the social analysis that informs that interaction. Considers the ways in which the Bible contributes to, and poses problems for, our formulation of ethical positions with regard to various issues.

**TH 307 Ethics: Marriage and Sexuality (3.00 cr.)**

*Prerequisite:* TH 201. A Catholic theology of human sexuality and the marriage covenant including an analysis of such specific issues as pre- and extramarital sex, homosexuality, marital exclusivity and indissolubility, contracep-

tion, abortion, and responsible parenthood. *Counts toward Catholic Studies minor.*

**TH308 Ethics: Ethics and the Kingdom of God (3.00 cr.)**

*Prerequisite:* TH 201. What, if anything, can we do about the fact that people disagree over many of the things that go into our endeavors to live together individually and socially? Can we say or do anything that will move forward the debates about abortion and sexuality, friendship and the shape of the political commonweal? In particular (how) can Christians reason about such matters with a world that is so diverse, full of so many joys as well as griefs?

**TH309 Ethics: Politics and Prayer (3.00 cr.)**

*Prerequisite:* TH 201. What is the relationship between ‘social ethics’ and ‘spirituality?’ Is a person’s relationship with God a private matter that has little to do with the rough and tumble world of politics? How does one’s prayer influence one’s understanding of the good for human beings? How do one’s moral and political commitments shape how one prays and what one prays for. Examines these questions through the writings of authors who see an intimate connection between the life of prayer and social justice. Specific issues include war and violence, economics, and the death penalty.

**TH310 Ethics: Money and the Moral Life (3.00 cr.)**

*Prerequisite:* TH 201. An examination of the ethical issues surrounding acquisition, allocation, and use of resources, particularly financial resources (money) on the personal as well as the corporate or social levels. Includes a survey of positions on wealth and poverty in the Bible and in the Christian tradition from the early to modern periods; environmental issues; reflection on one’s own spending habits and attitudes toward poverty and wealth; and an experiential and/or service-learning component.

**TH311 Ethics: Moral Judgment, Character, and the Professions (3.00 cr.)**

*Prerequisite:* TH 201. We are called on to make moral judgements every day and the judgements we make are affected by the kinds of persons we are and hope to become. Explores issues of character and the formation of character in community and then look at the implications of the character of the Christian church for moral judgements in the professions of law and medicine.

**TH312 Ethics: Theological Issues in Medical Ethics (3.00 cr.)**

*Prerequisite:* TH 201. A study of a wide range of issues in medical ethics with special attention to theological

sources and perspectives. Topics include the relationship between theology and medicine, the physician’s vocation and relationship to patients, understandings of illness and disease, and particular issues such as technology and sexuality (including euthanasia), and the allocation and distribution of health care.

**TH314 Ethics: Ethics and Evils (3.00 cr.)**

*Prerequisite:* TH 201. There are many different ways in which ethics and evils are interrelated. Explores some of the relevant themes (e.g. God’s goodness and the mystery of evil, problems of suffering and death, political dimensions of violence and oppression, self-deception) and examines moral and theological responses to those themes. Readings drawn from the Bible and various theological perspectives, literature on Nazi Germany and the Holocaust, and novels.

**TH315 Ethics: Catholic Social Thought in the United States (3.00 cr.)**

*Prerequisite:* TH 201. American Catholic social thought is a collection of diverse notions and proposals for making American society conform to principles of social justice, elucidated by scripture, tradition, and religious, social and economic experience. Attempts an historical understanding of trends and patterns in the Catholic encounter with social and economic developments in the United States such as emancipation, cosmopolitan conformism, immigration, temperance, industrialization, the labor movement, the New Deal, civil rights, the ‘Social Gospel’, women’s rights, nuclear war, critiques of liberal capitalism.

**TH316 Ethics: Catholic Spiritual Life in the United States (3.00 cr.)**

*Prerequisite:* TH 201. Spirituality is understood in its functional connotation, as referring to the world of the American Catholic Church in its social, ethnographic, geographical, and even political and economic dimensions and ramifications as they related to formal ecclesiastical life, sacramental practice, ritual activity, contemporary theologies, popular piety—common and persistent beliefs and practices, the line where religion shadows off into superstitions, attitudes toward death, conceptions of hell and visions of the after life, parish life, and regional contrasts among different parts of America. Accents what it was like to be an ordinary Catholic in diverse places at various points in American history. *Counts toward Catholic Studies minor.*

**TH 317 Ethics: Political Theology and Social Existence**

(3.00 cr.)

*Prerequisite:* TH 201. Through a combination of lectures, student presentations, and discussions, class explores the relationship between theological and political commitments and give critical attention to such questions as, 'How do particular theologies form social and political perceptions?' 'How do social and political realities shape particular theologies?' 'What is the relation between religion and the political power?' 'What is the theological significance of the pursuit of human community?' Examines the types of materials—biblical, historical, philosophical, cultural, etc.—theologians employ in the development of social and political ideals, visions, and utopias.

**TH 318 Ethics: New Testament Ethics**

(3.00 cr.)

*Prerequisite:* TH 201. Explores the many ways in which the New Testament informs the descriptions and practices of Christian life. Topics include issues of gender, marriage and sexuality, and race.

**TH 319 Ethics: The Church and the Human Body**

(3.00 cr.)

*Prerequisite:* TH 201. An exploration of Catholicism's approaches to the human body from the earliest days of the Christian community to contemporary America. Identifies and evaluates the extensive theological and philosophical tradition that Catholicism has brought to matters such as birth control, abortion, celibacy, marriage, chastity, heterosexuality and homosexuality, and self-mortification. Also considers positions within the Church that challenge(d) official Catholic teaching.

**TH 320 Foundations of Catholic Moral Theology**

(3.00 cr.)

*Prerequisite:* TH 201. An analysis of contemporary, ethical theories with primary focus on a theory of basic human goods. Considers how norms for moral living are derived according to the principle of integral human fulfillment in those goods and discusses how that principle bears on issues of human life and sexuality. Also examines the relation of faith to morality, particularly the moral implications of hope for fulfillment in Christ. *Counts toward Catholic Studies minor.*

**TH 321 God and Evil**

(3.00 cr.)

*Prerequisite:* TH 201. An exploration of the diverse and opposed ways people have related God and evil in story and image, ritual and moral action, practical and speculative theologies. Begins by comparing and contrasting the way God does and does not deal with evil in stories and images of Jewish and Christian scriptures—as well as the

reconciliation rituals of Synagogue and Church. Studies arguments over God and evil which have, until the twentieth century, divided Christian churches (Catholic, Eastern Orthodox, and Protestant). Compares and contrast Jewish and Christian theologies of God and evil to non-theistic religions (e.g. Buddhism) and nonreligious ways of life and thought (e.g. Marx, Freud, and Nietzsche).

**TH 322 Death and Dying: A Theological and Ethical Inquiry**

(3.00 cr.)

*Prerequisite:* TH 201. A study of contemporary attitudes and understanding about death, euthanasia, and care for the dying. Readings are drawn from theological and philosophical writers and modern literature.

**TH 323 Religion in Children's Literature**

(3.00 cr.)

*Prerequisite:* TH 201. A theological analysis of how classics of Children's Literature communicate faith and ethical values. Books under study include those of C. S. Lewis, M. L'Engle, E. B. White, C. Colloidi, and George McDonald.

**TH 324 Contemporary Theology**

(3.00 cr.)

*Prerequisite:* TH 201. A survey of the major figures in twentieth century Protestant and Catholic theology addressing the question of how it is possible to speak meaningfully of the presence and action of God in light of the challenge of modernity. Looks at the effect of cultural movements like expressionism, existentialism, and nihilism (both aesthetic and philosophical) on the course of theological reflection. Also attentive to the emergent recognition of the role and critique of ideology and power in religion.

**TH 325 Living Well Together: Christian Social Thought and Practice**

(3.00 cr.)

*Prerequisite:* TH 201. A commitment to social justice is integral to the fully Christian and human life. Students explore the meaning of this claim and investigate the contours of a theologically-informed response to human suffering and material poverty. Readings are drawn from Scripture and from different strands and periods within the Christian tradition. Themes addressed include the Kingdom of God; the relationship between Christian love and social justice; the preferential option for the poor; and the spiritual and moral significance of encountering poverty. Students also study modern exemplars who embody a Christian commitment to social justice. *Counts toward Catholic Studies minor.*

**TH 326 Catholic Sexual and Bio-Ethical Issues**

(3.00 cr.)

*Prerequisite:* TH 201. An analysis of specific issues in human sexual and bioethics such as: pre-and extramarital

tal sex, homosexuality, marriage and divorce, the beginning of life, contraception, in-vitro fertilization, and abortion. Also takes up the general question of how moral norms can be developed in a way that respects church teaching while attending to the authentic requirements of practical reason and integral human fulfillment.

**TH 327 War and Peace in Theological Perspective (3.00 cr.)**

*Prerequisite:* TH 201. A study of important issues related to critical reflection on war and peace. Issues considered include biblical perspectives on peace and war; the development of pacifist perspectives and just-war theory; cultural influences that help shape attitudes toward the justifiability of war; consideration of distinctions between war, violence, and terrorism; and issues of war and peace facing modern societies.

**TH 328 Theology and the Sciences (3.00 cr.)**

*Prerequisite:* TH 201. What is 'theology'? What are 'the sciences'? Why have such different relationships been proposed between the two, from opposition to identity? A study of such questions, focusing on the way the theoretical issues involved are located in practical contexts. The first part consists of readings from the history of theology and the sciences in the West: Genesis and Aristotle, Galileo and Bellarmine, Darwin and Freud. The second centers on problems raised for the sciences and theology by Thomas Kuhn's *Structure of Scientific Revolutions*.

**TH 329 Jews and Christians After Christendom (3.00 cr.)**

*Prerequisite:* TH 201. Is Christianity inherently anti-Semitic? This seminar considers historic Christian theological views of the Jewish people; the widespread recent criticism of these views by both Christians and Jews; and the possibilities for mutual understanding between Christians and Jews in the changed circumstances of the late twentieth century. The course concentrates, in particular, on the revisions in Christian theology which might come from Jewish-Christian dialogue and from the explicit rejection of historic Christian anti-Semitism. *Counts toward Catholic Studies minor.*

**TH 330 The Gospels (3.00 cr.)**

*Prerequisite:* TH 201. An overview of modern critical study of the Gospels. Investigations of historical and literary criticism lead to questions concerning the place/importance of the Gospels in theology and the contemporary church.

**TH 332 Major Issues in the Thought of Saint Paul (3.00 cr.)**

*Prerequisite:* TH 201. An investigation into Saint Paul's ideas, life, times, audience, and major epistles. Principal aim is to determine what Paul meant when he wrote to Christians of his day and what his teachings mean for Christians today.

**TH 333 Faith and Doubt in the Modern World (3.00 cr.)**

*Prerequisite:* TH 201. How, if at all, do people give reasons for their faiths while dealing with doubts—their own and others? Adherents to and critics of Christian faith, faith in God, and more general religiosity offer incompatible answers to this question. Studies these diverse answers by reading, writing and talking about classic and contemporary texts.

**TH 335 An Introduction to the Theology of Saint Augustine (3.00 cr.)**

*Prerequisite:* TH 201. Studies the life and writings of the great fifth century bishop and theologian, Augustine of Hippo. Topics include grace, free will, scripture, and the role of civil authority. *Counts toward Catholic Studies and Medieval Studies minors.*

**TH 336 Catholic Intellectual Life in the United States: 200 Years of American Catholic Opinion (3.00 cr.)**

*Prerequisite:* TH 201. The thoughts and opinions of John and Charles Carroll, John England, Orestes Bronson, Isaac Hecker, John Lancaster Spalding, John Courtney Murray, Thomas Merton and other American Catholic intellectuals on major questions affecting the country, the world, and the Church. A study of topics such as: 'Enlightenment Christianity'; separation of Church and State; the principles behind lay/clerical controversies; Catholicism and Republicanism; the Age of Romanticism and the return of the Medieval Ideal: Ultramontanism and Americanism; antidemocratic theories; 'American Messianism'; religious liberty, academic freedom, and the possibility of religious experience. *Counts toward Catholic Studies minor.*

**TH 337 Reading the Bible in the Modern World (3.00 cr.)**

*Prerequisite:* TH 201. Reading and interpreting texts has become increasingly complex and contentious. Conflicting theories of interpretation abound; the Bible has not escaped the notice of these critical movements. Therefore, this course is devoted to examining debates of authorial intention, about Structuralism and Post-Structuralist movements and how they affect the way we might read the Bible today.

**TH 338 Catholic Literature and American****Culture in the Twentieth-Century (3.00 cr.)**

*Prerequisite:* TH 201. The religious impulse, Flannery O'Connor claimed, has been "bred out of certain sections of the population like the wings have been bred off certain chickens." "This," she declared, "is a generation of wingless chickens, which I suppose is what Nietzsche meant when he said God was dead." In these circumstances, the Christian writer who would speak of the supernatural to his readers has often felt the need to choose his methods consciously and deliberately. Such has clearly been the approach of American's preeminent Catholic novelists and short story writers Flannery O'Connor, J.F. Powers, Mary Gordon, Walter Percy, and Wilfrid Sheed. Examines certain texts by these authors and other Catholic writers which demonstrate their struggles with the problem of addressing traditional religious symbols/structures in a secular age. *Counts toward Catholic Studies minor.*

**TH 339 Prophets and Prophecy (3.00 cr.)**

*Prerequisite:* TH 201. The Old Testament (Hebrew Bible) contains stories about prophets as well as texts attributed to these prophets. This course examines both. In addition, students study prophetic activity from a sociological/cross-cultural perspective, examine New Testament reinterpretations of prophetic texts, and explore the possibility of modern prophets and modern applications of ancient prophetic texts.

**TH 340 Contemporary American Catholicism (3.00 cr.)**

*Prerequisite:* TH 201. The American Catholic Church of the 1990s is not a monolithic institution. Therefore, this course presupposes that an understanding of the Church requires a look at various questions, debates, and disagreements prevalent within Post-Vatican II Catholicism in the U.S. Using a diverse selection of contemporary, scholarly essays and texts as well as the periodicals *Commonweal*, *America*, *Origins*, *New Oxford Review*, and *First Things*, this seminar addresses issues such as Catholicism and higher education, authority in the Church, the role of laity, women's issues, the priesthood, religious life, Americanism, and sexual ethics. *Counts toward Catholic Studies minor.*

**TH 341 Medieval Women Authors (3.00 cr.)**

*Prerequisite:* TH 201. An exploration of the social setting and theologies of medieval women authors. *Counts toward Catholic Studies, Gender Studies and Medieval Studies minors.*

**TH 342 Seminar in Philosophical Theology (3.00 cr.)**

*Prerequisite:* TH 201. Designed for students who are interested in the philosophical aspects of Theology. Theologically evaluates such issues as selfhood and otherness, temporality and history, beauty and ecstasy, and the relation between being and God. Attempts to provide philosophical clarity to the theological themes of Trinity, Incarnation, Redemption, and religious community.

