

**LOYOLA UNIVERSITY MARYLAND
2013–2014**

**UNDERGRADUATE
CATALOGUE**



Loyola College

School of Education

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

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

IMPORTANT

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

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

Loyola University Maryland does not discriminate on the basis of race, sex, color, national or ethnic origin, age, religion, disability, marital status, or sexual orientation in the administration of any of its educational programs and activities or with respect to admission or employment. The Designated Compliance Officer to ensure compliance with Title IX of the Education Amendment of 1972 is Kathleen M. Parnell, Assistant Vice President for Human Resources, 5000 York Road, Room 206, 410-617-2354. The Coordinator to ensure compliance with Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112) as amended (P.L. 93-516) is Kathleen M. Parnell, Assistant Vice President for Human Resources, 5000 York Road, Room 206, 410-617-2354.

Loyola University Maryland is authorized under U.S. federal law to enroll nonimmigrant, alien students.

NOTICE OF AVAILABILITY OF INSTITUTIONAL AND FINANCIAL AID INFORMATION

As provided by the Higher Education Opportunity Act reauthorized in 2008, Loyola University Maryland students are entitled to access information related to the University, financial aid available at the University, and the Family Educational Rights and Privacy Act of 1974 (FERPA). Much of this information can be found in the Community Standards Handbook and this catalogue. For additional information, visit www.loyola.edu/departments/consumer-information.

TABLE OF CONTENTS

| | |
|--|------------|
| Accreditation | 4 |
| The University | 5 |
| Admission | 12 |
| Fees | 19 |
| Financial Aid | 23 |
| Academic Programs and Career Opportunities | 32 |
| Curriculum and Policies | 47 |
| International Programs | 63 |
| Student Life and Services | 72 |
| Honors and Awards | 83 |
| Gifts to Loyola | 86 |
| LOYOLA COLLEGE | 88 |
| Biology | 90 |
| Chemistry | 103 |
| Classics | 108 |
| Communication | 118 |
| Computer Science | 126 |
| Economics | 132 |
| Engineering | 139 |
| English | 149 |
| Fine Arts | 158 |
| Global Studies | 180 |
| History | 185 |
| Honors Program | 204 |
| Interdisciplinary Studies | 209 |
| Mathematics and Statistics | 222 |
| Military Science | 231 |
| Modern Languages and Literatures | 235 |
| Philosophy | 260 |
| Physics | 271 |
| Political Science | 278 |
| Psychology | 287 |
| Sociology | 295 |
| Speech-Language Pathology/Audiology | 303 |
| Theology | 308 |
| Writing | 319 |
| SCHOOL OF EDUCATION | |
| Teacher Education | 327 |
| THE JOSEPH A. SELLINGER, S.J., SCHOOL OF | |
| BUSINESS AND MANAGEMENT | 337 |
| Academic Calendar | 363 |
| Board of Trustees | 365 |
| Directory | 367 |
| Maps | 392 |
| Index | 394 |

ENROLLMENT

Undergraduate full-time enrollment for Fall 2012:

| | |
|----------------|--------------|
| Resident Men | 1,199 |
| Resident Women | 2,005 |
| Commuter Men | 324 |
| Commuter Women | 347 |
| Total | 3,875 |

FOR FURTHER INFORMATION WRITE TO:

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

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

Note: Graduate programs are described in a separate catalogue. For further information, contact the Office of Graduate Admission, Loyola University Maryland, The Graduate Center—Timonium Campus, 2034 Green-spring Drive, Timonium, MD 21093-4114.

ACCREDITATION

Loyola University Maryland is accredited by the Middle States Commission on Higher Education (MSCHE), 3624 Market Street, Philadelphia, PA 19104; 267-284-5000. The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Within Loyola College, the Bachelor of Science (B.S.) in Chemistry is certified by the American Chemical Society. The Bachelor of Science (B.S.) in Computer Science is accredited by the Computing Accreditation Commission of ABET, www.abet.org. The engineering program is accredited by the Engineering Accreditation Commission of ABET, www.abet.org.

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

The Sellinger School of Business and Management is accredited by AACSB International–The Association to Advance Collegiate Schools of Business. Founded in 1916, AACSB International is the longest serving global accrediting body for business schools that offer undergraduate, master's, and doctoral degrees in business.

The University is approved by the following agencies:

American Council on the Teaching of Foreign Languages
Association for Childhood Education International
Council on Exceptional Children
International Reading Association
Maryland State Department of Education
National Council of Teachers of Mathematics
National Science Teacher's Association
Regents of the University of the State of New York
Approved for Veteran's Education

The University is a member of the following agencies:

AACSB International–The Association to Advance Collegiate Schools of Business
Association of American Colleges and Universities
Association of Jesuit Colleges and Universities
Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104; 267-284-5000
Council for Advancement and Support of Education
Independent College Fund of Maryland
Maryland Association for Higher Education
Maryland Independent College and University Association
National Academic Advising Association
National Association of Universities and Independent Colleges
National Catholic Education Association
National Collegiate Athletic Association

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

THE UNIVERSITY

HISTORY

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

Loyola rose from humble beginnings in 1852 as the first college in the United States to bear the name of Saint Ignatius Loyola. It 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 it to grant university-level degrees.

Loyola's original location—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 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 theatre for professional drama groups, and Saint Ignatius Loyola Academy, a Jesuit middle school for boys.

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

In time, the student body once again outgrew its facilities, and Loyola moved to its present campus in north Baltimore in 1921. The Great Depression and World War II brought a temporary halt to physical expansion, but during that time course offerings were increased and the faculty was organized into departments. The offering of evening classes began in 1942, and seven years later—to fill the expressed needs of teachers in the Baltimore metropolitan area—a graduate division in education was established. That graduate program signaled the start of tremendous change for Loyola, and in the ensuing years, graduate programs in business administration, computer science, emerging media, finance, liberal

studies, pastoral counseling, psychology, speech-language pathology/audiology, and theology were established.

Loyola 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, which have been marked by a number of significant, transformative events. The first was the advent of coeducation in 1971, when nearby Mount Saint Agnes College joined Loyola. The second was the establishment of a separate school of business—The Joseph A. Sellinger, S.J., School of Business and Management—which helped Loyola establish partnerships with the regional business community. The third change involved the presence of laity on the Board of Trustees, which brought greater openness to the governance of the institution and eventually led to the decision to become a regional and residential college. Then, in 2009, Loyola changed its designation to Loyola University Maryland, a decision reflecting its commitment to both its historic foundations and the institution it had become. That same year, Loyola established a School of Education—one whose primary aim is to develop highly effective and ethical educational leaders and change agents who share the University's convictions about, and commitment to, bringing about social justice by improving education for all children, especially those who have suffered most from an inadequate system.

These milestones brought with them unprecedented periods of growth and achievement. The 1994 approval for a chapter of Phi Beta Kappa—an honor for the arts and sciences faculty held by only 275 other institutions—complemented the 1988 accreditation of the Sellinger School of Business and Management by AACSB International—The Association to Advance Collegiate Schools of Business. A tremendous dedication to emerging technology also helps ensure that today's students will have all of the ancillary skills necessary for an ever-changing workplace. A loyal alumni population, strong corporate and civic support, and the dedication and commitment of the laity who assist the Jesuit priests and the Sisters of Mercy in their work have all helped Loyola achieve distinction as a leading Catholic university.

With 419 full-time faculty, Loyola today has approximately 6,000 undergraduate and graduate students representing 34 states and 20 foreign countries. More than 80 percent of undergraduate students live on campus and over 60 percent study abroad for at least a semester through one of Loyola's packaged or exchange programs, affiliations, or approved programs

at other colleges and universities. Through various exchange programs, Loyola also welcomes international students to its Baltimore Campus, thereby enriching the cultural life of the University.

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

MISSION

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

VISION

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

In pursuing these goals, Loyola asserts a bold ambition: that the University will be the leading Catholic, comprehensive university in the United States. The standards by which we measure that achievement will be many: the enrollment of outstanding students; the creation of a diverse and supportive community; the cultivation of a rigorous intellectual climate; the scholarly achievements of the faculty; the recognition of peers; the intellectual and professional attainments and generosity of spirit of the alumni.

Loyola will do so by providing undergraduate students with a liberal education that transforms them, that ensures they place the highest value on the intellectual life, and that instills in them an understanding that leadership and service to the world are intimately connected. Likewise, Loyola will be a recognized leader in graduate education, offering programs which are responsive to the needs of the

professional and academic communities it serves, inspiring its graduate students to leadership, and inculcating in them the knowledge that service to the larger world is a defining measure of their professional responsibilities fully understood.

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

VALUES

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

- openness and enthusiasm toward the whole of God's richly diverse creation and for the human person as its crowning glory;
- hopefulness and pragmatism in seeking graced solutions to life's challenges through creative use of all available gifts and resources, tempered by realism and compassion about the reality of human weakness;
- sustained critical attention to motivations and choices based on the conviction that individuals, through the exercise of their freedom, exert a real influence on their world and one another for good or for evil; and
- commitment to a life of growing integrity and increasing service to God and others after the Gospel model of Jesus Christ.

As a Jesuit, Catholic university founded in 1852, Loyola University Maryland adopts and adapts these characteristic emphases of the Ignatian heritage and reflects them in its life and work. Loyola's Jesuit tradition was complemented and enriched by the tradition of the Mercy Sisters when the Loyola joined with Mount Saint Agnes College in 1971; and Loyola continues to remember and to recognize with gratitude the gifts which it received as a result of that joining. One of the particular ways in which Loyola preserves its religious heritage while recognizing and incorporating the necessary openness to pluralism, which is characteristic of American higher education today, is by encouraging all of its constituents

to cultivate and to live by the following core values: academic excellence, focus on the whole person, integrity and honesty, diversity, community, justice, service, leadership, discernment, and the constant challenge to improve.

LEARNING AIMS

Intellectual Excellence

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

Critical Understanding: Thinking, Reading, and Analyzing

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

Eloquentia Perfecta

- The ability to use speech and writing effectively, logically, gracefully, persuasively, and responsibly

- Critical understanding of and competence in a broad range of communications media
- Competence in a language other than one's own

Aesthetics

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

Leadership

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

Faith and Mission

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

Promotion of Justice

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

Diversity

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

Wellness

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

GRADUATION RATES

In compliance with Title I of the Student Right to Know Act, Loyola University reports that the completion or graduation rate by August 2012 for students who entered the University on a full-time basis in 2006 was 84 percent. Seventy-seven percent of the student athletes receiving athletic-related aid who entered in 2005 graduated by August 2011.

DIVERSITY STATEMENT

Loyola University Maryland 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 University actively promotes an awareness of and sensitivity toward differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities among students, faculty, administrators, and staff.

ACADEMIC ORGANIZATION

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

Loyola College comprises the Departments of Biology, Chemistry, Classics, Communication, Computer Science, Engineering Science, English, Fine Arts, History, Honors Program, Liberal Studies, Mathematics and Statistics, Military Science, Modern Languages and Literatures, Pastoral Counseling, Philosophy, Physics, Political Science, Psychology, Sociology, Speech-Language Pathology/Audiology, Theology, and Writing.

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

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

CAMPUS AND BUILDINGS

Loyola University Maryland maintains three campuses in the greater Baltimore metropolitan area. One, a traditional collegiate campus in northern Baltimore City, primarily houses undergraduate programs. The Timonium and Columbia Campuses focus on graduate programs.

The **Alumni Memorial Chapel**, dedicated to Loyola alumni who served in World War I and World War 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 the Virgin Mary. Above the front facade of the Chapel is the statue of Our Lady of Evergreen, donated in 1952 by Fulton Oursler, senior editor of *Reader's Digest* and author of *The Greatest Story Ever Told*.

Located beneath the Chapel, **Cohn Hall** houses Campus Ministry. Just south of the Chapel is a September 11 Memorial, partially funded by a gift from the Class of 2003.

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 Reverend Francis Xavier Knott, S.J., Humanities Center**, the building underwent a major expansion and renovation in 1993 to fulfill the goal of centralizing academic and administrative offices. The Humanities Center houses the President's Office and the office of the Vice President for Enrollment Management and Communications; offices for Undergraduate Admission, the Counseling Center, Financial Aid; International Programs, and the Center for Community Service and Justice; faculty offices for the Departments of Classics, English, History, Philosophy, Theology, and Writing; a high-technology Honors seminar room; lecture-style classrooms; a conference room; and a dining area.

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

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

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

Xavier Hall is located between Beatty and Jenkins Halls. Originally a small chapel in Baltimore's Mount Washington neighborhood, the structure was donated by the pastor of the Shrine of the Sacred Heart. In

Fall 1924, the chapel was systematically disassembled, trucked to the Baltimore Campus, and reconstructed during the remainder of the year. It formally opened as St. Francis Xavier Chapel on February 2, 1925. After the Alumni Memorial Chapel opened in 1952, Xavier Hall was converted into a student lounge until the 1970s when it was renovated into offices to accommodate the expanding needs of the Sellinger School of Business and Management. Once the Sellinger School building was completed, Xavier Hall was renovated and now houses the office of the Dean of the School of Education.

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

The **Joseph A. Sellinger, S.J., School of Business and Management**, a 50,000-square-foot classroom and office building which opened in January 2000, is adjacent to Maryland Hall and anchors Loyola's academic quadrangle. The facility, which features a five-story atrium, houses 10 classrooms, five seminar rooms, four conference rooms, the Dean's office, faculty offices, and a student lounge. It also houses the Student Experiential Learning Lab (SELL). Completed in 2010, the state-of-the-art SELL offers Loyola students access to the same technology, equipment, and real-time updates used by professionals in today's financial markets.

Donnelly Science Center was completed in 1978. Its construction enabled Loyola to expand and upgrade its science facilities to include laboratories, workshops and a number of faculty offices. The building also houses the Departments of Biology, Chemistry, Computer Science, Engineering Science, and their associated teaching/research labs. A 2011 expansion added state-of-the-art laboratories, classrooms and faculty offices to the facility, reflecting Loyola's commitment to science instruction and research.

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

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

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

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

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

The **Loyola/Notre Dame Library**, located midway between Loyola and Notre Dame of Maryland University, 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 institution. The striking, four-story building is situated at a point where both campuses

meet, on the banks of a small stream which was dammed to form a reflecting pool.

Students are encouraged to make extensive use of the library and its resources, which include approximately 700,000 books, e-books, and periodicals encompassing extensive collections in the humanities and social sciences, particularly in the areas of Catholic studies, education, management, and psychology. The media services department offers a particularly strong collection of more than 18,585 DVD and other media titles representing the best in educational productions, film classics, and contemporary works, as well as hundreds of print periodical subscriptions. In 2008, the library was expanded and renovated to provide added computer facilities, several high-tech classrooms, a digital media center, a 100-seat auditorium, and a variety of seating areas for individual or group study.

The library has become a leader in implementing digital technology among teaching institutions. It is the first academic library of its type in the nation to provide simultaneous searching capability of 51,000 electronic journal titles across multiple databases. Working with the Maryland Interlibrary Consortium in 2002, the library installed the Voyager integrated online library system in concert with Hood College, Mount Saint Mary's University, and Washington Adventist University (formerly Columbia Union College). Through the consortium, the library shares book holdings of more than one million titles and allows online, reciprocal borrowing by all faculty and students at each institution, with the material delivered within 24 hours to the home library. Access to these technologies and extensive collections is available through the library's website (www.loyola.edu/library). The library also provides a live, 24-hour, online reference service to assist Loyola students and faculty with their information needs.

The **Service Building**, located on the east side of campus, houses offices for facilities operations, project management, and maintenance, as well as support operations for the Department of Public Safety/Campus Police. The **John Early House**, situated opposite, houses the Department of Military Science.

Cardinal John Henry Newman Towers houses faculty offices for the Department of Speech-Language Pathology/Audiology, administrative offices, residence halls, and a dining facility.

The **Fitness and Aquatic Center** opened in Fall 2000. The 115,000-square-foot facility features basketball, volleyball, and squash courts; the Mangione Aquatic Center with a pool, diving area, and seats for 500

spectators; running tracks; an indoor climbing wall; a 6,000-square-foot fitness center; and smaller activity rooms and offices.

In March 2010, Loyola celebrated the grand opening of **The Reverend Harold Ridley, S.J., Athletic Complex**, a 6,000-seat facility that is home to its men's and women's lacrosse and soccer teams. Located two miles west of the Baltimore Campus, the Ridley Athletic Complex features a Sportexe Momentum synthetic turf competition field; video scoreboard; practice field; training facilities; locker rooms for home teams, visitors, coaches, and officials; athletics staff offices; press, presidential, and VIP boxes; concession areas; and event space.

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

In Spring 1998, Loyola acquired a 3.79-acre parcel and building at **5104 York Road**, a half-mile from the Baltimore Campus. The property provides additional parking facilities and is home to a variety of administrative offices such as the Department of Public Safety/Campus Police, Transportation and Parking, and Printing and Mailing Services.

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

RESIDENCE HALLS

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

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

In Fall 2007, Loyola opened **Flannery O'Connor Hall**, a 350-bed residence for first-year students. That same year, Loyola acquired the **Rahner Village** townhouse complex. The newly renovated homes began housing upperclass students in Fall 2008.

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

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

Other student residences are located on the west side of the campus. **Cardinal John Henry Newman Towers** is a nine-story high-rise featuring apartments and suites, as well as faculty and administrative offices and a dining facility.

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

St. Teresa of Avila Hall, **St. Robert Bellarmine Hall**, **St. Peter Claver Hall**, and **Dorothy Day Hall** comprise 46 three-bedroom units with kitchen facilities. Purchased in 1995, the midrise **St. Edmond Campion Tower** houses undergraduate students.

ADMISSION

Loyola University Maryland 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, the University seeks students who will become participating members in the Loyola 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 cocurricular activities of the University; develop their understanding and appreciation of spiritual values; and benefit from participation in the University's recreational and athletic programs. The University welcomes applications from students of character, intelligence, and motivation.

FIRST-YEAR APPLICANTS

Applicants for admission are evaluated in a holistic manner. The most important criteria is the secondary school record, including GPA and curriculum. Applicants are also evaluated on factors that include essay, letters of recommendation, personal qualities, extracurricular involvement, and leadership. Submission of SAT and ACT scores is optional for all first-year applicants, excluding home-school students. SAT and ACT scores will be reviewed if submitted. Students who do not choose to submit standardized test scores must submit an additional letter of recommendation or personal essay. For test submitters, arrangements to take the SAT/ACT may be made through the secondary school counselor or by visiting: CollegeBoard (for SAT), www.collegeboard.org; ACT, www.actstudent.org.

All applicants are admitted on the condition that they satisfactorily complete their secondary school coursework and graduate. A final transcript should be provided to the Undergraduate Admission Office. If an accepted student encounters any disciplinary issues, in or out of school, the Undergraduate Admission Office should be contacted immediately.

APPLICATION FORM

In addition to its online Application for Admission, Loyola accepts the Common Application (either paper or online version). Prospective students who use this application must submit Loyola's Supplement for the Common Application. A fee of \$60 must accompany the admission application. This fee is not applied to tuition and is not refundable.

Early Action

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

All credentials must be postmarked no later than **November 1**. Candidates for Early Action will be evaluated primarily on their high school record through the junior year. SAT and/or ACT scores from the October administration will be considered if students choose to submit these scores.

Students applying to Loyola through Early Action are free to apply to a binding early decision program and/or to nonbinding Early Action and Regular Decision programs at other institutions. It is the student's responsibility to abide by the Early Decision guidelines outlined by the institution the student is applying to for admission. The Admission Committee reserves the right to admit, defer, or deny any candidate for admission. Deferred Early Action applicants will then be considered for admission under the provision of Regular Decision. A student who has not applied for Early Action, but has submitted a completed application by the deadline, may be admitted under the provision of Early Action.

Regular Decision

The first-year application deadline is **January 15**. The final decision is made in the spring, and students meeting all deadlines are notified before the end of March.

SECONDARY SCHOOL COURSE REQUIREMENTS

Preparation in secondary school for admission to Loyola University Maryland 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.

FIRST-YEAR STUDENT ADVISING

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

FIRST-YEAR INTERNATIONAL STUDENTS

Loyola University Maryland welcomes applications from international students. Loyola defines an international student as one who does not hold U.S. citizenship or U.S. permanent residency. In addition to possessing the regular academic qualifications for admission, international students must demonstrate proficiency in the English language and meet the following requirements:

1. Demonstrate evidence of English proficiency. Students for whom English is not a native language are required to submit the results from the Test of English as a Foreign Language (TOEFL). TOEFL information can be obtained from www.toefl.org. Minimum score requirements:
 TOEFL iBT: 79 or higher
 TOEFL paper-based: 550 or higher
 TOEFL Computer Adaptive Test: 213 or higher
2. Submission of SAT and ACT scores is optional. SAT and ACT scores will be reviewed as a core component if submitted. Students who do not choose to submit standardized test scores must submit an additional teacher recommendation or personal essay.
3. Submit official transcripts to the World Education Services (www.wes.org) for translation of grades and credits. An additional fee may be required. If the transcript is in English with a U.S. equivalency grading scale, this requirement may be waived in some instances.

4. Submit the completed International Student Supplement, available at www.loyola.edu/admission/international.
5. Submit a copy of the biographical page of the student's passport. If applicable, also submit a copy of the student's current Form I-94 card and visa, as well as the principle visa holder's passport, Form I-94 card, and visa.

International students requiring a Form I-20 for F-1 student visa status must meet the following additional requirements as part of the admission process:

1. Provide an affidavit of financial support from a parent or benefactor affirming that all expenses will be met during the student's enrollment at Loyola. Expenses include tuition, fees, housing, board, books, medical, and all other expenses.
2. Provide a current, original bank letter showing funds (in U.S. dollars) available to cover the full cost of attendance (tuition, fees, housing, board, books, medical, and all other expenses) for one year at Loyola. The bank letter must be on bank stationery, signed by a bank official, and include contact information. Financial aid is not available for international students.

Before a Form I-20 can be issued for an admitted student, the following must be completed:

1. Prepay one semester's tuition and fees upon formal acceptance to the University.
2. Submit proof of health insurance coverage for the first year of study at Loyola (must be renewed each academic year). Coverage must be equivalent to the Aetna Student Health Insurance Plan designed for Loyola students (www.aetnastudenthealth.com), and it must be transferable to the United States. Students are encouraged to purchase the Aetna plan.
3. Submit proof of immunity to communicable diseases. A tuberculin skin test is required within six months of arrival at Loyola. Health history and immunization forms will be sent with the acceptance package. Students may contact Loyola's Student Health and Education Services, 410-617-5055, for more information about the required immunizations.

4. International exchange students enrolled in a one-semester or one-year Loyola exchange program must submit proof of health insurance coverage for the duration of their studies at Loyola. Coverage must be equivalent to the Aetna Student Health Insurance Plan designed for Loyola students (www.aetnastudenthealth.com), and it must be transferable to the United States. Students have the option to purchase the Aetna plan.

Once a student is accepted to the University and all international student requirements have been completed, the Form I-20 (along with immigration and visa information) will be mailed to the student. Upon receiving the Form I-20 from Loyola, the student must pay a \$200 USD SEVIS processing fee directly to the Department of Homeland Security. Receipt of this payment must be presented when the student makes application for the F-1 student visa at the U.S. Embassy or Consulate, as well as the U.S. port-of-entry. Within five (5) days of their arrival at the University, students are required to meet with the international student advisor in the Office of International Programs and present their immigration documents. To schedule an appointment, call 410-617-5245.

TRANSFER STUDENTS

Applications for transfer from accredited two- and four-year institutions are welcomed. Due to the University's undergraduate residency requirement (see Residency Requirement under Curriculum and Policies), students may not apply for transfer beyond the beginning of junior year. Credit awarded on the basis of any placement tests does not count toward fulfillment of the residency requirement.

All transfer applicants must submit the Common Application for Transfer Students, their secondary school (high school) transcript, official transcripts of all work completed at other colleges, and a College Official's Form from all previously attended institutions. Transfer applicants must state their intended major. A minimum cumulative QPA of 2.700 in previous college work is required for consideration. College instructor evaluations, teacher evaluations, and SAT and ACT scores are optional for all transfer students.