**TH 343 International Catholic Literature in the Twentieth-Century (3.00 cr.)**

*Prerequisite:* TH 201. As the twentieth century comes to a close, perceptive readers of world literature are confronted with an amazing, some might even say bewildering, reality: a sizeable amount of this "secular" century's most significant and compelling literary works have been penned by confessing Catholic authors. Far from ignoring or even masking their beliefs, these writers go to great lengths to portray and dramatize them, frequently over or against the prevailing cultural and ethical theories, philosophies, and ideologies of the day. Stellar examples of such authors are Georges Bernanos, Paul Claudel, Shusaku Endo, Graham Greene, Flannery O'Connor, and Evelyn Waugh. Students examine outstanding literary attempts by these writers, and other less well-known Catholics, that deal with a wide variety of encounters between Catholic religious life and thought and contemporary culture.

**TH 345 Euthanasia and the Problem of Suffering (3.00 cr.)**

*Prerequisite:* TH 201. How can a good, all-powerful God allow the innocent to suffer? Is it licit to end suffering by intentionally ending the life of the suffering person? This course addresses the age old problem of evil and suffering from the perspective of both Christianity and unbelief. The question of whether human suffering can be meaningful is considered by taking up the issue of euthanasia. The related issues of what constitutes "ordinary" (and thus morally required) and "extraordinary" (and thus not morally required) care is discussed in light of a consideration of whether human life is intrinsically valuable and inviolable no matter what its condition.

**TH 346 Disputing the Bible (3.00 cr.)**

*Prerequisite:* TH 201. Examines a selection of arguments from the first through the twentieth centuries about how to interpret the Bible. *Counts toward Catholic Studies minor.*

**TH 347 It's Greek to Me: Eastern Roots of Christian Thought (3.00 cr.)**

*Prerequisite:* TH 201. Studies Christians who wrote in Greek and lived in the Christian East (Egypt, Palestine, Syria, Turkey, and Greece), 200–800 A.D. Although less well known than figures from the same period such as Augustine, these authors' influence on Christianity was equally important. Students read works on prayer; veneration of the Virgin Mary, saints, and icons; interpretation of the Bible; and controversies about Jesus Christ and the Trinity.

**TH 348 Old Testament Theology and Ethics (3.00 cr.)**

*Prerequisite:* TH 201. While the Old Testament introduces the notion of an earthly paradise, the Garden of Eden, the rest of its stories acknowledge that we do not live in a perfect world—that we dwell east of Eden. Students examine the theological and ethical perspectives of the Old Testament, addressing such issues as the moral nature of the universe we inhabit; family relationships; ways of structuring our communal life; economics and social justice; gender; finding God in human history; worship as a fundamental human activity; and messianic expectation.

**TH 351 Theological Inquiry (3.00 cr.)**

*Prerequisite:* TH 201. What is Theology? How do people learn to think, write, and speak theologically? What differences do social contexts make for reflecting theologically? For what diverse audiences do people construct theologies? How is theological inquiry related to other inquiries such as historical, philosophical, literary, social-scientific, and scientific? Addresses these sorts of questions through a variety of readings, examining both how people have done theology and how people have proposed it should be done. *Seminar format.*

**TH 353 Catholic Theology in Modernity (3.00 cr.)**

*Prerequisite:* TH 201. For the past two centuries Catholic theology had engaged in a debate over the relationship between traditional Catholic and specifically 'modern' practices and teachings. The goal of this course is to study this debate, learning to assess the positions of its major participants. Readings center on the First and Second Vatican Councils, the argument between 'progressives' and 'conservatives' in the 1970s and 1980s and the current dispute over women in the Church.

**TH 354 Male and Female in the Kingdom of God: Contemporary Gender Perspectives on the Bible (3.00 cr.)**

*Prerequisite:* TH 201. Examines the presentation of gender in the Bible, as well as contemporary readings of biblical texts informed by modern gender studies perspectives. While taking seriously the Church's claim to the Bible as scripture, students explore how the cultural milieu in which its texts were written has shaped them. Explores competing claims that the Bible is largely male-centered and used to support oppressive structures, or that it offers a life-giving message of liberation in spite of its cultural and historical background, in light of the complexities of communal practices and hermeneutical approaches. *Counts toward Catholic Studies and Gender Studies minors.*

**TH 370 The Theology of Thomas Aquinas (3.00 cr.)**

*Prerequisite:* TH 201. Thomas Aquinas was a major medieval theologian who remains as controversial in the twentieth century as he was in the thirteenth century. Studies Aquinas' life and social context, his exegesis of Scripture, and selections from his major theological works. Focuses on how Aquinas might be a resource for responding to contemporary theological, philosophical, and political questions. *Counts toward Catholic Studies and Medieval Studies minors.*

**TH 378 Success, Suffering and Human Happiness (3.00 cr.)**

*Prerequisite:* TH 201. A study of biblical texts, literature, poetry, and theology examining how success, suffering, and human happiness have been understood in Western culture. Questions which guide the course are: What constitutes human happiness? Is it a goal achieved or a gift given, a pattern of life or a disposition of heart and mind? How do human beings acquire, achieve, and sustain self and communal identity in experiences of great suffering?

**TH 399 Contemporary Catholic Intellectual Life (3.00 cr.)**

*Prerequisite:* TH 201. A team-taught course exploring the wide spectrum of contemporary Catholic intellectual life, focusing on the areas of theology, philosophy, politics, and literature. Students seek to understand not only debates within those areas but also attempt to explore lines of continuity stretching across the different genres of thought. For instance, how are the debates in philosophy related to different approaches to literature? Or, how do different theological methods affect how one approaches politics? Examples of thinkers



studied include Karl Rahner, Hans Urs von Balthasar, Elizabeth Johnson, and David Tracy in theology; Edith Stein, Charles Taylor, Alasdair MacIntyre, and Jean-Luc Marion in philosophy; Dorothy Day, Gustavo Gutiérrez, and Richard John Neuhaus in politics; as well as Shusaku Endo, Flannery O'Connor, Mary Gordon, and Graham Greene in literature. The intersection of all four disciplines in the writing of Pope John Paul II is also considered. *Counts toward Catholic Studies minor.*

**TH400 Senior Seminar (3.00 cr.)**

*Prerequisite: TH 201. Restricted to senior theology majors.*

Senior theology majors engage in intensive reading and writing in the student's chosen area of concentration under the supervision of a faculty adviser. Includes colloquia in which students report on their research to faculty and other students.

# WRITING AND MEDIA

**OFFICE:** Humanities Center, Room 292

**TELEPHONE:** 410-617-2369

**CHAIR:** Ronald Tanner, Associate Professor

**PROFESSOR:** John C. Hollwitz

**ASSOCIATE PROFESSORS:** Neil Alperstein;  
Andrew Ciofalo; Karen Fish; Elliot King; Barbara C.  
Mallonee; Daniel M. McGuinness; Ilona M.  
McGuinness; Brian Murray; Ronald Tanner

**ASSISTANT PROFESSORS:** Judith M. Dobler;  
James H. Donahoe, S.J. (emeritus); Margaret  
Musgrove; Diana Samet; Stephen Sutherland;  
Francis X. Trainor (emeritus)

**ADJUNCT FACULTY:** Ned Balbo; Marvin Green;  
Christine Higgins; Robert Knott; Andrea M.  
Leary; Loxley F. Nichols; Lia Purpura; Jane  
Satterfield

**VISITING JOURNALIST:** Harold Jackson; Lisa  
Robinson

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## MAJOR IN WRITING

### BACHELOR OF ARTS

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

#### Freshman Year

##### *Fall Term*

WR 113 Effective Writing\*\*  
Language Core  
Math/Science Core\*\*  
Social Science Core\*\*  
Elective

##### *Spring Term*

EN 130 Understanding Literature\*\*  
HS 101 History of Modern Western  
Civilization\*\*  
WM 280 The Creative Eye: Description\*  
Fine Arts Core\*\*  
Language Core

#### Sophomore Year

##### *Fall Term*

PL 201 Foundations of Philosophy  
TH 201 Introduction to Theology *or*  
Elective  
WR 290 Introduction to Creative Writing\*

English Core\*\*

Math/Science Core\*\*

##### *Spring Term*

PL 200-Level Philosophical Perspectives Course  
Major Course (Type A)\*  
Major Course (Type B)\*  
History Core\*\*  
Math/Science Core\*\*

#### Junior Year

##### *Fall Term*

TH 201 Introduction to Theology *or*  
Elective  
Major Course (Type A)\*  
Major Course (Type B)\*  
Social Science Core  
Elective

##### *Spring Term*

Major Course (Type A)\*  
Major Course (Type B)\*  
Theology Core  
Elective  
Elective

#### Senior Year

##### *Fall Term*

Major Course (Type A)\*  
Major Course (Type B)\*  
Ethics Core  
Elective  
Elective

##### *Spring Term*

Major Course (Type A)\*  
Major Course (Type B)\*  
Senior Seminar\*  
Elective  
Elective

\* Required for major.

\*\* Terms may be interchanged.

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

- Two 200-level courses (WM 280, WR 290)
- Five upper-level writing courses (WM or WR)

- One senior seminar (WR 441)
- Five (usually) upper-level courses in another discipline (e.g. literature, art, history, modern languages, political science, etc.).

Requirements for the other half of the major may vary somewhat, depending on the discipline. In the model program above, “Type A” courses stand for writing courses, and “Type B” courses stand for courses in the second discipline. (Communications, accounting, and business majors may not be taken in combination with a writing major).

1. WR 113 is the prerequisite for all other writing and media courses (WM, WR, ME) and must be taken in the first semester of freshman year.
2. **Minor in Writing:** Requires WM 280, WR 290, and five upper-division WR or WM courses. Writing minors are encouraged to take Senior Seminar (WR 441) as an elective.
3. All writing majors and minors planning on graduate study should take Senior Portfolio (WR 445) as an elective in their senior year, preferably in the fall semester.

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## MAJOR IN COMMUNICATIONS

### BACHELOR OF ARTS

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

#### Journalism Concentration

##### Freshman Year

###### Fall Term

- MA 110 Introduction to Statistical Methods and Data Analysis\*\*  
 WR 113 Effective Writing  
 Fine Arts Core\*\*  
 Language Core  
 Elective

###### Spring Term

- HS 101 History of Modern Western Civilization  
 WM 280 The Creative Eye: Description\*  
 Language Core

- Natural Science Core\*\*  
 Social Science Core\*\*

#### Sophomore Year

##### Fall Term

- EN 130 Understanding Literature  
 ME 262 Graphics I\*/\*\*  
 PL 201 Foundations of Philosophy  
 WM 351 Journalism I: Basic News Writing\*/\*\*  
 Math/Science Core\*\*

##### Spring Term

- PL 200-Level Philosophical Perspectives Course  
 English Core  
 History Core\*\*  
 Social Science Core\*\*  
 Elective

#### Junior Year

##### Fall Term

- TH 201 Introduction to Theology  
 Media Course\*  
 Media Course\*  
 Media Course\*  
 Elective

##### Spring Term

- Media Course\*  
 Media Course\*  
 Media Course\*  
 Theology Core  
 Elective

#### Senior Year

##### Fall Term

- ME 491 Special Topics in Journalism\* or  
 Elective  
 Media Course\*  
 Media Course\*  
 Ethics Core\*\*  
 Elective

##### Spring Term

- ME 491 Special Topics in Journalism or  
 Elective  
 ME 492 Magazine Publishing Senior Seminar\*  
 Media Course\*  
 Elective  
 Elective

Communications majors concentrating in Journalism are required to take the following:

- Three prerequisite courses (ME 262, WM 280, WM 351)
- Seven fixed requirements (WM 320-359 or WR 322-345, WM 342-345, WM 352, ME 353, ME 357, ME 491, ME 492)
- Four flexible requirements (any 300-level WM or WR courses, ME 262 or ME 368, any 300-level ME course or PT 275.)

### Advertising/Public Relations Concentration

#### Freshman Year

##### Fall Term

- BA 100 Introduction to Business\*/\*\*  
 MA 110 Introduction to Statistical Methods and Data Analysis\*\*  
 WR 113 Effective Writing  
 Language Core  
 Elective

##### Spring Term

- EC 102 Microeconomic Principles\*/\*\*  
 HS 101 History of Modern Western Civilization  
 WM 280 The Creative Eye: Description\*  
 Language Core  
 Natural Science Core\*\*

#### Sophomore Year

##### Fall Term

- EN 130 Understanding Literature  
 PL 201 Foundations of Philosophy  
 WM 351 Journalism I: Basic News Writing\*/\*\*  
 History Core\*\*  
 Math/Science Core\*\*

##### Spring Term

- BA 340 Basic Fundamentals of Marketing\*/\*\*  
 PL 200-Level Philosophical Perspectives Course  
 English Core  
 Fine Arts Core  
 Social Science Core\*\*

#### Junior Year

##### Fall Term

- ME 262 Graphics I: Publication Design\*/\*\*  
 ME 300 Integrated Communication\*  
 ME 372 Advertising Copywriting *or*  
 ME 373 Writing for Public Relations\*/\*\*  
 Theology Core  
 Elective

##### Spring Term

- Media Course\*/\*\*  
 Media Course\*  
 Media Course\*  
 Theology Core  
 Elective

#### Senior Year

##### Fall Term

- ME 390 Communications Research: Methods and Analysis *or*  
 SC 350 Social Research Applications\*  
 Media Senior Seminar\*/\*\*  
 Ethics Core\*\*  
 Elective  
 Elective

##### Spring Term

- Media Course\*/\*\*  
 Media Course\*  
 Elective\*\*  
 Elective  
 Elective

\* Required for major.

\*\* Terms may be interchanged.

Communications majors concentrating in Advertising or Public Relations are required to take the following:

- Six prerequisite courses (BA 100, BA 340, EC 102, MA 110, WM 280, WM 351) to be taken during freshman and sophomore years.
- Five fixed requirements (Advertising: BA 337, BA 339, ME 262, ME 372, ME 470; Public Relations: BA 338, ME 262, ME 373, ME 471, SC 350).
- Five flexible requirements (WM 320–359 or WR 322–345, WM 342–345; and three of the following: BA 346 or ME 368, ME 357, WM 352)

[public relations students], ME 363 [advertising students]).

1. Communications majors must concentrate in Journalism, Advertising, or Public Relations.
2. Students interested in publishing should concentrate in Journalism, take WR 290 as an elective, substitute ME 363 for ME 353, and take ME 330 as a flexible requirement.
3. Photojournalism students should take either a communications major (journalism concentration) with a fine arts minor (photography emphasis) or a fine arts major (photography emphasis) with a communications minor (journalism emphasis).
4. Communications cannot be taken as a split major.
5. WR 290 is the prerequisite for all upper-division WR courses; WM 280 is the prerequisite for all upper-division WM courses.
6. **A communications minor** consists of seven courses: two prerequisite courses (WM 280, WM 351); four flexible requirements (one course from WM 343–345 and any three additional 300-level ME or WM courses); and one senior seminar and lab (ME 470, ME 471, ME 491, or ME 492).
7. Communications majors are encouraged to add a minor from another department.
8. Media Internships (ME 451) must be taken as electives. None will count toward the major; no more than one will count as an elective towards graduation requirements though others may be taken on a pass/fail basis.