Upon admission to Loyola University Maryland, transfer students from accredited two- or four-year institutions will be awarded credit for courses with content and learning aims comparable to those offered at the University, regardless of mode of course delivery. Department chairs and the Academic Advising and Support Center will determine course comparability. Remedial, personal development, physical education, health, and preparatory courses that are not equiva-

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

Grades for transferred courses will not be factored into the Loyola grade point average. Credits will be transferred only for those courses that are similar to the requirements for degree programs at Loyola University Maryland. The Loyola cumulative QPA is used for determining honors at graduation or any other academic honors. Although the grades for all courses taken at all colleges attended are included, no higher honors are awarded than those earned with grades that appear on the Loyola transcript for courses completed at Loyola or through Loyola sponsored programs (see Courses at Other Colleges under Curriculum and Policies). Courses that are 10 years or older cannot be transferred to fulfill major requirements for graduation.

Application Deadlines

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

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

TRANSFER INTERNATIONAL STUDENTS

Loyola University Maryland welcomes applications from international transfer students. Loyola defines an international student as one who does not hold U.S. citizenship or U.S. permanent residency. In addition to possessing the regular academic qualifications for admission, international students must demonstrate proficiency in the English language and meet the following requirements:

1. Demonstrate evidence of English proficiency. Students for whom English is not a native language are required to submit the results from the Test of English as a Foreign Language (TOEFL). TOEFL information can be obtained from www.toefl.org. Minimum score requirements:

TOEFL iBT: 79 or higher

TOEFL paper-based: 550 or higher

TOEFL Computer Adaptive Test: 213 or higher

2. Submission of SAT and ACT scores is optional. SAT and ACT scores will be reviewed if submitted.
3. Submit their official secondary school (high school) transcripts to the World Education Services (www.wes.org) for translation of grades and credits. An additional fee may be required. If the transcript is in English with a U.S. equivalency grading scale, this requirement may be waived in some instances.
4. Submit official transcripts from all post-secondary institutions attended. Transcripts from institutions outside the U.S. should be submitted to World Education Services (www.wes.org) for course-by-course evaluation and translation of grades and credits.
5. Submit the completed International Student Supplement, available at www.loyola.edu/admission/international.
6. Submit a copy of the biographical page of the student's passport. If applicable, also submit a copy of the student's current Form I-94 card and visa, as well as the principle visa holder's passport, Form I-94 card, and visa.

International students requiring a Form I-20 for F-1 student visa status must meet the following additional requirements as part of the admission process:

1. Provide an affidavit of financial support from a parent or benefactor affirming that all expenses will be met during the student's enrollment at Loyola. Expenses include tuition, fees, housing, board, books, medical, and all other expenses.

2. Provide a current, original bank letter showing funds (in U.S. dollars) available to cover the full cost of attendance (tuition, fees, housing, board, books, medical, and all other expenses) for one year at Loyola. The bank letter must be on bank stationery, signed by a bank official, and include contact information. Financial aid is not available for international students.

Before a Form I-20 can be issued for an admitted student, the following must be completed:

1. Prepay one semester's tuition and fees upon formal acceptance to the University.
2. Submit proof of health insurance coverage for the first year of study at Loyola (must be renewed each academic year). Coverage must be equivalent to the Aetna Student Health Insurance Plan designed for Loyola students (www.aetnastudenthealth.com), and it must be transferable to the United States. Students are encouraged to purchase the Aetna plan.
3. Submit proof of immunity to communicable diseases. A tuberculin skin test is required within six months of arrival at Loyola. Health history and immunization forms will be sent with the acceptance package. Students may contact Loyola's Student Health and Education Services, 410-617-5055, for more information about the required immunizations.
4. If the student already holds a Form I-20 from another university, a Transfer Eligibility Form must be submitted to Loyola along with a copy of the student's current Form I-20.

Once a student is accepted to the University and all international student requirements have been completed, the Form I-20 (along with immigration and visa information) will be mailed to the student. Within five (5) days of their arrival to the University, students are required to meet with the international student advisor in the Office of International Programs and present their immigration documents. To schedule an appointment, call 410-617-5245.

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 10-year period.

Part-time students will be charged a tuition fee of \$678 per credit for the 2013–2014 fall and spring semesters. They also will be charged any special fees (lab, testing, graduation, etc.) that may apply to individual students. All University regulations are applicable to part-time students.

Application Deadlines

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

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

NONDEGREE 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 not available for nondegree students.

Application Deadlines

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

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

VISITING STUDENTS

Students who take courses at Loyola that count toward a degree at another institution (either a high school or another college) are classified as visiting students. Visiting students must submit an application accompanied by an authorization letter from an official at the degree-granting institution. This letter should specify the course(s) to be taken at Loyola and should verify that the student is in good academic standing. Official transcripts are required of visiting college students who wish to take courses above the introductory level; visiting students still in high school must submit an official transcript. The submission of SAT, SAT subject test, and ACT scores is optional and not required for admission. Visiting students are ineligible for a degree or financial aid from Loyola University Maryland.

Application Deadlines

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

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

READMISSION OF FORMER STUDENTS

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

Students who desire to return following withdrawal from the University must apply to the Admission Office. They will be asked to send a detailed statement of their activities since withdrawal. Students who have been dismissed for academic reasons may reapply for admission after one calendar year. Readmission to the University is not automatic. Students who are academically dismissed a third time will be permanently dismissed from all undergraduate programs at Loyola University Maryland.

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

HOUSING

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

HEALTH INSURANCE

All full-time students must provide proof of medical insurance each academic year by completing the insurance information form. Students have the option of retaining their own insurance policy or enrolling in the Aetna Student Health Insurance Plan designed for Loyola students. For more information about the Aetna plan, visit www.aetnastudenthealth.com, or contact the Loyola student health insurance manager, 410-617-5055.

IMMUNIZATIONS

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

ADVANCED PLACEMENT

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

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

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

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) TESTS

This is a national testing program administered by the College Entrance Examination Board. The purpose of the program is to provide an opportunity for students who have acquired college-level knowledge in a particular subject area to validate their knowledge and receive college credit. This knowledge may have been acquired by taking advanced secondary school courses, through independent study, or through employment experience. A maximum of one year of credit may be earned through examinations. Such credit is not applicable toward fulfillment of residency requirements. No credit is awarded for work experience alone.

Test scores required for the awarding of credit vary with each test. Credit, but no grade, is awarded and recorded on the transcripts of matriculated students of Loyola University Maryland. Entering first-year students may take the tests at one of the national testing centers prior to their first semester at Loyola. Loyola University Maryland should be listed as an institution to receive the scores. There is a fee for each test taken. Matriculated students are not allowed to seek CLEP credit.

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

INTERNATIONAL BACCALAUREATE PROGRAM

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

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

ADVANCED CREDIT

Regardless of the mode of course delivery, college-level work done prior to high school graduation may be awarded transfer credits upon receipt of the following information:

- an official letter from the high school principal or guidance counselor stating that the courses were taught on the college campus by a member of the regular college faculty, open to enrollment by and graded in competition with regularly matriculated undergraduates at the college, and a regular part of the normal curriculum published in the college catalogue;
- an official, seal-bearing transcript from the college/university; and
- a catalogue description and syllabus, if required, for each course submitted for transfer consideration.

Each supporting document is to be sent to the Dean of First-Year Students and Academic Services. Credit awarded for these courses does not count toward fulfillment of the residency requirement.

DEPARTMENTAL EXAMINATIONS

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

FOREIGN LANGUAGE TEST

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

MATHEMATICS TEST

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

FEES

GENERAL FEES

Loyola University Maryland understands that the costs associated with high quality education are of concern to students and their families. Accordingly, the University 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; the subsequent section includes discussion about financial aid at Loyola University Maryland.

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

Tuition Fees *(per semester)*

Full-Time Student \$20,925

Full-time tuition is calculated based on enrollment in a minimum of 12 credits. Students enrolled in more than six (6), three-, four-, or five-credits courses will be charged an additional per-credit fee above 20 credits.

Additional Course Charge *(per credit)* \$678

Part-Time Student *(per credit)* \$678

Part-time tuition is calculated based on enrollment in less than 12 credits.

Tuition Deposit

New/Transfer Student \$100

(Applied toward tuition; nonrefundable; first-year student deposit due **May 1**)

Continuing Student \$300

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

Late Tuition Deposit Fee \$100

Housing Deposit *(applied toward room charges)*

New Student \$400

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

Continuing Resident Student \$300

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

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

Application Fee \$60

Graduation Fee \$150

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

Comprehensive Fee *(per semester)* \$700

Activities and services fee defrays part of the costs of the curricular programs sponsored by the student government and provides for other helpful nonacademic services. Required of all full-time students.

Orientation Fee *(first term only)*

First-Time, First-Year Students \$165

International Students \$150

New Transfer Students \$45

SPECIAL FEES

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

Applied Music Fee *(per semester)*

Half-Hour Lesson \$300

One-Hour Lesson \$600

Fees are payable directly to the instructor at the beginning of the course. If fee is not paid in full, a hold is placed on grade reports, transcripts, etc.

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

Declined Credit Card Fee \$25

ID Cards (*replacement*) \$15

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

Late Registration Fee \$25

Locker Rental (*per semester*) \$1

Readmission Fee \$25

Returned Check Fee \$25

Special Testing Fee \$15

Study Abroad Processing Fee \$800
(*non-Loyola programs*)

RESIDENT STUDENT FEES

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

Level I Housing \$9,300
(Butler Hall, Campion Towers, Hammerman Hall, Hopkins Court, Lange Court Suites, Newman Towers Suites, O'Connor Hall, Seton Court Suites, Southwell Hall Suites)

Level II Housing \$10,475
(Ahern Hall, Aquinas House, Avila Hall, Bellarmine Hall, Claver Hall, Dorothy Day Hall, Lange Court Apartments, McAuley Hall, Newman Towers Apartments, Rahner Village Apartments, Seton Court Apartments, Southwell Hall Apartments)

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

Board

Meal Plans

Beginning Fall 2013, dining services will offer several meal plan options for all class years. The plans will offer "All You Can Eat" meals, as well as Greyhound Express meals for students who are short on time and seeking healthy options. Meal plans are required for first-year students and optional for upperclass students.

Dining Advantage

Students access monies deposited in their Dining Advantage account by using their One Card (ID card). The use of Dining Advantage is restricted to food purchases and is exempt from sales tax. Specific buy-in levels are required for upperclass students, and additional funds can be added to the account in any increment at any time through Student Administrative Services. All Dining Advantage balances roll over from semester to semester; however, balances are forfeited at the end of each academic year.

Evergreen Card

Students access monies deposited in their Evergreen account 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 University.

For more information on board plans, visit www.loyola.edu/mealplan.

HOUSING DAMAGE DEPOSIT

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

INTERNATIONAL PROGRAMS

Costs listed below are *per semester* unless otherwise noted.

ACCRA

| | |
|-------------------|------------|
| Tuition Fee | \$20,925 |
| Deposit* | \$350 |
| Comprehensive Fee | \$130 |
| Housing Fee | \$5,237.50 |

ALCALÁ

| | |
|-------------------------|----------|
| Tuition Fee | \$20,925 |
| Deposit* | \$350 |
| Comprehensive Fee | \$130 |
| Homestay/Activities Fee | \$6,630 |

AUCKLAND

| | |
|--------------------------------------|------------|
| Tuition Fee | \$20,925 |
| Deposit* | \$350 |
| Comprehensive Fee | \$130 |
| Housing Fee | \$5,237.50 |
| Program Fee (<i>one time only</i>) | \$550 |

BANGKOK

| | |
|--------------------------------------|------------|
| Tuition Fee | \$20,925 |
| Deposit* | \$350 |
| Comprehensive Fee | \$130 |
| Housing Fee | \$5,237.50 |
| Program Fee (<i>one time only</i>) | \$550 |

BEIJING

| | |
|-------------------|------------|
| Tuition Fee | \$20,925 |
| Deposit* | \$350 |
| Comprehensive Fee | \$130 |
| Housing Fee | \$5,237.50 |

COPENHAGEN

| | |
|-------------------|------------|
| Tuition Fee | \$20,925 |
| Deposit* | \$350 |
| Comprehensive Fee | \$130 |
| Housing Fee | \$5,237.50 |
| Program Fee | \$550 |

CORK

| | |
|-------------------|------------|
| Tuition Fee | \$20,925 |
| Deposit* | \$350 |
| Comprehensive Fee | \$130 |
| Housing Fee | \$5,237.50 |
| Program Fee | \$500 |

GLASGOW

| | |
|-------------------|------------|
| Tuition Fee | \$20,925 |
| Deposit* | \$350 |
| Comprehensive Fee | \$130 |
| Housing Fee | \$5,237.50 |
| Program Fee | \$550 |

LEUVEN

| | |
|-------------------|------------|
| Tuition Fee | \$20,925 |
| Deposit* | \$350 |
| Comprehensive Fee | \$130 |
| Housing Fee | \$5,237.50 |
| Program Fee | \$500 |

MELBOURNE

| | |
|-------------------|------------|
| Tuition Fee | \$20,925 |
| Deposit* | \$350 |
| Comprehensive Fee | \$130 |
| Housing Fee | \$5,237.50 |
| Program Fee | \$550 |

NEWCASTLE

| | |
|-------------------|------------|
| Tuition Fee | \$20,925 |
| Deposit* | \$350 |
| Comprehensive Fee | \$130 |
| Housing Fee | \$5,237.50 |
| Program Fee | \$500 |

PARIS

| | |
|-------------------|----------|
| Tuition Fee | \$20,925 |
| Deposit* | \$350 |
| Comprehensive Fee | \$130 |
| Program Fee | \$550 |

ROME

| | |
|-------------------|----------|
| Tuition Fee | \$20,925 |
| Deposit* | \$350 |
| Comprehensive Fee | \$130 |
| Consortium Fee | \$6,834 |

(includes housing, airfare, some meals, program fee, visits, excursions, bus pass, and some books)

SAN SALVADOR

| | |
|-------------------|------------|
| Tuition Fee | \$20,925 |
| Deposit** | \$350 |
| Comprehensive Fee | \$130 |
| Housing Fee | \$5,237.50 |
| Program Fee | \$550 |

* Applies to program charges.