## COURSE DESCRIPTIONS

### WRITING

#### **WR 113 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.*

#### **WR 114 Empirical Rhetoric: Effective Writing (3.00 cr.)**

A special section of WR 113, paired with WR 290 (WR 291) to form "Empirical Rhetoric." *By invitation only.*

#### **WR 290 Introduction to Creative Writing (3.00 cr.)**

*Prerequisite: WR 113.* 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. Some exposure to both fiction and poetry.

#### **WR 291 Empirical Rhetoric: Creative Writing (3.00 cr.)**

A special section of WR 290, paired with WR 114 to form "Empirical Rhetoric." *By invitation only.*

#### **WR 322 Creative Writing: Fiction (3.00 cr.)**

*Prerequisite: WM 280, WR 290.* 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.

#### **WR 323 Creative Writing: Poetry (3.00 cr.)**

*Prerequisite: WM 280, WR 290.* A workshop course in writing poetry, emphasizing a range of subjects and types. Contemporary readings.

#### **WR 324 Writing for the Stage (3.00 cr.)**

*Prerequisite: WM 280, WR 290.* 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.

**WR 325 Enchanted Worlds: Writing Children's Literature (3.00 cr.)**

*Prerequisite:* WM 280, WR 290. 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.

**WR 327 Reviewing (3.00 cr.)**

*Prerequisite:* WM 280, WR 290. 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.

**WR 328 Poetic Forms (3.00 cr.)**

*Prerequisite:* EN 130, WR 290. 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. In neither case, however, does the class become connoisseurs of chaos: the thesis is that, whether imposed or discovered, form can always be analyzed. Students read and write about the scholarship of the science, perform extensive scansions and explications of poems, and write their own poems in received, concocted, and ad hoc forms.

**WR 345 Wet Ink: Reading and Writing Literary Magazines (3.00 cr.)**

*Prerequisite:* WR 290. 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).

**WR 350 Creative Writing: Forms of Fiction (3.00 cr.)**

*Prerequisite:* WR 290. Training in writing fiction of a particular kind, such as "sudden fiction," magical realism, metafiction, etc. Although the course is studio-based (writing workshops), it includes a wide reading in the genre being studied. Topics vary.

**WR 422 Creative Writing: Advanced Fiction (3.00 cr.)**

*Prerequisite:* WM 280, WR 290, WR 322. A continuation of WR 322 on an advanced and individual level. Students write and revise several short stories of publishable quality. *May be repeated for credit.*

**WR 423 Creative Writing: Advanced Poetry (3.00 cr.)**

*Prerequisite:* WM 280, WR 290, WR 323. A continuation of WR 323 on an advanced level. A workshop in writing poetry. Readings from current writers.

**WR 436 Creative Writing: The Novel (3.00 cr.)**

*Prerequisite:* WR 322. Students write the first draft of a novel or a substantial part of a planned first draft (75–100 pages). Students should consult an instructor well in advance of the semester or spread out over two semesters. *May be repeated for credit. See departmental adviser in order to make arrangements for this course.*

**WR 441 Senior Seminar: New Writers, Newer Books (3.00 cr.)**

*Prerequisite:* WR 290. *Restricted to and required of writing students in their senior year.* A reading survey of contemporary writers and trends in contemporary writing. Texts are novels, books of poems, and non-fiction 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.

**WR 445 Senior Portfolio (3.00 cr.)**

*Prerequisite:* WR 290. *Written permission of a faculty sponsor is required.* A recommended course for writing majors considering graduate school in poetry, fiction or prose. Students select and revise their best work to date and add new work to make up a portfolio. Extensive reading also required. Each student meets at least once a week with his or her faculty sponsor. *To be taken as an elective, preferably the Fall Semester of the senior year.*

**WRITING/MEDIA****WM 280 The Creative Eye: Description (3.00 cr.)**

*Prerequisite:* WR 113. 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 WR 113 and who want to improve and

extend their ability to write well. *A prerequisite for some WR and all WM upper-division courses.*

**WM 327 The History of the Essay (3.00 cr.)**

*Prerequisite:* WM 280. 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 the essayistic prose in light of the social, cultural, and historical contexts governing its creation. Required writing ranges from familiar to critical essays.

**WM 328 Biography and Autobiography (3.00 cr.)**

*Prerequisite:* WM 280. 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 and write three short papers in which they experiment with those types.

**WM 330 The Art of Prose: E. M. Forster (3.00 cr.)**

*Prerequisite:* WM 280. E. M. Forster’s career as a novelist ended with *A Passage to India* in 1924, but his career as a distinguished writer of non-fiction prose continued until his death in 1970. Students read Forster’s essays, lectures, and radio broadcasts to investigate how this work fits into the long and continuing tradition of journalism as social commentary. Approach is stylistic rather than historical; the purpose is to see if reading E. M. Forster can make us better writers.

**WM 331 Translating Secrets of Science (3.00 cr.)**

*Prerequisite:* WM 280 or WR 113 or written permission of the instructor is required. Beginnings and development of scientific writing, especially that written by or for non-scientists. Explores not simply the scientific discoveries themselves, but the implications of those discoveries as well.

**WM 332 The Art of Prose: E. B. White (3.00 cr.)**

*Prerequisite:* WM 280. A study of E. B. White, a writer noted for his wry sense of humor. Readings include a biography of White; *Trumpet of the Swan*; *The Elements of Style*; collections of White’s essays and letters; and current issues of *The New Yorker*. With emphasis on what White called the “sanctity of the English sentence,” students produce letters, sketches, and three essays based on experiences of urban or country living.

**WM 333 Social and Political Writing (3.00 cr.)**

*Prerequisite:* WM 280 or WR 113 or written permission of the instructor is required. Analyzes classic and contemporary social and political writers (i.e. Locke, Mill, Didion, Jefferson, and King); discusses the techniques or ethics of persuasive writing about social and political issues; explores the audiences, purposes, constraints, and requirements of modern political and social writing.

**WM 334 The Art of Prose: John McPhee (3.00 cr.)**

*Prerequisite:* WM 280. A study of John McPhee as a literary journalist whose style is governed by the rules of reporting but shaped by the techniques of fiction. Analyzes McPhee’s organizational and stylistic strategies, and considers McPhee as a mythologist, as the creator of forms which capture and illuminate the patterns of our culture and of our lives. Students write literature of fact, not as imitators of McPhee, but as students of his genre and as observers of our world.

**WM 335 The Art of Prose: Sigmund Freud (3.00 cr.)**

*Prerequisite:* WM 280. Sigmund Freud was not only a great thinker and the inventor of psychoanalysis, but also a masterful rhetorician and prose stylist. Examines how Freud manipulated rhetoric in order to present controversial and complex ideas and theories. Topics include: Freud’s use of fictional techniques in his case histories, his logical and illogical structures for argument, his strategies for rebutting his opponents and concealing his own flaws, his theories, of language and of literature and art (including narcissism, doubles in literature, and the uncanny), and questions about the validity of the English translation of his works in the Standard Edition. Readings include a selection of Freud’s major and minor works and a biography of him.

**WM 336 Nature Writing (3.00 cr.)**

*Prerequisite:* WM 280. To write about nature is to discover more about the nature of writing as a medium for artistic expression and the exploration of belief. Readings include such classic nature writers as Muir, Thoreau, Darwin, Audubon, and contemporary writers whose work appears in such magazines as *Smithsonian*, *National Wildlife*, *National Geographic*, *The New Yorker*. Students write several short pieces and two long essays.

**WM 337 Art of Prose: Charles Dickens (3.00 cr.)**

*Prerequisite:* WM 280. Students discover what made Dickens one of the leading novelists and journalists of his time. We pay special attention to Dickens’ brilliant use of satire, parody, and caricature; we also study his narrative and descriptive techniques, and deal more

generally with aesthetic and political questions that remain highly relevant to writers publishing today. Students write both fiction and non-fiction, developing their own talents and interests as satirists, story tellers, and reporters.

**WM 338 The Art of the Essay: Women Writers (3.00 cr.)**

*Prerequisite:* WM 280. A study of modern essays written by and about women. Students explore world views offered by these writers and the contexts—historical, economic, and social—from which they arise. Attention given to the qualities of the prose itself. Students are required to keep journals and write three essays of varying length and formality. *Counts toward Gender Studies minor.*

**WM 340 Gendered Rhetorics (3.00 cr.)**

*Prerequisite:* WM 280. 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.*

**WM 342 Rhetoric: A Study of Style (3.00 cr.)**

*Prerequisite:* WM 280. 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.

**WM 343 Rhetoric: Audience and the Writer’s Voices (3.00 cr.)**

*Prerequisite:* WM 280. 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.

**WM 344 Rhetoric: The Art of the Argument (3.00 cr.)**

*Prerequisite:* WM 280. 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.

**WM 345 Points of View/Baltimore Neighborhoods (3.00 cr.)**

*Prerequisite:* WM 280. Students choose a Baltimore neighborhood to study, writing about it from a number of points of view and in genres ranging from journalistic features to ethnographic studies. The writing builds on a log of the student’s experience and growing knowledge of the neighborhood; readings and class discussion focus on how experience and information influence the writer’s point of view and authority. In the major course submission, students choose among the techniques of fiction, prose documentary, or film documentary to present their final point of view on the community they have studied.

**WM 346 The Travelling Writer (3.00 cr.)**

*Prerequisite:* WM 280. Introduces students to one of the most important non-fiction prose genres: travel writing. Students read selections from past travel writers and a selection of books by contemporary travel writers, e.g. James Fenton and Bruce Chatwin. Also a study of daily newspapers for informative rather than literary travel writing. Students write three pieces: a trade travel piece, a critical essay on one travel author; and a travel essay of their own (need not entail exotic journey).

**WM 347 Poets as Journalists (3.00 cr.)**

*Prerequisite:* WM 280. Poets, as a rule, seldom list “journalist” on their cv’s. News can’t be recollected in tranquillity; ‘man bites dog’ doesn’t scan. But lines can blur: auteurs do commercials these days. And the novel has been working very hard challenging the line between the news and the nounenon lately. Could there be a similar impulse among poets? Concentrates on the poetic and journalistic output of several recent writers. Some examples would be Carolyn Forché, James Fenton, W.S. Merwin, or Katha Pollitt. Papers and oral reports.

**WM 348 Writing About Film (3.00 cr.)**

*Prerequisite:* WM 280. 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.*

**WM 351 Journalism I: Basic News Writing (3.00 cr.)**

*Prerequisite:* WM 280. Students learn the rudiments of news writing in a workshop that stresses in-class practice under deadline pressure and critiques. Topics usually include media organization, objectivity and fairness, news sources and verification, and various news gathering techniques (interviewing, researching, etc.). Emphasis on writing news leads and the basic story types that most beginning reporters are expected to cover.

**WM 352 Journalism II: Basic Feature Writing (3.00 cr.)**

*Prerequisite:* WM 351. 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.

**WM 354 Popular Culture in America (3.00 cr.)**

*Prerequisite:* WM 280. The focus of this course is broad, including all forms of popular culture: fashion, celebrities, trends and fads, media spectacles like the Super Bowl, Disney World, and more. Students write self-reflective ethnographic essays about their own experiences with these forms of popular culture as they attempt to make sense of their world. The approach is pan-disciplinary as cultural studies, postmodern theory, and social theory are brought to bear on our ever-evolving pop culture.

**WM 356 Editorial and Opinion Writing (3.00 cr.)**

*Prerequisite:* WM 280. 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.

**WM 357 Writing About Sports (3.00 cr.)**

*Prerequisite:* WM 351. 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, Roger Khan, etc. *Restricted to juniors and seniors.*

**WM 358 The Contemporary Essay (3.00 cr.)**

*Prerequisite:* WM 280. 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.

**WM 359 The Magazine Article (3.00 cr.)**

*Prerequisite:* WM 352. Students will be given an overview of magazine publishing and a survey of the various markets for magazine articles; covers general interest, specialized, trade, and company magazines. Offers practice in developing ideas for articles, in querying editors for their interests, and then in outlining, researching, and writing the articles. Students write a variety of articles tailored to discrete audiences or markets; the best of these may be submitted for publication.

**WM 434 Advanced Nonfiction Prose (3.00 cr.)**

*Prerequisite:* WM 280, two WM 300-level courses (WM 327–346, WM 358). Intended for experienced writers of nonfiction prose. Students produce four or five pieces of original prose literature. Student and faculty member draw up a reading list and design projects tailored to the student's interest. Students can expect intensive workshoping and extensive reading. (Prose pieces can constitute the basis for a senior portfolio.) *Recommended for the junior year.*

**MEDIA**

**ME 233 The Art of Public Speaking (3.00 cr.)**

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.

**ME 240 Writing in the Business Environment (3.00 cr.)**

*Prerequisite:* WR 113. Applies basic logical and expository skills to the forms of writing most often required in the business world. Assignments will include business letters, letters of application, process papers, memoranda, for-

mal and informal proposals, and research reports. Special attention given to presentation and personal computer application.

**ME 241 Fundamentals of Film Studies (3.00 cr.)**

*Prerequisite:* EN 130. An introduction to film technology and techniques, coupled with a survey of film history from the silent era through contemporary cinema. Students learn to identify the specific roles of the artists who collaborate to create a film. They also and 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.*

**ME 262 Graphics I: Publication Design (3.00 cr.)**

*Prerequisite:* WR 113. Students learn the basics of graphic design, graphic production, and typography. Emphasis on publication design and in particular on news publications. Students practice skills in developing formats, grids, layouts, logo/nameplates; they will develop a sensitivity to typography. Overall aim is to reveal the relevance of design to clear and meaningful communication.

**ME 270 Writing to Promote Profit and Non-Profit Enterprise (3.00 cr.)**

*Prerequisite:* WR 113. Students learn how to write to promote a profit or non-profit organization using techniques adopted from public relations and advertising. Emphasis on how to evaluate the best public image, even in a crisis situation. Assignments include writing ad copy, newsletter items, brochures, press releases, and radio spots.

**ME 300 Integrated Communication (3.00 cr.)**

An introduction to advertising, public relations, and associated fields that make up an integrated approach to communication. Students learn to plan the overall communications strategy for a corporation or non-profit organization. The outcome is a synchronized, multi-channel strategy that effectively reaches the targeted audience with a single, unified message through appropriate media channels. Effective planning tools are used to develop the most productive ways in which to promote products or ideas.

**ME 326 Journalism and the Democratic Process (3.00 cr.)**

*Prerequisite:* WR 113. Explores the social, economic, and political factors which influenced the development of journalism from colonial times to the current period.

Particular attention paid to the way different forms of journalism are linked to specific historical contexts.