WITHDRAWAL/REFUND POLICIES

When students officially withdraw or leave the University for any reason and have no indebtedness to the University, a portion of their tuition fee may be refunded. The percentage varies with the date of formal withdrawal (that date on which all withdrawal forms have been properly completed and returned to the Records Office). There are no refunds of other fees, whether required or optional, after the first day of class. Registration and lab fees are not refundable. A student dismissed or suspended by the University for disciplinary reasons will not be entitled to any refund.

Refunds for approved withdrawals will be made according to the following schedules:

Fall/Spring Semester (Full-Time)

| | |
|--|------|
| 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 tuition refund.

Fall/Spring Semester (Part-Time)

| | |
|-----------------------------------|------|
| prior to the second week of class | 100% |
| during the second week of class | 80% |
| during the third week of class | 60% |
| during the fourth week of class | 40% |
| during the fifth week of class | 20% |

After the fifth week of class, there will be no tuition refund.

Summer Sessions

| | |
|-----------------------------|------|
| prior to the second meeting | 100% |
| prior to the fourth meeting | 60% |
| prior to the sixth meeting | 20% |

Subsequently, no refund is made. (**Note:** Students with approved withdrawals from summer alternate internships will receive a full tuition refund through the date published in the academic calendar.)

FEDERAL RETURN OF TITLE IV FUNDS POLICY

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

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

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

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

If a student earned more aid than was disbursed, the institution would owe the student a post-withdrawal disbursement which must be paid within 180 days of the student's withdrawal. The institution must return the amount of Title IV funds for which it is responsible no later than 45 days after the date of the determination of the date of the student's withdrawal. Refunds are allocated in the following order:

- Unsubsidized Direct Stafford Loans;
- Subsidized Direct Stafford Loans;
- Federal Perkins Loans;
- Federal Direct PLUS Loans;
- Federal Pell Grants for which a return of funds is required;
- Federal Supplemental Opportunity Grants for which a return of funds is required;
- Federal TEACH Grants for which a return of funds is required;
- Iraq and Afghanistan Service Grant for which a return of funds is required.

FINANCIAL AID

GENERAL POLICIES

Loyola University Maryland 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, Loyola's financial aid program is designed to make the University affordable to admitted students. Approximately 65 percent of all undergraduates receive some form of aid from federal, state, institutional, and private sources.

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

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

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

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

APPLICATION PROCEDURES

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

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

LOAN PROCESSING DEADLINE

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

LOYOLA PROGRAMS

PRESIDENTIAL SCHOLARSHIPS

These scholarships provide financial assistance to students of superior academic ability and achievement. Scholarships are limited to entering first-year students who, in the judgment of the Scholarship Committee, are most deserving of assistance because of academic merit. Students are selected on a competitive basis considering high school grade performance, course selection, rank in class, and strength of the high school. SAT/ACT scores are also considered if provided by the applicant. Financial need is not considered in awarding Presidential Scholarships. **To be considered for a Presidential Scholarship a student must apply for admission to Loyola by January 15.**

During the 2013–14 academic year, awards will range from \$10,000 to \$25,000. All Presidential Scholarships are awarded for four years, provided the student maintains the scholarship retention requirements specified in the original scholarship award letter.

CLAVER SCHOLARSHIPS

These scholarships provide financial assistance to African American, Hispanic, and Asian students. Scholarships are limited to entering first-year students who, in the judgment of the Scholarship Committee, are most deserving of assistance because of academic merit. Students are selected on a competitive basis considering high school grade performance, course selection, rank in class, and strength of the high school. SAT/ACT scores are also considered if provided by the applicant. Financial need is not considered in awarding Claver Scholarships. **To be considered for a Claver Scholarship, a student must apply for admission to Loyola by January 15.**

During the 2013–14 academic year the awards will range from \$10,000 to \$25,000. All Claver Scholarships are awarded for four years, provided the student maintains the scholarship retention requirements specified in the original scholarship award letter.

MARION BURK KNOTT SCHOLARSHIPS

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

deserving of assistance because of academic merit. Additional consideration is given to students demonstrating financial need. **To be considered for a Marion Burk Knott Scholarship a student must apply for admission to Loyola by January 15.**

LOYOLA GRANTS

Loyola Grants are awarded to students with exceptional financial need. These awards carry values of \$200 to \$38,500, depending on demonstrated financial need and availability of funds.

CLAVER GRANTS

Claver Grants are awarded to African American, Hispanic, and Asian students with exceptional financial need. These awards carry values of \$200 to \$38,500, 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, and swimming and diving grants. Women may qualify for basketball, cross country, lacrosse, soccer, swimming and diving, tennis, or track and field grants. Financial need is not considered in awarding athletic grants.

LOYOLA STUDENT LOAN PROGRAM

This institutional loan program allows students who demonstrate institutional financial need and who are enrolled for at least 12 credits per term to borrow up to \$2,000 for the first year of undergraduate study, \$1,500 for the second year, and \$1,000 per year for the third and fourth years. The minimum amount that may be borrowed through the program is \$500.

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

LOYOLA ENDOWED SCHOLARSHIP FUNDS

The following scholarship funds have been established and named in honor of friends and families of the Loyola 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 University Maryland expresses its sincere appreciation to these individuals, families, and groups for their generous assistance to many deserving students.

AEGON USA Scholarship Fund
 Stephen Alvarez Memorial Fund
 American Council on Italian Matters of Maryland Fund
 Armiger Family Memorial Scholarship Fund
 Claudia N. Bailey Fund
 Ralph E. Bailey Family Fund
 George and Jane Baker Fund
 William G. Baker, Jr. Memorial Fund
 Johnny Bass Fund
 Mary H. Biddison Fund
 Boehl Family Scholarship Fund
 Ellen T. Bogue Fund
 Howard H. Burke Fund
 Anna R. and Michael R. Cantaneo Scholarship Fund
 Michael R. Canty Memorial Fund
 Gerard F. Case, Jr. Memorial Fund
 Daniel E. Cavanaugh, S.J. Fund
 James and Gerry Cavanaugh Family Scholarship
 Charles J. Cirelli & Sons Fund
 Walter L. Clark Fund
 W. Hayes Clarke Preministerial Fund
 Class of 1993 Fund
 Class of 1999 Fund
 Class of 2000 Fund
 Class of 2002 Fund
 Class of 2007 Fund
 Class of 2009 Fund
 Class of 2011 Fund
 Cochran Family Scholarship
 Donald E. Cohill Fund
 George and Eugene Conner Fund
 Lawrence and Carolyn Conway Fund
 Patrick J. and Winifred L. Coughlin Fund
 Cross Country Scholarship Fund
 Frank W. and Florence B. Cuccia Fund
 Ralph A. DeChiaro Fund
 Diane Geppi-Aikens Women's Lacrosse Fund
 Didusch Memorial Fund
 Erik R. Dietzel Memorial Scholarship Fund
 James H. Donahoe, S.J. Memorial Award
 Ann and Donal Doyle
 H.A.B. Dunning Foundation Fund
 Paul Eibeler
 Kenneth H. Ekin Endowed Scholarship Fund

Christine Everitt Fund
 Francis P. and Eleanor R. Fairbank Fund
 Ferguson Family Fund
 William and Mary Fisher Scholarship Fund
 J. Richard and Stephanie Fredericks Men's Lacrosse Scholarship Fund
 Rosalie Garrett Fund
 James J. and Amanda Wesley Gartland Scholarship Fund
 Isaac S. and Mary Josephine George Fund
 Francis X. Giblin Fund
 Aurora Granofsky Fund
 Joan Daniels Green Memorial Fund
 Mannes Greenberg Memorial Fund
 Alan and Mary Greenblatt
 Grillo Family Fellowship
 Fred Grimmel Scholarship Fund
 Grzymiski Family Scholarship Fund
 Adelaide M. Gunther Fund
 Hanway Family Scholarship Fund
 Mary A. Dudas Harris Fund
 Edward S. Hauber, S.J. Fund
 Emily Cotter Hauze Memorial Scholarship Fund
 Joseph Healy Memorial Scholarship
 William Randolph Hearst Fund
 Herget Foundation Scholarship Fund
 William J. Holman Fund
 Mary and Sigmund Hyman Scholarship Fund
 James J. Irvin and Nina Irvin Fund
 Jesuit Community Scholarship Fund
 John Jordan Economics Scholarship
 Daniel Joseph Fund
 Jeanett Joseph and Bertha Coblenz Joseph Fund
 Jackson L. Kaphan Memorial Fund
 Kashlak Family Scholarship Fund
 James and Nora Sheridan Keelty Memorial Fund
 Nicholas J. Kollman Family Scholarship
 Milford F. Lackey Fund
 Otto and Alice M. Lage Memorial Fund
 Latchford Family Scholarship
 Thomas J. Lawler Memorial Fund
 Hannah Geldrich Leffman
 Mary T. Linnane Scholarship Fund
 D. & M. Liston Memorial Fund
 Mary and Daniel Loughran Fund
 Loyola University Maryland Alumni Association Scholarship
 Helen Pise Malko Memorial Fund
 Nick and Mary Mangione Family Scholarship
 J. Goddard and Elizabeth S. Mattingly Fund
 John McFadden Family Endowed Scholarship Fund
 Daniel J. McGuire, S.J. Fund
 Men's Lacrosse Scholarship Fund
 Anne M. Merrick Fund
 Joseph Meyerhoff Fund
 George W. Mitchell Memorial Fund
 John R. Mohler Fund

Thomas Murphy Fund
 Kelly Murray Scholarship Fund
 Josephine and Louis A. Natale, Sr. Fund
 Ryan Newcomer Physics Scholarship
 Donald F. Obrecht Fund
 Mary O'Meara Memorial Fund
 Frank and Betty Otenasek Fund
 Perna Family Scholarship Fund
 Paul J. Peroutka Fund
 Alan Plotkin Memorial Fund
 Joseph and Patricia Reiter Endowed
 Scholarship Fund
 Garnet and Glenn Ridle Fund
 Ridley Memorial Scholarship
 Pat Roche Fund
 William C. Rogers Fund
 Bernard A. Saltysiak Fund
 Joseph G. Schaffner, Sr. Fund
 Joseph A. Sellinger, S.J., Community Service Fund
 Joseph A. Sellinger, S.J., MBNA Fund
 Joseph A. Sellinger Memorial Scholarship Fund
 Senker Family Fund
 Michael D. Sullivan Fund
 Helen and Charles Toennies Fund
 Robert Jay Turner Fund
 Doris Van Doren Scholarship Fund
 Gladys J. Vocci Justice and Frank J. Vocci '49
 Endowed Scholarship
 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. The University is most grateful to these groups for their generous support.

A. S. Abell Company
 AEGON USA, Inc.
 AIAC Virginia M. & Joseph M. Corasaniti Memorial
 AIAC Anna Iacoboni Memorial
 AIAC Camillo Iacoboni Memorial
 AIAC Thomas and Shirley Iacoboni Memorial
 AIAC Theodore Julio Memorial
 AIAC Lancelotta Family Memorial
 AIAC Nicholas B. Mangione
 AIAC John & Concetta Matricciani Memorial
 AIAC Pio & Rosa Morocco Memorial
 AIAC Rev. Oreste Pandola Memorial
 AIAC Angelo & Maria C. Russo Memorial
 Alex. Brown & Sons, Inc.
 Associated Italian American Charities
 of Maryland, Inc.
 Baltimore Security Traders Society
 Beta Gamma Sigma Honor Society
 Black & Decker Manufacturing Company

Coopers and Lybrand, Inc.
 ICFM BB&T
 ICFM Baltimore Sun, Inc.
 ICFM Becton Dickinson, Inc.
 ICFM Bell Atlantic of Maryland
 ICFM CareFirst
 ICFM CBS, Inc.
 ICFM Chevy Chase Bank, Inc.
 ICFM Commercial Credit Corporation
 ICFM Crown Central Petroleum, Inc.
 ICFM Gudelsky Family
 ICFM Legg Mason, Inc.
 ICFM Linehan Family
 ICFM Mercantile Safe Deposit and Trust, Inc.
 ICFM Nationwide
 ICFM Provident Bank of Maryland, Inc.
 ICFM Rosemore, Inc.
 ICFM Schaefer Scholarship
 ICFM T. Rowe Price
 ICFM United Parcel Service, Inc.
 ICFM Verizon
 Marion Burk Knott Scholarship Fund
 Marion I. and Henry J. Knott Scholarship Fund
 John J. Leidy Foundation
 Lockheed Martin Corporation
 Loyola University Maryland Alumni Association
 Loyola University Maryland Center for Values
 and Service
 Loyola University Maryland Greyhound Club
 MBNA America Bank, N.A.
 McCormick & Company, Inc.
 William G. McGowan Charitable Fund, Inc.
 Joseph Meyerhoff Fund
 Mount Saint Agnes Alumnae Association
 Sheridan Foundation
 T. Rowe Price

PRIVATE SCHOLARSHIP DONORS

During the 2012–13 academic year, 270 Loyola undergraduates received a total of 330 scholarship awards from foundations, associations, high schools, colleges and universities, corporations, businesses, memorial funds, and various religious, civic, ethnic, and fraternal organizations. The University sincerely appreciates the generous support provided by these groups.

FEDERAL PROGRAMS

FEDERAL PELL GRANT PROGRAM

The largest federal need-based student aid program providing grant assistance ranging from \$574 to \$5,645 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 attendance, 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 U.S. Department of Education for funds and receive these funds directly. The financial aid administrator at each school determines which applicants are eligible and how much aid each applicant will receive. While the U.S. Department of Education does set broad guidelines regarding the distribution of these funds, the individual schools set specific requirements, deadlines, and eligibility criteria.

Federal Supplemental Educational Opportunity Grant (SEOG)

Provides grant assistance to students with exceptional financial need. In awarding Supplemental Grants, priority is given to Pell Grant recipients with the highest demonstrated financial need. Loyola 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 halftime basis (6 credits). Repayment begins nine months after the borrower leaves school and must be completed within 10 years thereafter. Interest charges do not accrue until the signing of the repayment schedule. Interest after that date is paid at the rate of 5.0 percent per annum. Loyola 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 federal work-study students in clerical, operational and other office support functions. Working hours are generally limited to 10 to 15 hours per week. Students will be paid at hourly rates ranging from \$7.25 to \$8.50. Federal funds cover 75 percent of a student's total wage, with the additional 25 percent being provided by Loyola.

WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAMS

Federal Direct Stafford Loan Program (Subsidized)

Allows students who demonstrate federal financial aid eligibility and who are enrolled for at least six credits each term to borrow up to \$3,500 for the first year of undergraduate study, \$4,500 for the second year, and \$5,500 per year for the third, fourth, and fifth years of undergraduate study. The interest rate is fixed at 6.8 percent. Repayment begins on subsidized Direct Stafford Loans six months after termination of college enrollment on at least a half-time basis. Interest accrued during the in-school period is paid by the federal government. The standard repayment period is up to 10 years. Subsidized Direct Stafford Loans carry a 1.0 percent federal origination fee. Net proceeds will equal 99.0 percent of the loan amount. New borrowers must complete an electronic Direct Stafford master promissory note to borrow funds through this program.

Federal Direct Stafford Loan Program (Unsubsidized)

Allows all students regardless of federal financial aid eligibility and who are enrolled for at least six credits per term to borrow up to \$5,500 for the first year of undergraduate study; \$6,500 for the second year; and \$7,500 per year for the third, fourth, or fifth years of undergraduate study less the amount of any subsidized Direct Stafford Loan received by the student. The interest rate is fixed at 6.8 percent. The origination fee is the same as specified above under the description of the subsidized Direct Stafford Loan Program, however, interest accrual begins immediately during in-school and deferment periods. Interest accruing during those periods may be paid or capitalized.

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

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

FEDERAL DIRECT PLUS LOAN PROGRAM

Allows parents of undergraduate students who do not have an adverse credit history to borrow up to the full cost of education minus other financial aid. The maximum amount that a parent may borrow is displayed in the **Other Resources** section of the paper **Financial Aid Award Notification** and in the **Financial Aid by Year** section of WebAdvisor. The interest rate is fixed at 7.9 percent. Interest accrual begins on the date of the first loan disbursement. The first payment is due within 60 days after the final loan disbursement, or parents may defer payment while the student is enrolled as at least half-time. Direct PLUS Loans carry a 4.0 percent federal origination fee. Net proceeds will equal 96.0 percent of the loan amount. Parents who wish to borrow through the Direct PLUS program must complete the **Federal Direct PLUS Loan Request for Supplemental Information** online and sign an electronic master promissory note. To access to the PLUS Loan application process online, visit www.loyola.edu/financialaid.

STATE GRANT/SCHOLARSHIP PROGRAMS

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

Maryland Higher Education Commission
Office of Student Financial Assistance
839 Bestgate Road, Suite 400
Annapolis, MD 21401-3013
www.mhec.state.md.us
410-676-3300 or 800-974-0203

HOWARD P. RAWLINGS EDUCATIONAL ASSISTANCE GRANTS

Any Maryland high school senior or undergraduate student is eligible to apply for a Howard P. Rawlings Educational Assistance Grant. Awards are made by the State Scholarship Administration based upon the student's demonstrated financial need. Grant values range from \$400 to \$3,000 per year. The award may be applied to the costs of tuition, mandatory fees, room, and board.

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

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

HOWARD P. RAWLINGS 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 Howard P. Rawlings 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 amount equals 100 percent of the student's financial need. The minimum annual award is \$400, and the maximum award is \$15,900. Students may hold the Howard P. Rawlings Guaranteed Access Grant with all state awards, except the Howard P. Rawlings Educational Assistance Grant. The total dollar amount of all state awards may not exceed the student's cost of attendance, as determined by host institution's financial aid office or \$19,000, whichever is less. Funds may not be available to award all eligible students.

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

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

SENATORIAL SCHOLARSHIPS

State senators are allocated an annual scholarship budget which may be awarded to residents of their senatorial district. The amount of the award is determined by the senator, who considers the results of the student's SAT and financial need. The award amount varies. Students may hold the Senatorial Scholarship with all state awards. The total dollar amount of all state awards may not exceed the student's cost of attendance as determined by the host institution's financial

aid office, or \$19,000, whichever is less. Funds may not be available to award all eligible students.

Scholarship candidates who have already completed at least one academic year of college in good standing do not have to take the SAT. Application is made in the same manner as for Educational Assistance Grants. **Students should apply by March 1 of the year the award is to begin.** Each senator has the option of requiring a personal interview.

HOUSE OF DELEGATES SCHOLARSHIPS

Members of the House of Delegates are allocated an annual scholarship budget which may be awarded to residents of their legislative district. The amount of the award is determined by the delegate who may select students on any basis. The maximum award may not exceed the student's cost of attendance as determined by the University's financial aid office or \$19,000, whichever is less. Funds may not be available to award all eligible students.

OTHER STATE SCHOLARSHIPS/GRANTS

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

NATIONAL FELLOWSHIPS AND SCHOLARSHIPS

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

Successful Loyola participants in the campus application process have won 96 awards in national competitions since 1983. **Compiling the strongest possible set of credentials for presentation to selections committees is quite a lengthy process; therefore, students are encouraged to get involved in their first year of study.** Incoming first-year students are invited and urged to attend the various national fellowships workshops offered throughout the year to assist students in preparing strong and competi-

tive applications for submission to various national scholarship opportunities.

ARMY ROTC SCHOLARSHIPS

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

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

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

For additional information, contact the Department of Military Science, Loyola University Maryland, 4501 N. Charles Street, Baltimore, MD 21210-2699; 410-617-5179; talxander1@loyola.edu.

AIR FORCE ROTC SCHOLARSHIPS

Loyola University Maryland has an agreement with the University of Maryland College Park (UMCP) that allows Loyola students to participate in the Air Force ROTC Program at UMCP. The program allows a student to earn an undergraduate degree while training to become an Air Force officer. Students receive leadership training, are involved in community events, and visit active-duty Air Force bases. All course materials and uniform items are provided at

no cost. Additionally, students can compete for Air Force ROTC Scholarships. For more information, contact the UMCP Air Force ROTC Department, 301-314-3242 or afrotcdet33@umd.edu.

MONTHLY PAYMENT PLAN

The convenience of paying educational expenses on a monthly basis is an attractive alternative to many families. If families need to use savings, current income, or loans, this option will make the payment easier. Loyola has partnered with a commercial plan available through Tuition Management Systems (TMS) to offer an interest-free monthly payment service for a one-time annual enrollment fee. The service allows families to make payments on the balance owed over a 10-month period. Questions about the plan should be directed to Tuition Management Systems, 171 Service Avenue, Suite 200, Warwick, RI 02886; www.afford.com/loyola; 1-800-722-4867; service@afford.com.

SATISFACTORY ACADEMIC PROGRESS AND RENEWAL OF AWARDS

Students awarded Presidential Scholarships, Claver Scholarships, Magis Awards, Clavius Awards, and Knott Scholarships must maintain the scholarship retention requirements specified in the original scholarship award letter. Except as otherwise noted in the individual program descriptions, all awards require that students be continuously enrolled for at least 12 credits per term. Students must notify the Office of Financial Aid if they fail to register for the required number of credits for any term in which they are receiving financial aid. If students are considering withdrawing from a course, they should first contact the Office of Financial Aid to determine what effect such action may have on their financial aid.

Federal regulations require that students receiving federal financial aid make satisfactory academic progress (SAP) in accordance with standards set by the University. Students are normally expected to complete their undergraduate degree within eight terms. Loyola University Maryland is not obligated to continue institutionally-funded forms of financial aid to students who require more than eight terms to complete degree requirements. However, federal regulations allow federal aid recipients to complete their degree in no more than 150 percent of the published length of the program in credit hours. Students who complete at least 67 percent of attempted credits are considered to be making satisfactory progress toward the completion of degree requirements if they achieve and maintain a 2.000 minimum grade point average by the end of their second year.

Students who fail to meet these quantitative and/or qualitative minimum standards will be denied financial aid. Students may regain eligibility by enrolling in the University at their own expense and resolving the deficiencies identified in the SAP review process. Students also have the option of submitting a written appeal explaining the special circumstances that contributed to their inability to make academic progress. A written academic plan may be required as part of the appeal review process. For more detail, the Financial Aid Satisfactory Academic Progress Policy is available on the Office of Financial Aid website, www.loyola.edu/financialaid.

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

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

FEDERAL STUDENT FINANCIAL AID PENALTIES FOR DRUG LAW VIOLATIONS

Under the Federal Higher Education Opportunity Act (HEOA), students who are convicted for any offense related to any federal or state law involving the possession or sale of illegal drugs will lose eligibility for any type of Title IV, HEA grant, loan, or work-study assistance. When filing the Free Application for Federal Student Aid (FAFSA), students are required to report if they have ever been convicted of any drug-related offense involving the possession or sale of illegal drugs. Failure to answer this question will automatically disqualify the student from eligibility for federal student aid programs. Knowingly providing false or misleading information on the FAFSA is considered a crime and can carry a fine of up to \$10,000 or imprisonment. If a student is convicted while receiving assistance through any federal student aid program, the student must notify the University's Financial Aid Office immediately. The student will be ineligible for further aid and required to repay all aid received after the conviction.