**ME 328 Media, Cultural and Society (3.00 cr.)**

*Prerequisite:* WR 113. A look at the role of mass media as a dominant institution within American society. Traces the historical development of mass media—film, radio, television—and their impact on social behavior. Mass media critiques—psychological, Marxist, structuralist—are considered through readings and discussion of contemporary thinkers. In their writing, students explore shifts in thinking about mass media in the twentieth century.

**ME 329 Media and the Political Process (3.00 cr.)**

*Prerequisite:* WR 113. An in-depth look at the relationship of all forms of media (including journalism, advertising, and public relations) to the political system in the United States. Readings drawn from both the scholarly and popular literature in the field. In writing assignments, students report on current political issues and events.

**ME 330 Introduction to Book Publishing (3.00 cr.)**

*Prerequisite:* WR 113. Contemporary print media from the publisher's perspective. Focuses on editorial management, circulation, promotion and fulfillment, advertising sales, and manufacturing in all sectors of the publishing industry. Explores such current issues as declining readership and competition for readers' attention, new technology and its social and economic impact, concentration of ownership and independent press survival, increasing tension between editorial and advertising departments, and others. Major project: students develop a complete business plan for introduction of a new publication.

**ME 335 Introduction to the Internet and Interactive Media (3.00 cr.)**

*Prerequisite:* WR 113; ME 262 or written permission of the instructor is required. An examination of the Internet, and particularly the World Wide Web, as a new medium of communication. Students learn how to create content for Web sites and examine the social, political, and aesthetic issues raised by this new channel to distribute information. The course has a service learning component: the major project for the semester includes creating a Web site for an appropriate social service provider.

**ME 353 Reporting (3.00 cr.)**

*Prerequisite:* WM 351. A continuation of Journalism I. Students practice writing the more complex story types and learn how to report on society's primary institutions.

Public affairs emphasis includes government, elections, budgets, criminal justice system, environment, labor and major issues facing urban and suburban communities.

**ME 355 Writing and Reporting on Urban Affairs (3.00 cr.)**

*Prerequisite:* WM 351, WM 352 or WM 359 or WM 356. Students study examples from newspapers, magazines, and books of outstanding writing on urban affairs. Students will then report and write about such key urban issues as development, education, poverty, growth, transportation, housing, employment, quality of life, etc. Special emphasis on cultural diversity. Formats include news, feature, and opinion writing.

**ME 357 Copy Editing (3.00 cr.)**

*Prerequisite:* WM 351. 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.

**ME 363 Graphics II: Advertising Design (3.00 cr.)**

*Prerequisite:* ME 262. Students work on advanced concepts in design to develop a more sophisticated understanding of the design process. Design problems given to strengthen each student's skills in the areas of typography, creativity, concept development, and production of work. Requires a number of finished projects relating to typography, print advertising, corporate/personal identity programs, and promotional brochures or publications including interactive media, thus creating a portfolio of design work.

**ME 368 Free Speech/Free Expression (3.00 cr.)**

*Prerequisite:* WR 113. 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

**ME 372 Advertising Copywriting (3.00 cr.)**

*Prerequisite:* BA 340, WR 113. Students participate in a copywriting workshop aimed at providing practice in writing print advertisements (magazine, newspaper, billboards), radio and TV commercials, storyboards, direct mail, and other types. Consideration given to how the copywriter interacts with the creative team and the development of a complete campaign.

**ME 373 Writing for Public Relations (3.00 cr.)**

*Prerequisite:* BA 340, WM 351. An overview of the function of public relations within the profit and non-profit sectors. Students learn how to write and format news releases for print and broadcast media, speeches, position papers, annual reports, background memos, and internal publications (newsletters, brochures).

**ME 383 Writing for Film and Television (3.00 cr.)**

*Prerequisite:* WM 280 or WR 290. 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.*

**ME 384 Broadcast News Writing (3.00 cr.)**

*Prerequisite:* WM 351. Students learn how to cover and write breaking news stories for regularly scheduled news programs on television and radio. Other electronic genres practiced include features, the investigative report, analysis, opinion and reviews, the series, and the audio/visual essay.

**ME 385 Non-Fiction Film and Television (3.00 cr.)**

A chronological survey of documentary film and television. The course traces the evolution of this type of factual film innovated by Robert Flaherty through the current forms of documentary expression in film, television, and new media. The works viewed are grounded in the writings of filmmakers and critics that influenced the form of the work. The course objective is to provide testimony to the tremendous vitality of the documentary heritage and to assess the current state of the form. *Counts toward Film Studies minor.*

**ME 390 Communication Research: Methods and Analysis (3.00 cr.)**

*Prerequisite:* MA 110. Students learn to analyze and understand the broad range of methods used to systematically evaluate communication processes in advertising, public relations, journalism, and popular culture. Students learn how to design and select methods to conduct in-depth studies in all forms of mass communication and to analyze and understand research data and results.

**ME 451 Media Internships (3.00 cr.)**

*Prerequisite:* WR 113, *written permission of the instructor is required. Restricted to juniors and seniors.* Taken by Communications majors doing unpaid, off-campus intern-

ships in advertising, broadcasting, graphics, journalism, public relations, publishing, or writing. Prepares students for careers in media through practical work experience as well as in-class study to develop a professional orientation. *May be taken once for degree credit; may be repeated for non-degree credit.*

**ME 452 Media Internship (Summer) (3.00 cr.)**

Taken by Communications majors doing unpaid, off-campus internships in advertising, broadcasting, graphics, journalism, public relations, publishing, or writing. Students gain hands-on experience in conjunction with instructional correspondence and academic guidance. Students are expected to keep a record and complete class assignments via the Internet while completing 150 hours at their chosen site. Possible sites include HBO, NBC, NBA, *Rolling Stone*, hometown newspapers, radio stations, etc. (*Summer only*)

**ME 470 Advertising Senior Seminar (3.00 cr.)**

*Prerequisite:* ME 372. Students develop the whole campaign from market research through copy writing and graphics to media buying. Emphasis on team work and client presentations. (*Fall*)

**ME 471 Public Relations Senior Seminar (3.00 cr.)**

*Prerequisite:* ME 373. Public relations projects and campaigns are developed in a workshop setting with special emphasis on brochures, public service announcements, slide shows and campaigns, and special events. (*Spring*)

**ME 480 Professional Semester in Media (15.00 cr.)**

*Prerequisite:* WR 113, departmental permission, and at least junior standing in media. Outstanding students may spend an entire semester in an internship.

**ME 491 Special Topics in Journalism (3.00 cr.)**

*Prerequisite:* WM 351. Required of Communications majors with a Journalism concentration in their senior year. Students work with a visiting journalist in exploring a special topic: either a topic of professional interest or a subject that is the focus of major media coverage. Students meet once a week in a seminar setting for discussion and then meet independently with the visiting journalist who guides them through the completion of a major project, which can take the form of any of the following: research paper, magazine article, literary essay, photojournalism essay, radio/TV production, or interactive media. *Credit for the course is given at the end of the Spring Semester.*

**ME 492 Magazine Publishing Senior Seminar (3.00 cr.)**

*Prerequisite:* WM 351. Required of Communications majors with a Journalism concentration in their senior year. Students, working in teams, invent a magazine. Each group uses desktop publishing to create a prototype magazine and a prospectus outlining content, business plan, and operations. The finished projects are submitted to a national competition.

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

**DEAN:** Peter Lorenzi, Professor  
**OFFICE:** Jenkins Hall, Room 106  
**TELEPHONE:** 410-617-2301  
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**ASSISTANT DEAN FOR ACADEMIC PROGRAMS:**  
Ellen D. Hoadley, Associate Professor  
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**DEPARTMENTAL FACULTY**

The faculty of the Sellinger School and their representative departments are as follows:

**ACCOUNTING AND INFORMATION SYSTEMS**

**OFFICE:** Xavier Hall, Room 2  
**TELEPHONE:** 410-617-2474

**CHAIR:** Jalal Soroosh, Professor

**ACCOUNTING**

**PROFESSOR:** Jalal Soroosh  
**ASSOCIATE PROFESSORS:** William E. Blouch;  
John P. Guercio (emeritus); Kermit O. Keeling;  
Alfred R. Michenzi; Ali M. Sedaghat,  
**ASSISTANT PROFESSOR:** E. Barry Rice

**INFORMATION SYSTEMS**

**PROFESSOR:** Leroy F. Simmons  
**ASSOCIATE PROFESSORS:** Ellen D. Hoadley;  
Laurette P. Simmons; George M. Wright  
**ASSISTANT PROFESSOR:** Edward R. Sim  
**ADJUNCT FACULTY:** William A. Glover; John W.  
Hebeler, Jr.; Karen Kent; William McCaffrey;  
Thomas J. Podles; Joshua Reiter

**ECONOMICS**

**OFFICE:** Beatty Hall, Room 121  
**TELEPHONE:** 410-617-2357

**CHAIR:** John C. Larson, Professor

**PROFESSORS:** Frederick W. Derrick; Thomas J.  
DiLorenzo; John C. Larson; Charles R.

Margenthaler (emeritus); Charles E. Scott;  
Phoebe C. Sharkey; Stephen J.K. Walters  
**ASSOCIATE PROFESSORS:** Arleigh T. Bell, Jr.  
(emeritus); William L. Harris; John M. Jordan  
(emeritus); A. Kimbrough Sherman; Nancy A.  
Williams

**ASSISTANT PROFESSOR:** Francis G. Hilton, S.J.  
**ADJUNCT FACULTY:** Donald E. Chisholm; G.  
Edward Dickey; Judith A. Duschea; Martin  
Gierke; Joseph A. Gribbon; Daniel Mercer; John  
Olsh; Janaki R. Potukuchi; Christopher S.  
Ruebeck

**FINANCE**

**OFFICE:** Jenkins Hall, Room 103  
**TELEPHONE:** 410-617-2818

**CHAIR:** Harold D. Fletcher, Professor

**PROFESSORS:** Harold D. Fletcher; Thomas A.  
Ulrich

**ASSOCIATE PROFESSORS:** John S. Cotner;  
Albert R. Eddy; Lisa M. Fairchild; Walter R.  
Holman, Jr.; Walter J. Reinhart

**ASSISTANT PROFESSOR:** Joanne Li  
**ADJUNCT FACULTY:** Edward P. Brunner; Lynne  
C. Elkes; David M. Kaufman; Lance A. Roth

**STRATEGIC AND ORGANIZATIONAL STUDIES**

**OFFICE:** Jenkins Hall, Room 219  
**TELEPHONE:** 410-617-2619

**CHAIR:** Nan Ellis, Associate Professor

**LAW AND SOCIAL RESPONSIBILITY**

**PROFESSOR:** John A. Gray  
**ASSOCIATE PROFESSORS:** Timothy B. Brown,  
S.J.; Nan S. Ellis; Andrea M. Giampetro-Meyer  
**ADJUNCT FACULTY:** Timothy F. Cox; Sheryl L.  
Kaiser; Stephen R. Robinson; Craig D. Spencer;  
Erika E. White

**MANAGEMENT AND INTERNATIONAL BUSINESS**

**PROFESSORS:** Harsha B. Desai; Richard H.  
Franke; Peter Lorenzi; Anthony J. Mento; Tagi  
Sagafi-nejad

**ASSOCIATE PROFESSORS:** Christy L. DeVader; Paul C. Ergler (emeritus); Raymond M. Jones; Roger J. Kashlak; Neng Liang

**ASSISTANT PROFESSOR:** Ronald J. Anton, S.J.

**ADJUNCT FACULTY:** Kevin Clark; Charles Firzsimmons; Avon Garrett; Mark Hubbard; Janna Karp; Patrick Rossello; Michael Torino

#### MARKETING

**PROFESSORS:** Ernest F. Cooke; Patrick A. Martinelli (emeritus); Doris C. Van Doren

**ASSOCIATE PROFESSOR:** Gerard A. Athaide; Sandra K. Smith Gooding; Darlene B. Smith

**ASSISTANT PROFESSORS:** Richard Klink

**ADJUNCT FACULTY:** Christopher T. Helmraath; Page Windsor Miller; Carolyn West Price; Brian Sullivan; Michael S. Tumbarello

#### MISSION

The Sellinger School provides academically challenging management education inspired by the vision of the Jesuit tradition. The School embraces the principle of educating the whole person—body, mind, and spirit. The undergraduate experience is viewed as a transition from childhood to adulthood that requires a full spectrum of growth and educational experiences to prepare the student to live and serve in a rapidly changing world. Graduate programs serve working professionals seeking knowledge, professional certification, and membership in the network of Sellinger School alumni/ae. Both undergraduate and graduate education proactively foster the principles of excellence and *cura personalis* in a climate that facilitates learning for each individual, develops values for a life of service, and teaches the skills of learning for life.

#### HISTORY

Loyola College was founded in Baltimore in 1852 by the Society of Jesus and was instilled with its core values: excellence in all things and *cura personalis*. Business education at Loyola began with undergraduate courses being offered in 1943. In 1967, Loyola initiated its Masters of Business Administration (MBA) program and in 1975, its Master of Science in Finance (MSF). In 1973, the Executive Master of Business Administration (XMBA) 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 – The International Association for Management Education in its undergraduate, graduate, and accounting programs and had established a chapter of Beta Gamma Sigma, the business student honor society. Currently, the MBA and MSF programs are the largest in the region, and the Sellinger School enjoys its reputation as the business school of choice in the Baltimore metropolitan area.

#### EDUCATIONAL OBJECTIVES

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

- Integrate the functional areas of business for strategic, long-term planning; decision making under certainty and uncertainty; short-term planning and implementation; and organizational process and control.
- Extend a business into the global marketplace through awareness of the dominance of global competitive forces; appreciation of world-wide opportunities; understanding of complexity of functioning in the international arena; preparedness for participation in the international arena; and awareness of political and social environments.
- Make business decisions with complex, strategic approaches; the ability to garner information from data and from colleagues; analytical capability; control of decision support tools; and the ability to make reasoned judgements.
- Lead an organization with the ability to focus on mission; involvement and empowerment of others; effective teamwork; commitment to quality of process and outcome; the ability to thrive

in an environment of multi-dimensional diversity; effective communication; and the ability to compete and move the organization forward in a competitive environment.

- Embrace change by having and sharing a vision for the organization and of the environment; the capability to evaluate developing technologies; an understanding of organizational dynamics; and continual personal development.
- Lead responsibly with developed personal ethics and a sense of justice; a balanced view of opportunity and responsibility; and an awareness of the legal and regulatory environment.

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## CURRICULUM

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

#### Majors:

Accounting  
Business Administration

#### Concentrations within the Major in Business Administration:

Business Economics  
Finance  
General Business  
International Business  
Management  
Management Information Systems  
Marketing

An Economics major is available in the College of Arts and Sciences. A Bachelor of Arts is awarded.

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

AC 101 Introductory Accounting I  
AC 102 Introductory Accounting II  
BA 251 Management Information Systems  
BA 301 Organizational Behavior  
BA 305 Legal Environment of Business  
BA 320 Financial Management  
BA 330 Production Management  
BA 340 Marketing  
BA 382 International Business

BA 402 Business Policy  
EC 102 Microeconomic Principles  
EC 103 Macroeconomic Principles  
EC 220 Business Statistics  
Ethics Core (Arts and Sciences)

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

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

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

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## 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

CS 111 Introduction to Computers with  
Business Applications  
EC 102 Microeconomic Principles  
MA 151 Applied Calculus for Business and  
Social Sciences I  
WR 113 Effective Writing  
Language Core

#### Spring Term

EC 103 Macroeconomic Principles  
HS 101 History of Modern Civilization  
Fine Arts Core

Language Core  
Natural Science Core

### Sophomore Year

#### *Fall Term*

AC 101 Introductory Accounting I  
BA 251 Management Information Systems  
EC 220 Introduction to Statistics  
EN 130 Understanding Literature  
PL 201 Philosophical Anthropology I

#### *Spring Term*

AC 102 Introductory Accounting II  
BA 301 Organizational Behavior  
BA 340 Fundamentals of Marketing  
PL 200-Level Philosophical Perspectives Course  
English Core

### MAJOR IN ACCOUNTING

Major Requirements:

AC 301 Intermediate Accounting I  
AC 302 Intermediate Accounting II  
AC 311 Cost Accounting  
AC 401 Advanced Accounting  
AC 402 Accounting Information Systems  
AC 411 Tax Accounting  
AC 421 Auditing

*Select one of the following:*

SP 101 Business and Professional Speaking  
ME 233 The Art of Public Speaking

In addition, students planning to sit for the CPA exam must take Business Ethics (PL 310) as their Ethics Core course.

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

### Junior Year

#### *Fall Term*

AC 301 Intermediate Accounting I  
AC 311 Cost Accounting  
BA 305 Legal Environment of Business  
TH 201 Introduction to Theology  
Non-Departmental Elective

#### *Spring Term*

AC 302 Intermediate Accounting II  
BA 320 Financial Management  
BA 382 International Business  
History Core  
Theology Core

### Senior Year

#### *Fall Term*

AC 411 Tax Accounting  
AC 421 Auditing  
BA 330 Production Management  
Ethics Core  
Non-Departmental Elective

#### *Spring Term*

AC 401 Advanced Accounting  
AC 402 Accounting Information Systems  
BA 402 Business Policy  
ME 233 The Art of Public Speaking *or*  
SP 101 Business and Professional Speaking  
Non-Departmental Elective

### 150-Hour Program

To comply with the requirements to sit for the CPA exam, the Department of Accounting has established a 150-hour program that enables students to earn a bachelor's degree in accounting after four years and an MBA in the fifth year. In Maryland, the 150-hour requirement to sit for the exam becomes effective July 1, 1999.

The fifth year of the program will be flexible to enable students to work while they are taking courses. This new program prepares accounting graduates to perform better in an ever-changing business environment and enhances their marketability. For more information about the fifth year of accounting education, see the graduate catalogue.



**MAJOR IN BUSINESS ADMINISTRATION**

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

**Business Economics Concentration**

Concentration requirements:

- EC 301 Macroeconomics
- EC 302 Microeconomics

*Select four of the following courses:*

- EC 420 Econometrics
- EC 430 Monetary Economics
- EC 435 Public Sector Economics
- EC 440 International Economics
- EC 450 Managerial Economics
- EC 460 Business and Government
- EC 480 Labor Economics
- EC 490 Health Economics

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

**Junior Year***Fall Term*

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

*Spring Term*

- BA 330 Production Management
- EC 301 Macroeconomics
- History Core
- Theology Core
- Non-Departmental Elective

**Senior Year***Fall Term*

- BA 305 Legal Environment of Business
- BA 382 International Business
- Economics Elective
- Economics Elective
- Elective

*Spring Term*

- BA 402 Business Policy
- Ethics Core

- Economics Elective
- Economics Elective
- Elective

Students with good mathematical skills are encouraged to take MA 251 and MA 252. Students interested in pursuing graduate study in Economics are encouraged to take MA 301.

**Finance Concentration**

Concentration requirements:

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

*Select two of the following courses:*

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

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

**Junior Year***Fall Term*

- BA 305 Legal Environment of Business
- BA 320 Financial Management
- TH 201 Introduction to Theology
- History Core
- Non-Departmental Elective

*Spring Term*

- BA 330 Production Management
- BA 422 Investment Analysis
- BA 427 Capital Markets and Financial Institutions
- Theology Core
- Non-Departmental Elective

**Senior Year***Fall Term*

- BA 382 International Business
- BA 432 Advanced Financial Analysis

Finance Elective  
 Non-Departmental Elective  
 Elective

*Spring Term*

BA 402 Business Policy  
 BA 421 Financial Policy  
 Ethics Core  
 Finance Elective  
 Elective

**General Business Concentration**

This is the interdisciplinary concentration within the Sellinger School. Six upper-level courses are selected from the Sellinger School offerings. No more than three courses may be selected from any department.

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

**Junior Year**

*Fall Term*

BA 320 Financial Management  
 TH 201 Introduction to Theology  
 History Core  
 Non-Departmental Elective  
 Non-Departmental Elective

*Spring Term*

BA 305 Legal Environment of Business  
 BA 330 Production Management  
 Theology Core  
 Major Elective  
 Major Elective

**Senior Year**

*Fall Term*

BA 382 International Business  
 Major Elective  
 Major Elective  
 Non-Departmental Elective  
 Elective

*Spring Term*

BA 402 Business Policy  
 Ethics Core  
 Major Elective  
 Major Elective  
 Elective

**International Business Concentration**

Concentration requirements:

BA 482 Global Strategy  
 Two International Area Studies Courses

*Select three of the following courses:*

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

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

**Junior Year**

*Fall Term*

BA 305 Legal Environment of Business  
 BA 382 International Business  
 TH 201 Introduction to Theology  
 History Core  
 Non-Departmental Elective

*Spring Term*

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

**Senior Year**

*Fall Term*

BA 330 Production Management  
 International Business Elective  
 International Business Elective  
 Non-Departmental Elective  
 Elective

*Spring Term*

BA 402 Business Policy  
 BA 482 Global Strategy  
 Ethics Core  
 International Area Studies Course  
 Elective

## Management Concentration

Select six of the following courses:

- BA 403 Small Business Management and Entrepreneurship
- BA 407 Business and Society
- BA 408 Employment Law
- BA 411 Human Resources Management
- BA 412 Leadership and Decision-Making
- BA 413 Labor Relations
- BA 414 Management Practicum
- BA 415 International Management
- BA 417 Advanced Organizational Behavior
- BA 418 Microcomputers in Management
- BA 419 Seminar in Management: Selected Topics
- BA 431 Management Internship
- BA 499 Research Project in Management

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

### Junior Year

#### *Fall Term*

- BA 320 Financial Management
- BA 330 Production Management
- TH 201 Introduction to Theology
- Non-Departmental Elective
- Non-Departmental Elective

#### *Spring Term*

- BA 305 Legal Environment of Business
- History Core
- Theology Core
- Management Elective
- Management Elective

### Senior Year

#### *Fall Term*

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

#### *Spring Term*

- BA 402 Business Policy
- Ethics Core
- Management Elective
- Management Elective
- Elective

## Management Information Systems Concentration (MIS)

Concentration requirements:

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

*The following courses may be taken as free electives:*

- BA 456 Management Information Systems Practicum
- BA 457 Seminar in Management Information Systems
- BA 459 Research Project in Management Information Systems

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

### Junior Year

#### *Fall Term*

- BA 330 Production Management
- BA 352 Applications Programming
- TH 201 Introduction to Theology
- Non-Departmental Elective
- Non-Departmental Elective

#### *Spring Term*

- BA 353 Database Design and Implementation
- BA 355 Telecommunications and Distributed Processing
- BA 382 International Business
- History Core
- Theology Core

### Senior Year

#### *Fall Term*

- BA 305 Legal Environment of Business
- BA 320 Financial Management
- BA 452 Decision Support Systems
- BA 453 Information Systems Analysis and Design
- Elective

*Spring Term*

BA 402 Business Policy  
 BA 458 Advanced MIS Topics  
 Ethics Core  
 Non-Departmental Elective  
 Elective

**Marketing Concentration**

Concentration requirements:

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

*Select two of the following courses:*

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

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

**Junior Year***Fall Term*

BA 320 Financial Management  
 BA 330 Production Management  
 BA 346 Consumer Behavior  
 TH 201 Introduction to Theology  
 History Core  
 Non-Departmental Elective

*Spring Term*

BA 305 Legal Environment of Business  
 BA 382 International Business  
 BA 440 Selling Concepts and Strategies  
 Theology Core  
 Non-Departmental Elective

**Senior Year***Fall Term*

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

Non-Departmental Elective  
 Elective

*Spring Term*

BA 402 Business Policy  
 BA 442 Strategic Marketing  
 Ethics Core  
 Marketing Elective  
 Elective

**MINOR IN BUSINESS ADMINISTRATION**

The Sellinger School offers minors to support the career and professional interests of students pursuing majors in Arts and Sciences. Business minors are not available to business majors. A student may only select one business minor.

**Business:** Recommended for students seeking exposure to business concepts; may also be of interest to students who later declare a major in business or pursue an MBA at Loyola or elsewhere. Requirements are as follows:

AC 101 Introductory Accounting I  
 EC 102 Microeconomic Principles\*  
 BA 251 Management Information Systems

*Plus any three courses from the following:*

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

Students considering a Loyola MBA are also encouraged to complete EC 103 as part of their Social Science Core.

**Business Economics:** Recommended for students seeking rigorous preparation in market analysis. Requirements are as follows:

EC 102 Microeconomic Principles\*  
 EC 103 Macroeconomic Principles\*  
 EC 301 Macroeconomics *or*  
 EC 302 Microeconomics

Three additional EC courses (no more than one of which can be at the 200-level)

Not available to Bachelors of Arts in Economics students.

**Entrepreneurship:** Recommended for students interested in small business, self-employment, and family-owned business. Requirements are as follows:

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

**Information Systems:** Recommended for any student interested in the use of information and the development of information systems. Requirements are as follows:

- CS 110 Introduction to Computers and Computer Software\*\* *or*
- CS 111 Introduction to Computers with Business Applications *or*
- CS 201 Computer Science I
- BA 251 Management Information Systems
- BA 453 Information Systems Analysis and Design

Three additional 300- or 400-level IS courses.

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

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

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

**Marketing:** Recommended for non-business students in areas such as psychology, political science, and sociology as well as communication majors, especially those concentrating in advertising and public relations. Requirements are as follows:

- EC 102 Microeconomic Principles\*
- BA 340 Marketing

- BA 346 Buyer Behavior
- BA 440 Selling Concepts and Strategies

*Plus any two courses from the following:*

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

\* Satisfies a Social Science Core requirement.

\*\* Satisfies second Math/Science Core requirement.

## COURSE DESCRIPTIONS

### ACCOUNTING

#### AC 101 Introductory Accounting I (3.00 cr.)

Focuses on introducing financial accounting which provides information for decision makers outside the entity primarily by means of general-purpose financial statements. Students acquire a basic knowledge of the language of business. Topics include the application of accounting theory and generally accepted accounting principles to business transactions encountered by corporations during the accounting cycle.

#### AC 102 Introductory Accounting II (3.00 cr.)

*Prerequisite:* AC 101. Continues and completes the introductory study of financial accounting topics from AC 101. Introduces managerial accounting for internal decision makers. Students learn how to prepare and use financial information for internal and external decision-making purposes. Topics include the statement of cash flows and financial statement analysis; accounting for manufacturing; job order cost systems; standard costs; and budgeting.

#### AC 209 Survey of Accounting (3.00 cr.)

Introduces the fundamentals of and differences between financial and managerial accounting. Focuses on accounting as an information development and communication function that supports decision making. Topics include review of the accounting cycle; preparation of financial statements for external users; review of the managerial accounting concept; budget process and budgeting; breakeven point analysis; and standard costs and variance analysis. Students learn to read, understand, and interpret financial statements.

**AC 301 Intermediate Accounting I (3.00 cr.)**

*Prerequisite:* AC 102, EC 102, EC 103, EC 220. Focuses on the development of financial information for investors and others external to the organization. Topics include review of the accounting cycle; cash, receivables, payables, inventories, operational assets, and long-term liabilities; and preparation of financial statements. Students learn to prepare, understand, and interpret financial statements. Pronouncements of the AICPA, FASB, and SEC are an integral part of the course.

**AC 302 Intermediate Accounting II (3.00 cr.)**

*Prerequisite:* AC 301. Students learn to develop and analyze the information reported in financial statements. Topics include stockholders' equity, short- and long-term investments, pensions, revenue recognition issues, leases, deferred taxes, accounting changes, and financial analysis. Pronouncements of the AICPA, FASB, and SEC are an integral part of the course.

**AC 311 Cost Accounting (3.00 cr.)**

*Prerequisite:* AC 102, EC 102, EC 103, EC 220. Deals with cost measurement, recording, and forecasting. In-depth coverage of cost-volume-profit analysis, costing systems, budgeting, manufacturing-costing systems, relevant costs, and decision making. Emphasizes the use of computers as tools for managers. Students learn to identify, classify, and apply cost accounting techniques in business applications. (*Fall/Summer*)

**AC 401 Advanced Accounting (3.00 cr.)**

*Prerequisite:* AC 302. Focuses on specialized financial accounting topics related to business combinations and consolidated financial statements; partnership accounting; financial reporting by multinational corporations, including foreign currency translation and transactions; governmental accounting; non-profit entities. Students develop a thorough understanding of these topics. (*Spring only*)

**AC 402 Accounting Information Systems (3.00 cr.)**

*Prerequisite:* AC 302. Examines computer-based accounting and management control systems in the flow of information and assets. Students learn to recognize the strengths and weaknesses of automated accounting information systems and understand the interaction of accounting and management information systems. Topics include personal computers, electronic data interchange, and distributed data processing. (*Spring only*)

**AC 411 Tax Accounting Principles (3.00 cr.)**

*Prerequisite:* AC 102, EC 102, EC 103, EC 220. Introduces the concepts and principles of the federal income tax of individuals. Students learn to apply the tax concepts and principles in basic tax preparation. Topics include the determination of gross income; business and non-business deductions; property transactions; applications of tax software; and an introduction to tax research. (*Fall only*)

**AC 421 Auditing (3.00 cr.)**

*Prerequisite:* AC 302. Focuses on the concepts of auditing in manual and computer-based accounting systems, as well as the generally accepted auditing standards and procedures. Students develop the judgement and decision-making skills needed to function as auditors. Topics include ethical responsibilities, internal control evaluation, evidence gathering, reporting standards, and basic auditing concepts. (*Fall/Summer*)

**BUSINESS ECONOMICS****EC 102 Microeconomic Principles (3.00 cr.)**

Investigates how individuals in market economies make decisions about what goods will be produced, how they will be produced, and for whom they will be produced. Students learn to analyze the impacts of changes in markets; illustrate the concepts of consumer demand and production; and explain the process of profit maximization under various market structures. Topics include the laws of supply and demand; behavior of firms in competitive and non-competitive markets; the functioning of labor and capital markets; poverty and income inequality; economics and the environment; economic systems in other countries.