STUDENT STATUS CHANGES

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

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

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

Note: For federal aid purposes, a student who takes an academic leave of absence is considered to have withdrawn from the school and the federal refund requirements apply (see Federal Return of Title IV Funds Policy under Fees).

An academic leave of absence will affect a student's in-school status for the purposes of deferring student loans. The student's grace period begins on the date the student was last enrolled as at least halftime.

NATIONAL STUDENT CLEARINGHOUSE (NSC)

Loyola University Maryland uses the services of the NSC to process enrollment verification requests received from lenders, guaranty agencies, servicers, and the U.S. Department of Education. The U.S. Department of Education has ruled that a school's release of personally identifiable information from student education records to the Clearinghouse is

in compliance with the Family Educational Rights and Privacy Act (FERPA).

NATIONAL STUDENT LOAN DATA SYSTEM (NSLDS)

The National Student Loan Data System (NSLDS) is the U.S. Department of Education's central database for student aid. It receives data from schools, agencies that guaranty loans, the Direct Loan program, and other U.S. Department of Education programs. In general, the agency that authorized the aid award is responsible for reporting aid information to NSLDS: specifically, Stafford Loans are reported by guaranty agencies; Direct Loans are reported by the Direct Loan Servicing Center; Perkins Loans are reported by schools (or their agents); and grants are reported by the U.S. Department of Education Common Origination and Disbursement System.

NSLDS provides a centralized, integrated view of Title IV loans and grants that are tracked through their entire cycle, from aid approval through closure. The NSLDS Student Access website (www.nsls.ed.gov) allows recipients of Title IV aid to access and inquire about their Title IV loans and/or grant data. The site displays information on loan and/or grant amounts, outstanding balances, loan statuses, disbursements, and loan servicers. This data is protected under federal privacy laws; detailed information governing its access can be found on the website.

FINANCIAL AID OFFICE CODE OF CONDUCT

The Higher Education Opportunity Act (HEOA) of 2008 requires institutions of higher education to develop and enforce a code of conduct that prohibits conflicts of interest for financial aid personnel. Additionally, as members of the National Association of Student Financial Aid Administrators (NASFAA), Loyola University Maryland financial aid personnel adhere to the NASFAA Statement of Ethical Principles and Code of Conduct which contains principles specific to the financial aid profession.

Consistent with the requirements of the HEOA and the NASFAA Statement, Loyola University Maryland has adopted a Code of Conduct for its financial aid professionals. Other University employees, officers, and agents with responsibilities in respect to education loans must also comply with this policy. For detailed information, visit www.loyola.edu/financialaid.

ACADEMIC PROGRAMS AND CAREER OPPORTUNITIES

ACADEMIC ADVISING

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

Every full-time student at Loyola is assigned either a core or major advisor. Part-time students may be advised by a faculty member or an administrator in the Academic Advising and Support Center, as appropriate.

DEGREE AUDIT

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

Each semester prior to registration, advisors are asked to review the updated degree audits. All students are held responsible for knowing their individual graduation requirements, reviewing their audits regularly, reporting any errors or discrepancies to the Academic Advising and Support Center. If students decide to make changes to their declared major, minor, or specialization, they must formally notify the University by submitting a Change of Major/Minor Form to the Records Office. Once the form is processed, the degree audit system will be updated to accurately reflect the requirements for the new major, minor, or specialization. Failure to file the Change of Major/Minor Form in a timely manner may result in students being unable to register for courses needed to complete the new degree requirements and could delay graduation.

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

CENTER FOR THE HUMANITIES

Loyola's Center for the Humanities is funded by an endowment built on two challenge grants from the National Endowment for the Humanities. The center exists to provide strength and vision to the humanities at Loyola. In order to do this, the center sponsors more than 50 programs a year for faculty development, curricular enhancements, and experiments in teaching for the purpose of extending and enriching students' undergraduate experience.

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

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

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

CAREER ORIENTATION

Through its liberal arts core curriculum, Loyola offers programs of study which provide students with a broad fund of knowledge that is an excellent background for many careers. It expects students to acquire initial career preparation through their majors. Loyola graduates have succeeded with the kind of preparation given in its programs in the accounting profession, the medical professions, and health sciences; in law, government, education, business, industry, and engineering; in the biological, chemical, mathematical, or physical sciences and attendant research positions; in social work, journalism, and government services; and in the armed forces. The information given below about each department indicates some of the various career opportunities that are available to students who are successful in earning a Loyola degree.

LOYOLA COLLEGE

BIOLOGY

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

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

CHEMISTRY

The Chemistry Department offers a variety of courses in the key areas of chemistry: inorganic, organic, analytical, physical, and biochemistry. Students who complete all required courses in the major receive a Bachelor of Science (B.S.) certified by the American Chemical Society (ACS). A background in chemistry has wide application in many careers including pharmacy, drug design and pharmaceuticals, chemical synthesis, biotechnology, and materials science. Graduates have found employment in industrial, government and medical laboratories or have chosen to pursue the M.S. or Ph.D. in Chemistry or related sciences.

The Major in Chemistry is well-suited for students interested in the medical, dental, or other health professions. The major provides ample electives for students to take the prerequisites for admission to health professional schools. A chemistry minor is also available for students interested in combining chemistry with other studies.

The Interdisciplinary Major in Chemistry/Biology specializes in the area of biochemistry/molecular biology and provides a strong foundation for students planning careers in biochemistry, medicine or other health-related professions, pharmacy, or the biotechnology industry. The interdisciplinary major also provides a strong foundation for graduate studies in biochemistry and molecular or cell biology.

CLASSICS

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

At Loyola, one may major in classics or classical civilization. The Major in Classics entails work in both Latin and Greek. It is essential for those who are considering continuing such studies at the graduate level with a final goal of college teaching and research. The Major in Classical Civilization combines work in the classical languages with courses on Greek and Roman civilization (in translation). Majors take at least six language courses and a variety of courses cross-listed in other departments; for example, students may select courses in English, philosophy, political science, or history for classical civilization credit. Many classical civilization majors double-major in allied departments. A Minor in Classical Civilization is also available.

Both programs offer important skills and content for students interested in further studies in related fields such as history, philosophy, political theory, theology, art history, and branches of medieval studies. Since the study of the Classics entails the close reading and analysis of texts and imparts a sensitivity to language, literature, and history, it is appropriate training for a great many careers. It is especially good training for law school.

COMMUNICATION

The Department of Communication offers a Bachelor of Arts (B.A.) in Communication with a choice of specialization in advertising/public relations, digital media (graphics, video, web), or journalism (newspaper, magazine, broadcast, online). With its roots in the liberal arts, attention to creative and critical thinking, and development of professional skills, the communication program prepares students for careers in such diverse areas as broadcast, print and online journalism, public relations, advertising, publishing, editing, television and radio production, video production, web development and graphics; for graduate study in communications, American studies, and law; and, generally, for professions that require strong communication skills. The department also offers an Interdisciplinary Major in Communication and a Minor in Communication.

COMPUTER SCIENCE

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

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

Computing facilities at Loyola are excellent. Besides access to the campus-wide, local area network, numerous PC labs, full internet connectivity and access to

a state-of-the-art video imaging lab, computer science students have accounts on a Linux subnetwork, which is maintained by the department for student projects and faculty research.

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

Faculty advisors help students coordinate their elective courses with their career plans. Elective courses from Loyola's graduate program in computer science may be selected, and students can complete the requirements for a bachelor's degree and a Master of Science (M.S.) within five-years. A Minor in Computer Science, certificate in programming, and interdisciplinary majors involving computer science are also available.

ECONOMICS

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

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

ENGINEERING

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

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

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

Loyola University Maryland recommends the engineering program to students of high scholastic ability who are interested in applying math and science to design and develop new systems and technologies for improving our world. A Minor in Engineering is also available.

ENGLISH

The Major in English educates students for many different kinds of postgraduate careers. The department emphasizes accurate and sensitive interpretation of literary works, clear and effective written and oral communication, and precise and imaginative thinking. All courses in English seek to produce graduates who are capable of analyzing material and synthesizing information. Among the careers for which majoring in English prepares students are newspaper and magazine writing and editing; high school teaching; library work; public relations; business, management, and sales. Moreover, recent English majors have pursued graduate studies in

literature, law, medicine, library science, business administration, museum administration, and creative writing. A Minor in English is also available.

FINE ARTS

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

Fine Arts majors and minors have pursued graduate study. They have also found positions in museums, galleries, and libraries; careers as teachers, curators, professional actors, and directors; and positions in public relations and commercial photography.

GLOBAL STUDIES

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

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

HISTORY

The history major emphasizes the skills of research, analysis, argument, and writing based on evidence. The faculty aim to teach not just the “facts” of history but interpretations as well. First-year history majors are introduced to Europe and the world since 1500 in HS101. Majors may then choose advanced studies in specific topics, periods, and regions. The department offers courses on the history of all parts of the globe, including the history of the United States, Europe, Latin America, Africa, South Asia, East Asia, and the Middle East. Loyola’s location in the Baltimore-Washington area provides a wide range of exciting internship opportunities.

History major and minor requirements are deliberately flexible to encourage students to take advantage of Loyola’s core curriculum and to accommodate a wide variety of other subjects of study. Because only 13 classes are required for the major, there is plenty of room for electives and minors. For example, students can acquire a background in various specialized modes of analysis by combining work in economics, computer science, foreign language, or sociology with their history studies. These combinations have important career dimensions. After graduation, many history graduates pursue more specialized studies in history, law, secondary education, international relations, library science, business administration, and data management. Others move directly to jobs in private industry, government, the media, and nonprofit organizations.

HONORS PROGRAM

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

Students in the Honors Program fulfill the University core requirements through an alternative core curriculum characterized by intellectual rigor, interdisciplinary exploration, and flexibility. The Honors Program also sponsors a variety of activities designed to enrich the academic curriculum. These include on-campus events; opportunities to attend plays, lectures, concerts, and exhibits in the Baltimore area; and social events.

INTERDISCIPLINARY STUDIES**African and African American Studies**

African and African American studies offers opportunities for critical examination and sophisticated understanding of the cultural, social, political, economic, and historical factors that have created and shaped Africa and its diaspora, including black experiences in the United States, the Caribbean, and throughout the globe. The minor is meant to be complementary with any major field of study. Awareness of the history, diversity, and cultures of people of African descent—along with the habits of mind nurtured by the broader liberal arts curriculum—is a valuable asset in many careers, including those in the education, business, law, social services, academic, and nonprofit sectors.

The minor also contributes to the enrichment of the whole person and prepares students to be responsible, aware citizens of local and world communities. The black experience is at the heart of many key social justice issues, from slavery and abolition to the anti-colonial, antisegregation, antiapartheid, and civil rights movements of the twentieth century. Rigorous academic study of these experiences tells us not only about ourselves and our past, but also how to participate in a diverse and rapidly globalizing world.

American Studies

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

Asian Studies

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

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

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

Catholic Studies

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

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

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

out the University, and it aims to stimulate the development of other courses for the minor.

Film Studies

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

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

Forensic Studies

The Minor in Forensic Studies is an interdisciplinary curriculum that provides opportunities for students to explore the ideas, concepts, and technology underlying crime, issues of homeland security, and growing threats to individuals, institutions, and nations through acts of terrorism and attacks on security. Through coursework and experiential education (laboratories, internships, research experiences), students receive training in multidisciplinary approaches to criminal and civil investigations, explore the factors and events that influence individuals and groups to engage in criminal activity or commit acts of violence toward others, and examine issues that threaten national security and the tactics to counter such threats.

Forensic science/studies is a growing field that continues to gain relevance in all criminal investigations. While an undergraduate minor in forensic studies is not sufficient to practice in the field, it does serve to allow students to explore this expanding field out of intellectual curiosity; to develop and nurture their interests in forensic studies in an applied curriculum; and to obtain the necessary background to pursue professional or graduate training in this or

related fields. The attributes of a forensic scientist are consistent with those of a Loyola graduate: excellent oral and written communication skills, intellectual curiosity, use of interdisciplinary approaches, critical thinking skills, commitment to lifelong learning, and strong moral and ethical character. In fact, a forensic scientist, no matter what task assigned, seeks only for truth. These attributes are the hallmarks of a Jesuit education and the Minor in Forensic Studies requires students to develop and use these learning skills and special abilities.

Gender Studies

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

Italian Studies

The Minor in Italian Studies offers students the opportunity to pursue knowledge from different disciplines and schools of the University to arrive at linguistic ability steeped in cultural appreciation of another society. In addition to language and literature courses, electives in business, classics, English, fine arts, history, psychology, and theology allow individuals to craft a minor to their personal interest. Students can participate in a study abroad program, living with a family to further appreciate modern Italian social dynamics. A final capstone course unites students to reflect upon, share, and further research the interdisciplinary study of the Italian peninsula, the peoples living there, their language, and their past. It also includes the study of the Italian diaspora through the world, as well as the arrival of new immigrants into the peninsula and the resultant ongoing social changes.

Latin American and Latino Studies

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

of "Latin America" and its diaspora. Requirements include an introductory course, five elective Latin American or Latino courses, and a study abroad and/or service-learning experience. This minor is suited to students who spend a semester in Latin America or those who remain on campus during their junior year.

Medieval Studies

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

LAW

Schools of law prescribe no rigidly specific or specialized course requirements for the college student who seeks admission. They prefer broad training and well-developed habits of clear thought and expression. Accordingly, there is no set prelaw major or minor at Loyola. Most major fields at the University will enable the student who is otherwise qualified to be admitted to a school of law. Students who think they may be interested in a career in law should consult the University's prelaw advisor. Students applying to law school should coordinate with the prelaw advisor and should consult with the prelaw advisor no later than the beginning of the junior year. All students contemplating law school should join Loyola's Prelaw Society (which is on Facebook) and consult Loyola's prelaw website, webdev.loyola.edu/prelaw.

MATHEMATICS AND STATISTICS

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 and statistical techniques. As such, a wide variety of career opportunities exists for majors in mathematics and statistics.

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

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

MILITARY CAREER

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

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

Military service as an officer offers worldwide opportunities in various branches and functional areas. The Army branches are Adjutant General's Corps, Air Defense Artillery, Armor, Aviation, Chemical, Engineer, Field Artillery, Finance, Infantry, Military Intelligence, Military Police, Ordnance, Quartermaster, Signal, and Transportation. Special branches are available in Chaplain, Judge Advocate General, Medical, and Dental Corps. Functional areas include atomic energy, automated data systems management, controller, foreign area officer, operations/force development, operations research/systems analysis, personnel programs management, procurement, public affairs, research and development, space operations, strategic operations, and training development. For more information, visit the Army ROTC website (www.armyrotc.com) or contact the Military Science Department, 410-617-5179 or rotc@loyola.edu.

MODERN LANGUAGES AND LITERATURES

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

Students who want to study a language but do not wish to become a full-fledged major may take a Minor in French, German, and Spanish. Students who wish to continue in Chinese and Italian can pursue an interdisciplinary Minor in Asian Studies or Italian Studies. There is also an interdisciplinary Minor in Latin American and Latino Studies. Students who wish to continue in Japanese or study other languages such as Arabic, Portuguese, and Russian can take courses through the Baltimore Student Exchange Program (BSEP). For most language areas, there are study abroad opportunities through International Programs.

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

PHILOSOPHY

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

Majors in philosophy can be found not only in graduate schools of philosophy, but also in law, medical, and business schools. Many become teachers, journalists and writers, ministers, and priests. Many more pursue careers that may be only indirectly related to philosophy but are enriched by their apprenticeship in philosophy's workshop of thinking. Students may choose a double or interdisciplinary major, combining philosophy with a wide range of other disciplines, such as history, writing, theology, English, biology, physics, political science, or psychology. A Minor in Philosophy is also available, allowing students to supplement primary study in other fields with the unique breadth and depth of philosophical reflection.

PHYSICS

The Major in Physics allows the student to investigate the behavior of the physical world, discover the general principles that underlie its microscopic and macroscopic structures, and become acquainted with the theories developed to explain its makeup and behavior. Students who complete an appropriate curricular track are well prepared to pursue graduate studies in physics or a related field, to seek admission to a professional school (e.g., medical school), or to embark immediately on a career in the industrial sector or in teaching. Research projects and internships are available and encouraged. Also available are an Interdisciplinary Major in Biology/Physics, a physics minor, a program leading to a Master of Science (M.S.) in Computer Science, and a 3–2 combined degree program leading to two bachelor's degrees: a Bachelor of Science (B.S.) in Physics from Loyola University and a Bachelor of Science (B.S.) in Engineering from Columbia University.

POLITICAL SCIENCE

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

A liberal arts background with a major in political science also opens doors in the worlds of business and industry, teaching, practical politics 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.

PREHEALTH CURRICULA

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

Most Loyola students who are interested in health professions enroll as biology majors; however, it is possible to major in another discipline. Students should consider majoring in the subject area for which they have the strongest aptitude and interest, but they need to take the courses required by the specific professional schools in which they are interested. Most majors can meet these requirements by taking a minor in natural science. The prehealth advisor is available to help design the best possible course sequence for all prehealth students, regardless of major. Entrance into health related professional schools is highly competitive and requires the maintenance of a very high quality point average.

Medicine

Loyola students have been extremely successful in receiving acceptance to medical school. Many graduates attend a school from their state of residence, but an increasing number of them are now attending a broader range of schools. Recent graduates are now attending Duke University, Emory University, Harvard University, Jefferson Medical College, Johns Hopkins University, Loyola University Chicago, Medical College of Virginia, New York Medical College, Pittsburgh State University, State University of New York (Syracuse), University of Maryland, University of Pennsylvania, and the West Virginia University School of Medicine. In addition, several graduates each year enroll in schools of osteopathic medicine throughout the country.

Dentistry

There has been a steady increase in the number of students interested in the field of dentistry. Loyola students are well prepared for application to dental

school, and there has been an above-average acceptance rate from Loyola to these professional schools.

Veterinary Medicine

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

Physician Assistant/Physical Therapy

There are an increasing number of Loyola students interested in attending these graduate programs. The majority who successfully complete the prerequisites for these programs are very successful in their application and acceptance. Loyola graduates are currently attending physician assistant programs at Arcadia University, New York Institute of Technology, and University of Medicine and Dentistry of New Jersey.

Optometry/Podiatry

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

PSYCHOLOGY

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

Required courses for a Major in Psychology provide excellent preparation for students who plan to pursue studies beyond the undergraduate level. The departmental advisory system, together with its innovative curriculum, has helped majors to be quite competitive in obtaining admission to a wide range of psychology and other graduate schools. It should be noted that the professional level of training necessary to become a licensed psychologist is the doctorate. Graduation from a master's program enables a student to practice psychology under the supervision of a licensed psy-

chologist and may position a student to pursue licensure as a professional counselor.

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

SOCIOLOGY

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

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

The sociology minor is designed to give freedom of choice among departmental courses, allowing students to specialize in a topic area such as crime and deviance, or to seek a broad overview of the field. Both the major and the minor can be tailored to the career objectives of the individual, and students from other majors will find a number of courses relevant to their career interests.

SPEECH-LANGUAGE PATHOLOGY/AUDIOLOGY

Students with an undergraduate degree in speech-language pathology/audiology may choose from several career paths. Qualified graduates pursue a master's degree in speech-language pathology or a doctorate in audiology for the purpose of working as a licensed, certified clinician in the assessment and treatment of children and adults with a wide variety of speech, language, swallowing, and hearing problems resulting from disorders such as developmental delays in speech and language acquisition, language learning disabilities, articulation and phonological disorders, voice problems, fluency problems, and

hearing loss; or with speech, voice, and swallowing problems that are acquired as a result of stroke (aphasia), brain injury, or neurological disorders. Other graduates use their bachelor's degree to seek graduate work in related areas, including psychology and school counseling; pursue career choices in areas such as public health; or attain positions as research assistants, speech-language pathology assistants, teachers of English as a second language, or recreational therapists. Regardless of their chosen career paths, speech-language pathology/audiology graduates have distinguished themselves as leaders in local, national, and international 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 such as English, mathematics, philosophy, or psychology for a double major. Students who wish to do this should plan the desired sequence and courses with an advisor. Students with such a double major are often well prepared to teach religion and a second subject in denominational high schools. The Theology Department assists theology majors in every possible way with finding employment or applying to graduate school. Theology is increasingly recognized as a good preparation for general fields such as publishing, journalism, counseling, social work, business, and law. In addition, there are new opportunities opening up in Roman Catholic and Protestant parishes for people with backgrounds in theology and increased need for teachers of religion in private schools. A Minor in Theology is available.

WRITING

The Writing Department offers a Major in Writing that gives students the opportunity to pursue a broad spectrum of courses that will deepen their expertise in the writing of essays, short stories, poetry, reviews,

proposals, and many other creative and professional genres. Writing majors typically go on to become editors, teachers, lawyers, technical writers, reviewers, desktop publishers, newsletter managers, and consultants, as well as essayists, poets, or fiction writers.

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

Students with an interest in both writing and communication may choose a Major in Writing with a Minor in Communication, the Interdisciplinary Major in Writing/Communication, or a Major in Communication with a Minor in Writing. For complete descriptions of the majors and specializations available, consult the writing and communication chapters within this catalogue.

SCHOOL OF EDUCATION

TEACHER EDUCATION

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

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

Students completing either a Major in Elementary Education or a Minor in Secondary Education complete their internship in a professional development school. Professional development schools are collaborative efforts between local schools and Loyola's School of Education. Professional development place-

ments provide a yearlong intensive internship experience that integrates theory and practice.

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

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

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

ACCOUNTING

The objective of the undergraduate accounting program is to provide students with a broad education with basic conceptual accounting and business knowledge as a foundation for careers in the fields of public, industrial, nonprofit, and governmental accounting or to pursue graduate study. Students who plan to sit for the Certified Public Accounting (CPA) examination in a state with a 150-credit-hour educational requirement must complete additional coursework beyond the undergraduate accounting degree. Loyola offers several options to assist students in meeting this requirement. The graduate Accounting Certificate Program is offered during the summer and provides 12 graduate credit hours (counted as 18 credit hours in Maryland). Loyola also offers a one-year Emerging Leaders MBA program. For more information about these programs, including admission requirements, consult the graduate catalogue.

BUSINESS ECONOMICS

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

Much individual attention is devoted to students by a faculty experienced in business and government

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

Students intending a professional economic analysis career, or a career in law or public policy, are encouraged to major in economics in Loyola College.

FINANCE

This concentration provides students with the opportunity to gain proficiency with a set of financial tools typically possessed by entry-level financial managers and financial analysts in industry, government, and the financial community. Students can develop a broad background in all the major areas of finance or focus in a specific area such as corporate finance, investment analysis and portfolio management, financial institutions, or international finance.

GENERAL BUSINESS

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

INFORMATION SYSTEMS

This concentration prepares students to lead and manage technology solutions for business problems. Information and technology are essential for the enablement, coordination, control, and communication of effective organizations in order to gain competitive advantage. Students are offered electives and internships, and they may work with a faculty member on an independent study.

INTERNATIONAL BUSINESS

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

MANAGEMENT

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

MARKETING

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

SELLINGER SCHOLARS PROGRAM

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

The program has two primary components, both taken as a scholar cohort each semester: core academic coursework and a one-credit Sellinger Scholars Experience (BH199). Required core courses offer increased rigor in the form of outside reading, discussion, and class presentations. The Sellinger Scholars Experience (BH199) is designed to enhance and broaden the academic experience through the development of leadership skills, focused career strategies, and service to the community. Students are selected in the spring of their freshman year. Coursework begins in the fall of the sophomore year and must be taken in sequence.

GRADUATE AND PROFESSIONAL OPPORTUNITIES

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

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

THE CAREER CENTER

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

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

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

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

The following survey of the graduates of the Class of 2012 was prepared by the Career Center:

General:

- This study was conducted six to nine months after graduation to give a comprehensive picture of the graduates' activities.
- The response rate was approximately 80 percent, with 724 out of 907 graduating seniors responding.

- Overall, approximately 91 percent of graduates surveyed used the Career Center's services.
- Both their liberal arts and business backgrounds have allowed the graduates to successfully enter a variety of career fields.

Total Picture:

- Nearly 79 percent are employed either full- or part-time.
- Approximately 21 percent are attending graduate/professional school either full- or part-time.
- Approximately 5 percent are working while attending graduate/professional school.
- 3.3 percent are seeking employment.