**EC 103 Macroeconomic Principles (3.00 cr.)**

*Prerequisite:* EC 102. Introduces macroeconomic equilibrium, its impact on unemployment and inflation, and the effect of economic policy initiatives on that equilibrium. Students learn to predict the qualitative effect on changes in economic aggregates on each other and on GDP. Topics include the business cycle; national income and product accounting; equilibrium in the aggregate demand—aggregate supply model; the multiplier; the national debt; financial intermediaries; money and its creation; fiscal and monetary policy; comparative advantage and the gains from international trade; commercial policy; foreign exchange markets; and the balance of payments. Effects of international transactions are incorporated with each topic.

**EC 220 Business Statistics (3.00 cr.)**

*Prerequisite:* MA 109 or equivalent. Introduces the concepts and application of statistics in management. Students learn to apply estimation and hypothesis testing to univariate and multivariate business problems. Topics include descriptive statistics and statistical inference; linear regression; correlation; and trend and seasonal time series analysis.

**EC 301 Macroeconomics (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, MA 151 or MA 251. Analyzes the economy-wide forces, policies, and institutions that directly determine and otherwise influence long-term economic trends and short-term fluctuations. Students learn the central lessons of contemporary macroeconomics; gain confidence in their ability to discuss economic policies in professional settings; and acquire the skills needed to begin 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.

**EC 302 Microeconomics (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, MA 151 or MA 251. Analyzes the motives, constraints, and behaviors of consumers and producers. Students learn the foundations of supply and demand analysis, cost analysis and pricing strategy; refinements of these foundations under different market structures and regulation environments; and basic market and policy research. Topics include consumer preferences, budget constraints, work incentives, and demand patterns; producer input-output technology, cost of production, factor demand, and product supply patterns; entrepreneurial behavior; market structures such as perfect competition, monopolistic competition, oligopoly, and monopoly; antitrust law and regulation institutions; international markets; property rights; and economic notions of voter behavior.

**EC 320 Mathematical Economics (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, MA 151 or MA 251. Investigates the use of applied mathematics in economics; serves as an introduction to economics for science and mathematics majors; and strengthens the mathematics skills of economics majors taking it as an elective. Students learn to structure, discuss, and analyze

fundamental economic lessons using algebra and calculus. Topics include the structure of constrained optimization problems; market equilibrium analysis; quality characteristics of economic models; distinctions between stocks and flows; dynamics and laws of motion in equilibration processes.

**EC 370 Cost-Benefit Analysis (3.00 cr.)**

*Prerequisite:* EC 102. Presents the foundations and methods of cost-benefit analysis (CBA) used to evaluate environmental, health, and safety regulations. Students learn to develop and use cost-benefit analysis. Topics include the economic and ethical principles underlying CBA; the distinction between real costs and transfers; alternative methods for estimating benefits and costs; the discounting of benefits and costs; risk assessment; and federal guidelines for conducting CBA.

**EC 420 Econometrics (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, EC 220. Develops and applies the tools of economic theory, mathematics, and statistics to economic phenomena. Students learn to investigate the specification, estimation, and interpretation of empirical economic relationships using least squares techniques. Simple and multiple regression, alternative specifications, and simultaneous equations are used in case studies to form a foundation of experience for students to become applied statisticians and economists.

**EC 430 Monetary Economics (3.00 cr.)**

*Prerequisite:* EC 103, EC 220, MA 151. Examines microeconomic and macroeconomic monetary issues, problems, and theory. Students learn to predict the effect of monetary events on financial markets and the real economy. Topics include functions and measures of money; interest rates, present value, and yield; capital asset pricing model; diversification; risk and term structure of interest rates; financial intermediaries; creation and determination of the money supply; the Federal Reserve System; tools, goals, and targets of monetary policy; demand for money; money and real GDP; transmissions mechanisms.

**EC 435 Public Sector Economics (3.00 cr.)**

*Prerequisite:* EC 102. Examines the non-market provision of goods and services. Students learn to analyze public expenditure and tax policies and investigate their impact on income distribution and resource allocation. Topics include the analysis of collective decision making and the application of cost-benefit analysis.

**EC 440 International Economics (3.00 cr.)**

*Prerequisite:* EC 103, EC 220, MA 151. *Recommended Prerequisite:* EC 302. Investigates the theory and issues in international trade. Students learn to use elementary general equilibrium analysis to predict the effects of domestic disturbances on international trade and of foreign shocks on the domestic economy. Topics include microeconomic general equilibrium models; the two-country, two-product, two-factor trade model; trade equilibrium in partial and general equilibrium under various demand, cost, economies of scale, and country size conditions; offer curves, elasticity, and the effect of demand and terms of trade changes on the trade balance; the effect of trade on factor returns and factor supply; the Rybczynski theorem; the potential gains from trade and their distribution; the Stolper-Samuelson theorem; tariff policy and theory; balance of payments accounting.

**EC 450 Managerial Economics (3.00 cr.)**

*Prerequisite:* EC 102, EC 103, EC 220. Develops expertise in applying microeconomic analysis to practical business management decisions using a combination of economic theory, quantitative tools, and practical exercises. Students learn to identify and analyze economic aspects of business strategy decisions. Topics include demand and cost, including the theory and how to apply it in a practical way; pricing; competitive strategies; and the impact of the environment of business and governmental actions on business decision making.

**EC 460 Business and Government (3.00 cr.)**

*Prerequisite:* EC 102 or written permission of the instructor is required. Examines the nature of business behavior in competitive and non-competitive markets and the nature and consequences of government regulation of this behavior. Students acquire tools useful in the development of competitive strategies and develop a sophisticated understanding of regulatory institutions and behavior. Topics include collusion, mergers and acquisitions, predatory behavior and monopolization, emerging deregulation of public utilities, and health and safety regulations.

**EC 480 Labor Economics (3.00 cr.)**

*Prerequisite:* EC 102. Focuses on the labor market with emphasis on the economic incentives related to work and the individual and institutional responses to them. Students learn to identify the critical economic aspects of individual, firm, and governmental decisions relating to work and the investment in human capital. Topics include supply and demand for labor; labor markets; investment in human capital, including college; unions;

unemployment; welfare; public policies related to labor; and the importance of incentives for behavior in each of these contexts.

**EC 490 Health Economics (3.00 cr.)**

*Prerequisite:* EC 102. Examines the basic concepts and models of health economics. Students learn to understand and critique the health care industry and proposed policies. Topics include the institutional and economic structure of the health care industry; the incentives created by the market, government, and insurance; the private and public demand; production; and the political economy of health care.

**FINANCE****BA 320 Financial Management (3.00 cr.)**

*Prerequisite:* AC 101, EC 102. Studies the theory and practice of financial analysis and management in the corporate setting and its role in the larger economic environment. Students discuss what specific assets a firm should acquire, what total volume of funds should commit, and how the required funds of the firm should be financed. Topics include valuation theory, financial markets, capital budgeting, cost of capital, capital structures, dividend policy, and international finance.

**BA 321 Personal Financial Management (3.00 cr.)**

*Prerequisite:* Junior standing. Aimed at developing a framework for planning and implementing a lifetime finance program. Investigates alternative personal financial decisions with a view toward optimizing personal wealth and creating more informed consumers. Students develop a personal financial plan. Topics include personal budgeting and planning; investing in education, automobiles, houses, securities, health and property insurance; pensions; and estate planning. *Open to all non-business majors.*

**BA 326 Insurance and Risk Management (3.00 cr.)**

*Prerequisite:* Junior standing in business concentration or written permission of the instructor is required. Studies the importance of risk in personal/business affairs and the methods available to treat risk. Provides an in-depth look at several types of insurance coverages (property and liability, employee benefits, life and health, and social insurance), and insurance company operations. Students learn to identify major exposures to risk; alternative methods of handling those risks; various kinds of insurance contracts; and to make pricing, marketing, and investment decisions. Topics include



risk identification and measurement; fields of insurance and their legal principles; contract analysis; and examination criteria for selecting the most appropriate tool or combination of tools.

**BA 421 Financial Policy (3.00 cr.)**

*Prerequisite:* BA 320, BA 422, BA 427. Focuses on the integration, formulation, and implementation of financial decisions and policies by using cases which describe actual business situations to understand the objective of wealth maximization. Students learn to understand underlying theories of finance, use financial tools, and relate the financial valuation paradigms to the broader strategic environment facing managers. Topics include strategic financial planning; social responsibility of financial managers; the ethical dimensions of financial decisions; application skills of financial techniques; forecasting and risk analysis; required return and sources of capital; and the timing and sequencing of financial action plans. (*Spring only*)

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

*Prerequisite:* BA 320. Examines a wide variety of investment topics and introduces students to the primary sources of investment information. Students develop a logical framework for financial investments. Topics include types of investments; investment principles and programs; sources of investment information; the mechanics of making investments; the operation of the securities market; and the analysis of government, public utility, and industrial securities. (*Fall/Spring*)

**BA 423 Portfolio Management (3.00 cr.)**

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

**BA 424 Finance Internship (3.00 cr.)**

*Prerequisite:* BA 320, BA 422, a second finance elective. *Written permission of the instructor is required.* Provides students with preparation for careers in finance through practical work experience, in-class personal development, and career planning. Students learn the application of financial theory to actual business problems. Topics include in-

class projects, on-site work requirements, an internship portfolio, and class presentations. (*Fall only*)

**BA 425 International Finance (3.00 cr.)**

*Prerequisite:* BA 320. Focuses on the theory of the firm as applied in a global decision framework. Students apply the concepts, approaches, and technology to support financial management in a multinational business setting. Topics include a detailed examination of foreign exchange markets; foreign exchange risk; direct foreign investment; country risk analysis; multinational debt and equity markets; reporting results to investors and tax authorities; international aspects of investment portfolios; and the ethical considerations of transcultural commerce. (*Fall only*)

**BA 426 Special Topics in Finance (3.00 cr.)**

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

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

*Prerequisite:* BA 320. Surveys of money and capital markets and our more important financial institutions in order to determine their functions and interrelations in the national economy. Students discuss the role of financial institutions in the determination of interest rates from loanable funds, monetary policy, term structure, and risk structure. Topics include the behavior of interest rates, portfolio choice, efficient capital markets, hedging, and the money supply process. (*Fall/Spring*)

**BA 428 Financial Institutions: Their Management and Environment (3.00 cr.)**

*Prerequisite:* BA 320, BA 422. Analyzes the basic principles involved in decision making in the individual financial institution. Develops the analytical tools used to deal with asset, liability, and capital management; the sources and uses of funds; and competitive relationships among financial institutions, as well as a decision theory framework in the management of commercial banks and other financial institutions. Students compare and contrast the management of commercial banks with other financial institutions. Topics include bank

organization, managing risk with futures, managing liabilities and capital, and evaluating loans. *(Fall only)*

**BA 429 Financial Research Projects (3.00 cr.)**

*Prerequisite:* BA 320, BA 422. *Written permission of the instructor is required.* Involves an individual research project under the supervision of a faculty member. A written plan is required at the beginning and a written research project at the end.

**BA 432 Advanced Financial Analysis (3.00 cr.)**

*Prerequisite:* BA 320, BA 422, BA 427. Consists of the evaluation of financial statements from the point of view of equity and credit analysts. Students assess firm profitability and risks, prepare pro forma financial statements, and apply spreadsheet models for financial decision making. Topics include financial statement analysis, income and expense recognition, liability recognition, asset valuation, profitability and risk analysis, and financial forecasting. *(Fall only)*

**INFORMATION SYSTEMS AND  
DECISION SCIENCES**

**BA 230 Production and Systems Management (3.00 cr.)**

*Prerequisite:* BA 100. Introduces ideas of production management and information systems. Students learn to describe businesses as productive systems using information to enable the creation and distribution of goods and services. Topics include information technology in business, information-based products, flow of materials and services, and operations automation.

**BA 251 Management Information Systems (3.00 cr.)**

*Prerequisite:* CS 110 or CS 111 or CS 112 or CS 261. Examines the development and use of information systems in organization. Students discuss the integration of information systems into business activities and apply word processing, spreadsheet, and presentation applications to a business task. Topics include the foundation of business functions; the components of an information system; the benefits of information systems; information technology; and contemporary approaches to building information systems. *Recommended completion during sophomore year.*

**BA 330 Operations Management (3.00 cr.)**

*Prerequisite:* BA 251; EC 102, EC 220, or equivalent. Covers the management of production and distribution of goods and services. Students examine alternative solutions to production and operations problems and develop an understanding of business operations in a

broad perspective. Topics include design of production systems, decision models, operations strategy, and societal/global issues.

**BA 333 Presentations (3.00 cr.)**

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

**BA 352 Applications Programming (3.00 cr.)**

*Prerequisite:* 60 credits. Introduces advanced programming concepts using structured programming in a COBOL environment. Students design, develop, and test structured applications programs. Topics include data structures and their design, programming logic, structured development, and file processing techniques. *(Fall only)*

**BA 353 Database Design and Implementation (3.00 cr.)**

*Prerequisite:* BA 251. Develops current information technology skills to include the creation and use of database-centered information systems in the organization. Students learn to translate user requirements into a database system which includes access through SQL code. Topics include characteristics of database systems, normalization, application of database management systems, and managerial issues involving database administration. *(Spring only)*

**BA 355 Telecommunications (3.00 cr.)**

*Prerequisite:* Junior standing in *Management Information Systems*. Introduces concepts and technologies of data and voice communications. Students learn about telecommunications systems, equipment, protocols, transmission alternatives, and network design. *(Spring only)*

**BA 452 Decision Support Systems (3.00 cr.)**

*Prerequisite:* BA 352, senior standing in *Management Information Systems*. Develops current information technology skills to include systems to support decision makers in less structured, less specified problem environments. Students learn to differentiate decision support systems from other systems classifications and design and construct such a system. Topics include risk analysis; management science models; graphics aids; simulation; the use of external files and databases. *(Fall only)*

**BA 453 Information Systems Analysis  
and Design**

(3.00 cr.)

*Prerequisite:* BA 251. Prepares students to play a significant role in the development of information systems in organizations. Students learn to complete the phases of the systems development life cycle—feasibility, analysis, design, implementation, and maintenance—using structured tools and techniques, project management, and oral presentations. Topics include the roles of systems analysts, designers, and programmers; application of multiple development methodologies; data flow diagramming; input/output design; human factors; object-oriented analysis and design techniques; use of the project repository; and global and ethical concerns in systems development. (*Fall only*)

**BA 457 Seminar in Management  
Information Systems**

(3.00 cr.)

*Prerequisite:* Junior or senior standing in *Management Information Systems* or *Computer Science*. Readings and discussions of selected areas in management information systems. Topics might include end user computing, design of the human-computer interface, office automation, the impact of the international dimension, and the strategic impact of information technology.

**BA 458 Advanced MIS Topics**

(3.00 cr.)

*Prerequisite:* BA 354 or written permission of the chair is required. Advanced technological developments and managerial system concepts related to information systems. Objectives are to provide hands-on experience in analyzing, designing and evaluating systems, and to involve students in wide ranging discussions of recent developments in information systems. (*Spring only*)

**BA 459 Research Project in Management  
Information Systems**

(3.00 cr.)

*Prerequisite:* Senior standing in *Management Information Systems*. Written permission of the chair is required. Individual research in a specific area of mutual interest with a faculty member. The student must begin with a written plan for the project and conclude with a written research report.

**BA 500 Finite Mathematics and Calculus  
Applied to Business Problems**

(3.00 cr.)

*Prerequisite:* Restricted to graduate business students. Written permission of the graduate program director is required. Reviews and develops the mathematical tools needed for graduate level business course work. Students learn algebraic techniques as applied to business disciplines and to relate basic tools of calculus to business decision making. Topics

include functions, systems of equations, probability, financial applications, differentiation, and integration.

**LAW AND SOCIAL RESPONSIBILITY**

**BA 305 Legal Environment of Business**

(3.00 cr.)

*Prerequisite:* 60 credits. Examines the legal environment of business activity. Students learn to explain basic legal terms; articulate legal rights and requirements in the managerial setting; identify how a particular legal issue fits into the legal system and how law develops and changes; and discuss managing an organization's legal matters, including ethical use of the law. Topics include classifications and sources of law, dispute resolution, agency, business associations, corporate governance, contracts, torts, product liability, securities, equal employment opportunity; and intellectual property.

**BA 404 Marketing Law**

(3.00 cr.)

*Prerequisite:* BA 340 and 60 credits. Examines the legal aspects of marketing strategy with an emphasis on consumer protection and antitrust issues under U.S. law and with regard to international legal considerations. Students learn to articulate a legal framework to analyze marketing strategy in terms of legal issues—domestic and international—and explain and illustrate relevant regulation. Topics include federal and UCC product warranty law; FDA and state regulation of false, misleading, and deceptive advertising; First Amendment freedom of commercial speech; intellectual property; U.S. antitrust and European Union fair trade practice law.

**BA 405 Banking and Securities Law**

(3.00 cr.)

*Prerequisite:* BA 305, BA 320. Examines U.S. laws regulating the banking and securities industries with consideration of international law. Students learn to articulate the U.S. legal framework and principal legal requirements for banks, the securities industry, and finance professionals, as well as identify and explain recent legal developments and emerging legal challenges—domestic and international—in the banking and securities industry. Topics include U.S. laws regulating branch and interstate banking; bank holding companies; collections and deposits; bank mergers; federal and state laws regulating issuance and trading of securities; reporting requirements; inside trading; and licensing and regulation of finance professionals.

**BA 406 Business Law**

(3.00 cr.)

*Prerequisite:* Senior status or permission of the instructor is required. Covers contract law, the uniform commercial

code (sale of goods, negotiable instruments, secured transactions, bank collections and deposits), surety, and bankruptcy.

**BA 407 Business and Society (3.00 cr.)**

*Prerequisite:* BA 300 or BA 301, and 60 credits. Considers link between economic and social institutions. Examines ideas that may explain the link between business, society, and specific controversial issues. Encourages students to engage in the process of individuation.

**BA 408 Employment Law (3.00 cr.)**

*Prerequisite:* 60 credits. Focuses on legal responses to human resources issues in the workplace. Students develop an understanding of how to promote an employment environment that fosters legally and morally sound relationships between employers and employees. Topics include the employment relationship; employment practices, from selection to termination; employment discrimination, including discrimination based upon race, gender, religion, age, and disability; employment regulation, including labor law, wage and hour regulation, occupational safety and health laws, worker's compensation statutes, and issued related to retirement income.

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

*Prerequisite:* 60 credits. Examines a selected area of law with in-depth coverage of concepts and applications. Students engage in serious, focused research. Past topics include constitutional law, gender and the law, children and the law.

**BA 410 International Business Law (3.00 cr.)**

*Prerequisite:* BA 305, BA 382 or written permission of the instructor is required. Examines the principal laws, legal sources, enforcement forums, and legal issues relevant to managing international business. Students learn to explain the legal framework for international business, as well as relevant U.S. law, treaty, and host country laws. Topics include legal framework for international business; international sales contracts, including CISG, carriage by sea, letters of credit, and dispute resolution; GATT, EU, NAFTA, and U.S. import/export laws, including procedures to challenge trade practices; licensing and protection of intellectual property; host country regulations affecting fair trade, financing, employment, environment, forms of business organization, and human rights relevant to business. *Counts toward international business concentration. Substitutes for an area studies course in the international business concentration.*

**BA 430 General Business Internship (3.00 cr.)**

*Prerequisite:* Senior standing. Written permission of the instructor is required. Students gain a better understanding of management principles through on-the-job experience. Supplemental classroom training is given in career development and success skills to help students make the transition to the business world more smoothly. During October and November of the preceding semester, students select internship positions.

**MANAGEMENT**

**BA 100 Introduction to Business (3.00 cr.)**

Provides a basic understanding of business activity, including the language of business (definitions, concepts, and principles) and practical exercises related to business functions. Students learn to read a financial report and discuss the activities and decisions of the business functions. Topics include the context of business (economic, ethical, international, and uncertainty), as well as the importance, terminology, and activities of marketing, accounting, finance, human resources, teams, production, and business reporting.

**BA 301 Organizational Behavior (3.00 cr.)**

*Prerequisite:* Sophomore standing. Develops a conceptual understanding of the behavior of individuals and groups as it relates to management practice. Examines theory and research from the behavioral sciences for implications regarding managing people, decision making, and implementation of decisions. Topics include: motivation and leadership, performance appraisal, reward systems, power and politics, conflict, organizational change and development.

**BA 319 Seminar in Catholic Studies: Selected Topics (3.00 cr.)**

*Prerequisite:* 60 credits. Selected topics in Catholic Studies with a business or management perspective. Students study the topic in a seminar format. *Counts toward Catholic Studies minor.*

**BA 382 International Business (3.00 cr.)**

*Prerequisite:* 60 credits. Focuses on the external environments that affect cross-boarder business transactions, including cultural, political, economic, and legal environment factors. Students learn to integrate international frameworks for trade, foreign investment, and foreign exchange transactions. *Counts toward Asian Studies minor.*

**BA 402 Business Policy (3.00 cr.)**

*Prerequisite:* BA 301, BA 305, BA 320, BA 330, BA 340, BA 382. Focuses on the decisions that affect the character of the total organization. Examines choice of purpose, objectives and strategies, development of organizational culture, and determination and implementation of policies necessary for the attainment of organizational goals. Provides a general management point of view. Uses cases drawn from organizations of various sizes and industries. Students learn to complete an industry analysis and to formulate and implement a strategy. Topics include organizational strategy, systems, culture and people, and the role of the general manager.

**BA 403 Small Business Management and Entrepreneurship (3.00 cr.)**

*Prerequisite:* AC 101, BA 301, BA 340, EC 102. Applies functional business concepts to the entrepreneurial enterprise. Students learn to focus their individual talents in the quest of a vision or an idea. Topics include business plan development, issues concerning managing growth and small businesses; and social responsibility and responsibility/responsiveness of a small business.

**BA 411 Human Resources Management (3.00 cr.)**

*Prerequisite:* BA 301 or BA 401, and 60 credits. An examination of the contemporary personnel administration function including systems for manpower planning, recruitment and selection, evaluation, promotion and compensation, and employee development. Recent trends in the areas of management point of view rather than a department or specialist orientation. Discusses case equal opportunity, quality of work life, and union-management relations.

**BA 412 Leadership and Decision-Making (3.00 cr.)**

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

**BA 413 Labor Relations (3.00 cr.)**

*Prerequisite:* BA 300 or BA 301, and 60 credits. Equips students for the formulation of policy with respect to labor-management relations. Surveys the historic, economic, and legal contexts of industrial relations, and the constraints they place on policy. Investigates

the dynamics of the labor-management relationship. Analysis of the major issues arising between management and labor including wage determination, negotiation and administration of fringe benefits, discipline and employment security, union security, contract administration, management rights, and grievance settlement.

**BA 414 Management Practicum (3.00 cr.)**

*Prerequisite:* 60 credits. Written permission of the instructor is required. Students spend time in off-campus organizations in order to gain perspective on the relationship between prior course material learned and its application outside the classroom. Readings, written papers, and discussion of student experiences.

**BA 415 International Management (3.00 cr.)**

*Prerequisite:* BA 301, BA 340, BA 382, EC 102, EC 103. Investigates business policy, strategy, structure, and process in an international context. Focuses on the international business environment and management practices outside the United States. Students develop an understanding of the complex and varied role of the general manager in a non-domestic environment. Topics include the international environment; the role of the general manager overseas; and global strategies, policies, and processes. (Fall only)

**BA 417 Advanced Organizational Behavior (3.00 cr.)**

*Prerequisite:* BA 300 or BA 301, and 60 credits. Readings and discussion of advanced topics related to the behavior of individuals and groups in organizations. Primary emphasis on exploration of current practices and research which are changing our understanding of human behavior in organizations. Focuses on discussion of useful and usable knowledge.

**BA 418 Microcomputers in Management (3.00 cr.)**

*Prerequisite:* BA 300 or BA 301, and 60 credits. Emphasizes the use of microcomputers as managerial tools. Case study approach is taken whereby students solve common business problems using popular software tools. Tools include electronic spreadsheets, databases, and personal information managers. Software competency acquired in the process of developing analytical skills to recognize and solve managerial problems.

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

*Prerequisite:* 60 credits. Readings and discussions in selected areas of management. Topics might include productivity management, career planning and development,

small business management, organizational change and development, legal liabilities of managers, critical thinking, and R & D Management.

**BA 420 International Business Internship (3.00 cr.)**

*Prerequisite:* BA 382. *Written permission of the instructor is required.* To augment classroom learning with practical field experience, internships are arranged in area companies and state, federal, or international organizations. Students must develop a research topic in conjunction with their instructor and the host institution. A “mentor” with the host organization helps students in the identification and completion of the research project which must be an international business topic. Periodically, students meet with the instructor in groups or individually. A minimum of 150 hours of internship in the host organization is required. A journal of activities and a final report are required.

**BA 431 Management Internship (3.00 cr.)**

*Prerequisite:* BA 300 or BA 301, *senior standing.* *Written permission of the instructor is required.* Combines practical work experience with applied classroom work and projects. Individual internship placements are found for students. Students must complete a minimum of 150 hours working at the organization/business on projects and activities assigned by the supervisor. Scheduled performance reviews are completed by the student’s supervisor. Classroom projects include: multiple networking assignments related to the internship placement, conducting and submitting a written industry analysis, weekly written reports integrating learning from completed coursework and the internship, reading a specialized “readings list” related to the industry of the student’s placement, and developing an updated resume and cover letter at the end of the internship.

**BA 482 Global Strategy (3.00 cr.)**

*Prerequisite:* BA 382, BA 410 or BA 415 or BA 425 or BA 448. Capstone course for International Business majors and other interested students bringing together the managerial and environmental dynamics at work in the global economy. Incorporates all aspects of international business to enable managers to develop, implement, and evaluate a global strategy for the firm, be it family-owned or a transnational corporation. Specific industries and/or regions may be selected for study. After a review of the global strategy literature, teams use simulations and computer software packages to develop strategies for export and import, foreign investment, technology transfer, or other international busi-

ness activities. *May count toward Asian Studies minor. (Spring only)*

**BA 499 Research Project in Management (3.00 cr.)**

*Prerequisite:* BA 301 or BA 401, 60 credits. *Written permission of the instructor is required.* Individual research in a specific area of mutual interest with a faculty member. The student must begin with a written plan for the project and conclude with a written research report.

**MARKETING**

**BA 340 Marketing (3.00 cr.)**

*Prerequisite:* EC 102. Students acquire a basic understanding of marketing’s role in helping an organization accomplish its mission. Students learn to identify the elements of the marketing mix, describe how these elements can be integrated to achieve organizational objectives, and detail a product’s marketing plan. Topics include customer behavior, market segmentation, and the marketing mix—product, promotion, pricing, and distribution.

**BA 346 Buyer Behavior (3.00 cr.)**

*Prerequisite:* BA 340. Examines the internal and external factors which influence consumer and business buyer behavior, as well as the decision-making process of individual and organizational buyers. Students learn to identify the major ideas and processes that characterize the consumer field and to apply these in the development and implementation of marketing strategy. Topics include discussions of the influences of culture, subculture, social class, demographics, groups, learning, motivation, and attitudes; the decision-making process, and the effect of regulation on market strategy.

**BA 440 Selling Concepts and Strategies (3.00 cr.)**

*Prerequisite:* BA 340. Develops personal sales effectiveness through focusing on customer orientation and a needs-based philosophy of client service. Examines the processes involved in business-to-business selling as well as the roles and responsibilities of sales representatives. Students learn to apply the strategies and enhanced interpersonal skills required in the selling of products, services, and ideas. Topics include relationship management, prospecting and sales planning, needs development, and adaptive selling.

**BA 441 Information for Marketing Decision Making (3.00 cr.)**

*Prerequisite:* BA 251, BA 340. Examines the role of information in marketing decision making. Students learn to

collect and analyze information from primary and secondary sources and to interpret information for decision making. Topics include problem definition, secondary information, focus groups, survey research, questionnaire design, and attitude measurement. *(Fall only)*

**BA 442 Strategic Marketing (3.00 cr.)**

*Prerequisite:* BA 441, BA 445. 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 non-profit organization in manufacturing, distribution, or service delivery. *(Spring only)*

**BA 443 Marketing Internship (3.00 cr.)**

*Prerequisite:* BA 340, senior standing. *Written permission of the instructor is required.* 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.

**BA 444 New Product Development and Management (3.00 cr.)**

*Prerequisite:* BA 340. Studies innovation in terms of planning, implementing, and controlling new product entry in diverse industries. Students learn to identify the new product development process; develop a new product strategy; describe appropriate structures for product development; and use multivariate statistical techniques to evaluate the attractiveness of a new product concept. Topics include technology-based development, organizational learning, and new product acceleration.

**BA 447 Promotion Management (3.00 cr.)**

*Prerequisite:* BA 340. Deals with the management of the promotion function in a business or non-profit 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.

**BA 448 International Marketing (3.00 cr.)**

*Prerequisite:* BA 340. Develops a global overview of the marketing function. Students learn to describe the international marketing context and identify adaptations in data collection and analysis, product, price, promotion, and distribution necessitated by this context. Topics include cultural, legal, financial, and organizational aspects of international marketing.

**BA 449 Selected Topics in Marketing (3.00 cr.)**

*Prerequisite:* BA 340, senior standing. *Restricted to students completing a marketing concentration.* Provides an opportunity for students to conduct intensive study and/or research in a selected marketing topic or industry. Students work under the direct guidance of a faculty adviser to accomplish the course requirements agreed upon by the student and adviser. Topics may include health care marketing, financial services marketing, and non-profit marketing.

**BA 450 Internship in Non-Profit Organizations (3.00 cr.)**

*Prerequisite:* *Written permission of the instructor and senior status.* A hands-on business experience in a non-profit organization. Interns are responsible for assignments such as developing a business plan, analyzing a marketing opportunity, and designing a promotional campaign. Prior to starting the internship, students are provided training in "How to Sell Yourself," team building, interviewing skills, and leadership. Students are matched with internships based on their background and interests. *Open to non-marketing business majors and business minors.*





# ACADEMIC CALENDAR

## FALL SEMESTER 1999

### JULY 1999

- 1 Last day to obtain a partial refund of Tuition Deposit for cancellation of Fall 1999 registration (full-time students)

### AUGUST 1999

- 25 Mail-In Registration ends for Fall Semester (**part-time** students)

### SEPTEMBER 1999

- 3 Freshman resident students report to residence halls and orientation begins  
4-5 Freshmen Orientation continues  
5 Upperclass resident students report to residence halls  
6 Faculty advisers meet with freshmen  
6 Labor Day (No Classes)  
7 **Fall 1999 Semester classes begin**  
7 Applications due for January 2000 Graduation  
7-10, 13 Late Registration – Drop/Add Period  
10-19 “Initium”  
17 Mass of the Holy Spirit (Classes cancelled, Noon – 2:00 p.m.)  
TBA Freshman Retreats

### OCTOBER 1999

- 1-3 Parents Weekend  
15 Mid-Semester Holiday  
15 Mid-term grades due from instructors\*  
21 Registration for Spring 2000 Semester (Class of '00)  
21 Applications due for May 2000 Graduation (**full-time** students)  
28 Registration for Spring 2000 Semester (Class of '01)

## NOVEMBER 1999

- 1 All Saints Day  
4 Registration for Spring 2000 Semester (Class of '02)  
8 **Last day to withdraw from a course with a grade of “W”**  
11 Registration for Spring 2000 Semester (Class of '03)  
23 Thanksgiving Holiday begins after last class  
24-28 Thanksgiving Holiday  
29 Classes Resume

## DECEMBER 1999

- 8 Feast of the Immaculate Conception  
10 Last day of classes for Fall Semester  
13-21 Exams and close of Fall Semester; exams will be scheduled on Saturday, December 18.

## SPRING SEMESTER 2000

### JANUARY 2000

- 3 Mail-In Registration ends for Spring Semester (**part-time** students)  
7 Transfer Student Orientation  
16 Resident students report to residence halls  
17 Martin Luther King, Jr. – College Closed  
18 **Spring 2000 Semester classes begin**  
18 Applications due for May 2000 Graduation (**part-time** students)  
18-21, 24 Late Registration – Drop/Add Period  
TBA Freshman Retreat

### FEBRUARY 2000

## MARCH 2000

- 3 Mid-term grades due from instructors  
 6–12 Spring Break  
 8 Ash Wednesday  
 13 Classes Resume  
 16 Registration for Fall 2000 Semester  
 (Class of '01)  
 20–30 Fall 2000 Re-enrollment Deposit due  
 (full-time students)  
 23 Registration for Fall 2000 Semester  
 (Class of '02)  
 24 Maryland Day Celebration  
 30 Registration for Fall 2000 Semester  
 (Class of '03)

## APRIL 2000

- 3 **Last day to withdrawal from a course  
 with a grade of "W"**  
 20–24 Easter Vacation  
 25 Classes Resume

## MAY 2000

- 3 Last day of classes for Spring Semester  
 4 Study Day  
 5–13 Exams and close of Spring Semester;  
 exams will be scheduled on Saturday,  
 May 6 and 13.  
 19 Baccalaureate Mass  
 20 Commencement  
 22 **Mail-In Registration ends for first  
 Summer Session**

## SUMMER SESSIONS 2000

## JUNE 2000

- 1 **Classes begin for first Summer  
 Session**  
 1 Applications due for September 2000  
 Graduation  
 1, 5 Late Registration for first Summer  
 Session  
 1–7/14 Registration continues for second  
 Summer Session  
 22 **Last day to withdraw with a grade of  
 "W" for first Summer Session**  
 26–27 Summer orientation and testing  
 program for freshmen  
 29–30 Summer orientation and testing  
 program for freshmen

## JULY 2000

- 3 **Last day to obtain a partial refund of  
 Tuition Deposit for cancellation of  
 Fall 2000 registration (full-time  
 students)**  
 4 Independence Day Observed –  
 College Closed  
 10–11 Summer orientation and testing  
 program for freshmen  
 13 First Summer Session ends  
 13–14 Summer orientation and testing  
 program for freshmen  
 17 **Classes begin for second Summer  
 Session**  
 17–18 Late Registration for second Summer  
 Session

## AUGUST 2000

- 7 **Last day to withdraw with a grade of  
 "W" for second Summer Session**  
 24 Second Summer Session ends

\* Mid-term grades will be available on Privare  
 once they are processed. Beginning Fall 1999,  
 mid-term grades will be mailed to the student's  
 permanent address only.

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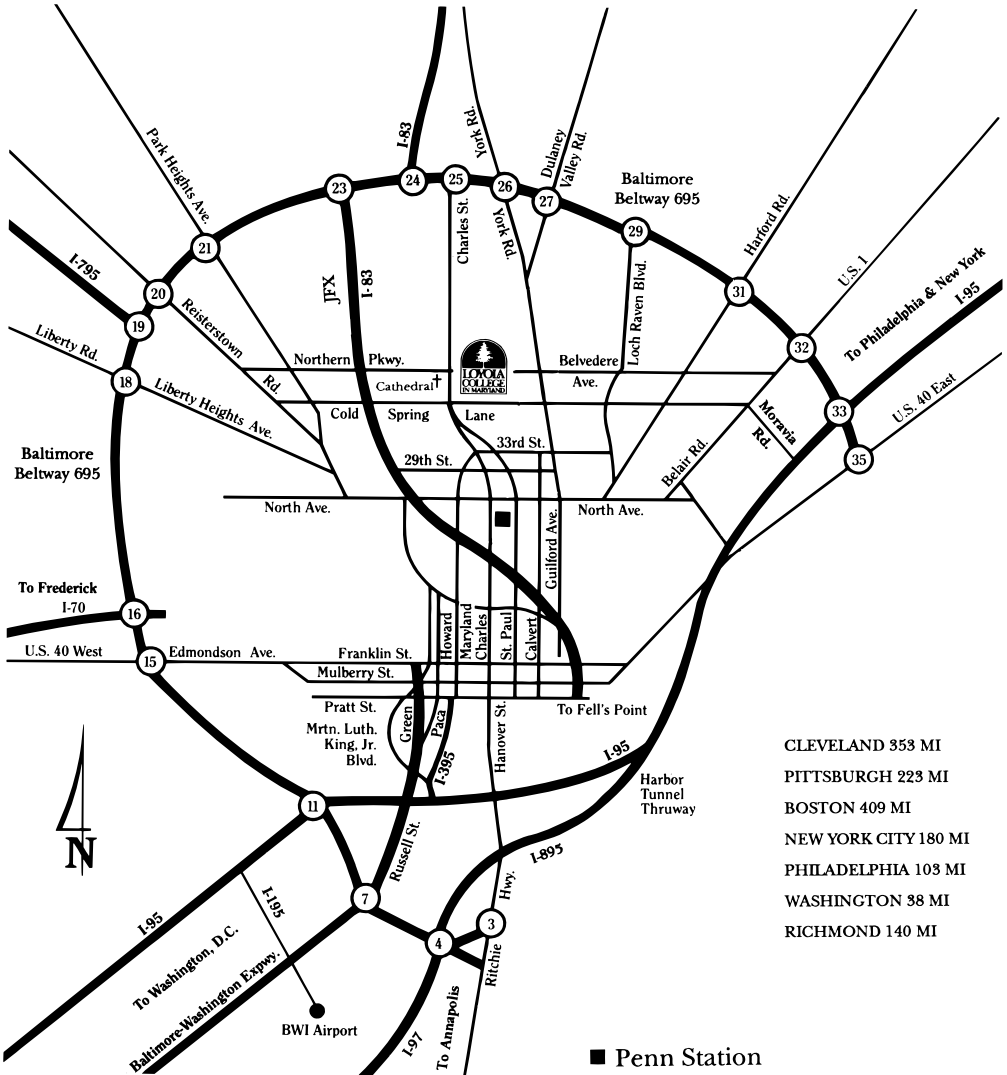
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# MAPS

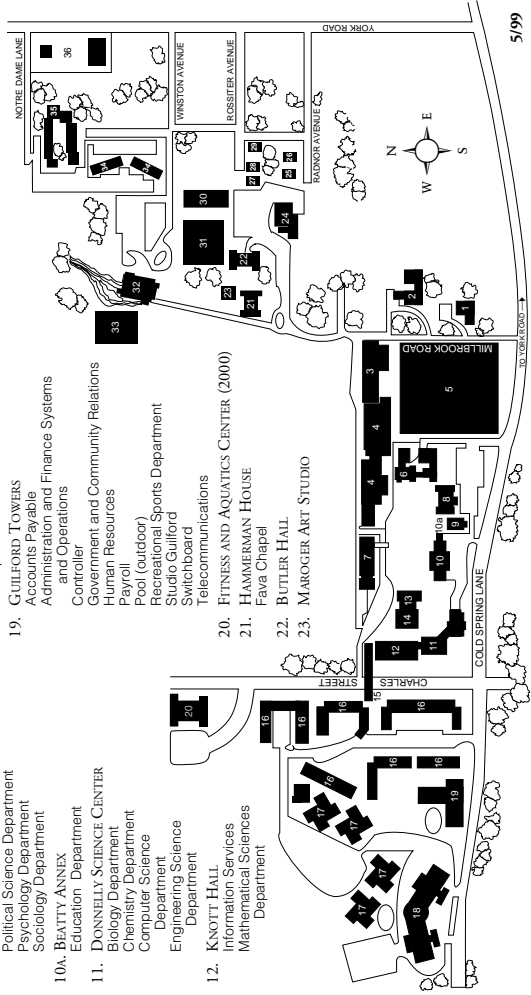
## BELTWAY GUIDE

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.



# LOYOLA COLLEGE IN MARYLAND EVERGREEN CAMPUS MAP

1. **ARMIGER HOUSE**  
President's House
2. **IGNATIUS HOUSE**  
Jesuit Community Residence
3. **ANDREW WHITE STUDENT CENTER**  
Bookstore  
Cafeteria (under renovation)  
Commuter Affairs  
Leadership and New Student Programs  
McGuire Hall  
Minority Student Services  
Student Activities  
Student Government
4. **DECHARO COLLEGE CENTER**  
Career Development and Placement Center  
Erin G. "Lefly" Reitz Arena  
Mangione Swimming Pool  
Sellingier VIP Lounge  
Julio Fine Arts Wing  
Art Gallery  
Fine Arts Department  
McManus Theater  
Reclia Room
5. **JOHN M. CURLEY, JR., FIELD**
6. **REV. FRANCIS X. KNOTT, S.J., ADMINISTRATION CENTER**  
Advising  
Graduate  
Undergraduate  
Alumni Relations  
Archives  
Dean-College of Arts and Sciences Development  
English Department  
Financial Aid  
Grant Services  
History Department  
Hug Lounge  
Philosophy Department  
Phonathon Center  
Public Relations  
Publications  
Refectory  
Secretary of the College  
Theology Department  
Vice President for Development and College Relations  
Writing and Media Department
7. **MARYLAND HALL**  
Academic Publications  
Academic Vice President  
Administration and Process Design  
Classics Department  
Dean of Freshmen  
Distance Learning Center  
Institutional Research  
Instructional Technology
8. **JENKINS HALL**  
Copy Center  
Dean-Sellingier School of Business and Management  
Finance Department  
Information Systems/Decision Sciences Department  
Strategic and Organizational Studies  
Law and Social Responsibility  
Management and International Business Marketing
9. **XAVIER HALL**  
Accounting Department
10. **BEATTY HALL**  
Counseling Center  
Economics Department  
Education Department  
Political Science Department  
Psychology Department  
Sociology Department
- 10a. **BEATTY ANNEX**  
Education Department
11. **DONNELLY SCIENCE CENTER**  
Biology Department  
Chemistry Department  
Computer Science Department  
Engineering Science Department
12. **KNOTT HALL**  
Information Services  
Mathematical Sciences Department
13. **COHNS HALL**  
Physics Department  
Post Office Window
14. **ALUMNI MEMORIAL CHAPEL**  
Center For Values and Service
15. **USFKG PEDESTRIAN BRIDGE**
16. **CHARLSTON HALL APARTMENTS**  
Alcohol and Drug Education and Support Services  
Health Services-Health Education Programs  
Student Life Office
17. **GARDEN APARTMENTS**  
Garden Garage  
Garden D Fitness Center  
Sand Volleyball Court
18. **WYNEWOOD TOWERS**  
Administrative Systems Development  
Environmental Health and Safety  
Event Services and Auxiliary Management  
Margaret A. McManus-Moag  
Speech and Hearing Center  
Off-Campus Centers and Procurement  
Pool (outdoor)  
Primo's: The New Marketplace  
Sodekxo Marriott Dining Services  
Speech-Language Pathology/Audiology Department
19. **GUILFORD TOWERS**  
Accounts Payable  
Administration and Finance Systems and Operations  
Controller  
Government and Community Relations  
Human Resources  
Payroll  
Pool (outdoor)  
Recreational Sports Department  
Studio Guillford  
Switchboard  
Telecommunications
20. **FITNESS AND AQUATICS CENTER (2000)**
21. **HAMMERMAN HOUSE**  
Fava Chapel
22. **BUTLER HALL**
23. **MAROCER ART STUDIO**
24. **SERVICE BUILDING**  
Physical Plant
25. **300 RADNOR AVENUE**  
Center for Social and Community Research
26. **302 RADNOR AVENUE**  
Military Science/ROTC
27. **EARLY HOUSE**  
Military Science/ROTC
28. **301 ROSSITER AVENUE-JUSTIN OCHER HOUSE**  
International Technology Research Institute
29. **305 ROSSITER AVENUE-MCENEANY COTTAGE**  
Word Processing
30. **TENNIS COURTS**
31. **BUTLER PRACTICE FIELD**
32. **LOYOLA/NOTRE DAME LIBRARY**
33. **NOTRE DAME ALUMNAE FIELD**
34. **AHERN HALL**
35. **MCAULEY HALL**  
Eastside Fitness Center
36. **YORK ROAD FACILITY**  
Central Duplicating  
Parking and Transportation  
Post Office Sorting Room  
Public Safety Administration



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