The following are partial lists of employers and graduate/professional schools that hired or accepted 2012 Loyola graduates.

Employers

A&G Pharmaceutical
 Acme United Corporation
 Aerotek
 Allianz Global
 AmeriCorps
 Andrews Air Force Base
 AOL Inc.
 AT&T
 Assumption University of Thailand
 BAE Systems
 Baltimore City Public Schools
 Baltimore County Public Schools
 Baltimore Ravens
 BDO USA LLP
 BlackRock
 Bloomingdale's
 Boeing Company
 Booz Allen Hamilton
 Brown Brothers Harriman
 CIGNA Corporation
 Citibank
 Coca-Cola North America
 CohnReznick Group
 Conde Nast Publications
 CoStar Group
 Credit Suisse
 Deloitte Consulting
 Deloitte LLP
 Deutsche Bank
 Disney ABC Television Group
 EBSCO Publishing

EMC Corporation
 Enterprise Rent-a-Car
 Ernst & Young LLP
 Essence Magazine
 EuroRSCG
 Everyday Health, Inc.
 FactSet Research Systems Inc.
 Fila USA Inc.
 Fox News Channel
 FTI Consulting
 GE
 Goldman Sachs
 Gucci Group
 Havas Worldwide
 Haymarket Media Group
 IndieWIRE
 Jesuit Volunteer Corps
 Johns Hopkins University Applied Physics Lab
 JPMorgan Chase & Co.
 Kennedy Krieger Institute
 Ketchum Public Relations
 KPMG LLP
 Lead Dog Marketing Group
 Lehman Millet
 Lifetime Television
 Lockheed Martin
 L'Oreal
 Loyola University Maryland
 M&T Bank
 Macy's
 Magellan Group
 Marriott International
 McGladrey LLP
 Mediacom
 Medstar Union Memorial Hospital
 Mercer
 Millennial Media
 Morgan Stanley
 MPG
 National Institutes of Health
 National Security Agency
 New York Post
 Nordstrom
 Northrup Grumman Corporation
 Northwestern Mutual Financial Network
 Peace Corps
 People Style Watch
 Philadelphia Eagles
 Philadelphia Magazine
 PNC Bank
 Publisher's Clearing House
 PwC LLP
 RAPP
 Raytheon
 Reilly Like & Tenety
 Sheppard Pratt Health System
 Simon & Schuster, Inc.

Sogeti USA LLC
 Sony Music Entertainment
 Sony Pictures
 SRI International
 St. Luke's University Hospital and Health Network
 Stanley Black & Decker
 T. Rowe Price
 Target
 Teach for America
 Tissue Banks International
 24/7 Media
 UBS
 Under Armour
 Universal McCann
 University of Maryland Medical Center
 U.S. Department of State
 U.S. House of Representatives
 Vanguard Group
 Walt Disney World
 Wells Fargo
 Wolverine Worldwide, Inc.
 Wonda Music

Graduate/Professional Schools

Adelphi University
 American University
 Armstrong Atlantic
 Boston College School of Theology and Ministry
 Brooklyn College
 Brooklyn Law School
 Buffalo University
 Case Western Reserve University
 Catholic University of America
 Catholic University of Leuven
 City College of New York
 Columbia University
 Des Moines University
 Dominican University
 Drexel University
 Duke University
 Ferkauf Graduate School of Psychology,
 Yeshiva University
 Fordham University
 George Washington University
 George Washington University Law School
 Hampton University
 Hofstra University
 Iowa State University
 Johns Hopkins University
 Johns Hopkins University, Bloomberg School
 of Health
 Johns Hopkins University School of Nursing
 Loyola University Maryland
 Manhattan College
 Maxwell School at Syracuse University
 Molloy College

Montclair State University
 Monterey Institute of International Studies
 National Chengchi University (Taiwan)
 New York University
 New York University School of Law
 New York University School of Medicine
 Northeastern University
 Notre Dame of Maryland University
 Nova Southeastern University
 Pace University
 Pennsylvania State University, Dickinson School
 of Law
 Regis College
 Relay School of Education
 Rutgers University
 Rutgers University School of Social Work
 Seton Hall University
 Southern Connecticut State University
 St. Johns University
 St. John's University Law School
 St. Mary's University College, Twickenham
 (United Kingdom)
 SUNY Downstate Medical Center
 Teachers College Columbia University
 Temple University
 Texas A&M University
 Thomas Jefferson University
 Towson University
 University of Baltimore
 University of Baltimore School of Law
 University of Colorado of Boulder
 University of Maryland
 University of Maryland Baltimore
 University of Maryland College Park
 University of Massachusetts Boston
 University of Medicine and Dentistry of New Jersey
 University of Miami
 University of North Carolina Chapel Hill
 University of North Carolina Greensboro
 University of Northern Colorado
 University of Notre Dame
 University of Pennsylvania
 University of Pennsylvania Veterinary School
 University of Scranton
 University of Southern California
 University of Vermont
 Vanderbilt University
 Villanova University
 Widener University

CURRICULUM AND POLICIES

CURRICULUM

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

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

THE CORE

A liberal arts education requires that students take courses in the humanities, natural sciences, social sciences, and mathematics. These core courses, required of all students regardless of major, introduce students to these areas of study. Students in the Honors Program fulfill the University core requirements through an alternative core curriculum. Specific core requirements for individual programs can be found in each department's chapter. The University core requirements are as follows:

Composition: Effective Writing (WR100).

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

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

History: Europe and the World Since 1500 (HS101) and one other HS300-level course.

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

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

Mathematics: One MA/ST course (excluding MA004 and MA109).

Natural Sciences: One course in a natural science. One additional course in computer science, engineering science (EG101, EG103), mathematics/statistics (excluding MA004 and MA109), or a natural science.

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

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

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

DIVERSITY CORE REQUIREMENT

The core values statement of Loyola University Maryland calls upon the curriculum to prepare students to dedicate themselves to *diversity that values the richness of human society as a divine gift* and to pursue justice by making *an action-oriented response to the needs of the world*. Therefore, as part of their core curriculum, students are required to successfully complete **one** designated diversity core, major, or elective course that will also count as one of their overall graduation requirements. A designated diversity course may not be taken as an independent or a private study. **Transfer courses, including those taken through study abroad, do not fulfill this requirement.**

A designated diversity core course includes substantial focus on issues in one of the following areas:

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

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

Domestic diversity awareness considers the political, cultural, economic, and social significance of class, gender, sexuality, religion, disability, age, or race, or ethnicity, and explores the process by which

distinctive American cultures have been created and either are or are not sustained.

Course sections that meet the diversity core requirement are designated with a *D* in WebAdvisor.

THE MAJOR

The “major” part of the curriculum offers a program of courses that enables students to pursue their specialized areas of study in depth. The major normally consists of two introductory courses, eight to 10 upper-division courses, and two to four other courses in allied disciplines.

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

THE ELECTIVES

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

Nondepartmental electives are courses which are not required by the core or the major but which must be taken as part of the graduation requirement outside the department of the major. Students have three nondepartmental electives in their programs.

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

SERVICE-LEARNING

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

Service-learning may be optional or required of all students in a course, depending on the preferences and needs of the instructor, department, and community partners involved. Designated service-learning courses typically require a minimum of 20 hours of community-based service. Service-learning offers students the exciting opportunity to learn about almost any subject in the arts, business, the humanities, and the social and natural sciences by engaging in service as part of their normal coursework. It challenges students to learn firsthand about community, democracy, diversity, justice, civil society, social responsibility, leadership, and critical thinking. Service-learning also offers students opportunities for personal growth, faith development, improved social and communication skills, job training, and exposure to an array of diverse perspectives that exist beyond the confines of campus life. Through service-learning, students learn about themselves and the world around them at the same time.

Engaging in service as part of a course contributes to learning about course content just as reading texts, watching films, conducting experiments in the lab, or going on field trips do. In a service-learning course, service is part of the homework students undertake to learn about their subject matter. In other words, the service becomes a “text” that students “read,” reflect upon, and learn. Learning occurs through an array of structured reflection assignments that help students connect their service experiences in the course with the central ideas, hypotheses, theories, and methods they are studying. For example, students learning a second language improve their oral comprehension and speaking skills by serving as tutors or teachers in schools or tutoring programs in the community. They also gain valuable insight into the relationship between language and culture. Conversely, course content enhances the civic education that occurs at the service site. For example, writing students serving with a neighborhood association

learn processes of creating community change; writing skills allow them to co-author a grant with the neighborhood. Other examples of service-learning include students in chemistry courses who help communities identify lead contamination in housing and soils; accounting students who assist low-income families with their income taxes; or students in education and communication who gain personal knowledge of illiteracy among adults by serving in one of the many literacy programs in the community.

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

Designated service-learning courses are offered each semester in a variety of disciplines. Courses are identified on WebAdvisor (select *service-learning* or *service optional* under course types) and the service-learning website, www.loyola.edu/service-learning. Students interested in service-learning courses in their majors are also encouraged to contact their professors, department chairs, or the assistant director of service-learning (410-617-2909). The Office of Service-Learning is part of the Center for Community Service and Justice, located in the Humanities Center.

FIRST-YEAR PROGRAMS

MESSINA

Messina is a unique first-year program committed to liberal arts learning and the Jesuit tradition. It is designed to help undergraduates adjust quickly to college-level work and forge a clear path to success in college and in their lives and careers afterward. Messina is named for the city in Sicily, Italy, where the Jesuits established their first college to welcome lay students. The college at Messina set the tone for how Jesuit education has evolved throughout its nearly 500-year history—through a commitment to academic excellence attained across a range of disciplines and the development of the whole person. Loyola's Messina offers a similarly distinctive beginning—an opportunity to explore learning in different disciplines, appreciate their interconnectedness,

and take to heart the importance of learning to one's personal and intellectual growth.

In Messina, students take engaging interdisciplinary seminars designed and taught by Loyola's leading faculty. The Messina experience includes the following features:

- Students take two linked, first-year seminar courses (one fall, one spring) connected by one of three themes: Self and Other, Stories We Tell, or The Visionary. Each seminar is specifically designed for first-year students and most satisfy core requirements. Some courses also fulfill Loyola's diversity core requirement.
- One of the two seminar faculty members will be the student's core advisor, thus ensuring that the core advisor and advisee know one another well.
- Students participate in out-of-class experiences, events and performances, and excursions designed to extend classroom learning; build stronger communities around learning; and establish deeper relationships with Loyola faculty, administrators, and fellow students.
- Students live in proximity to (but not necessarily in the same room or on the same floor with) students in their seminar courses and themed communities.

Messina enables students to form strong bonds with professors and peers and participate in stimulating conversations in and out of class, enhancing their interest in new subjects and improving their critical thinking, creativity, and global knowledge. For more information on Messina, visit www.loyola.edu/messina.

LOYOLA 101 (LOY101)

This fall semester, one-credit seminar is designed to help first-year students make a smooth transition from high school to college and get the most out of their Loyola experience. Informal and lively class discussions, group interactions, off-campus events, and presentations by instructors and guest speakers help to introduce first-year students to the expectations of college instructors and the values inherent in the Ignatian mission and core of the University; inform students of the services available on campus and throughout Baltimore to support their academic and cocurricular experiences; and provide opportunities for critical thinking, community service, and community building in an enjoyable setting.

The course typically meets once per week, and each section is team-taught by a faculty member (who is also the core advisor), a student development administrator, and a student leader. Class discussions include topics such as faculty expectations in the classroom, living with roommates, and effective time management and study habits. Registration materials are mailed to incoming students in May. Students receive grades of *S* (Satisfactory) or *U* (Unsatisfactory). Credits for this course do not count toward the completion of degree requirements. For more information on Loyola 101, visit www.loyola.edu/fyp.

SPECIAL COURSE OPTIONS

INDEPENDENT STUDY

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

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

Registration for independent study courses requires submission of the Specialized Study Form no later than the end of the scheduled add/drop period. To gain approval for an independent study course, a student must:

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

3. Obtain the signature of the department chair for approval of the course.

INTERNSHIPS

Internship courses provide opportunities for earning academic credit for practical experience in a particular discipline. All credit-bearing internships are arranged through an academic department and involve a student working in a regular business or professional environment under the guidance of an on-site supervisor and a faculty supervisor. In many departments, internship courses include class time with other interns each week in addition to the time on-site. Individual departmental policy determines whether or not paid internships may be taken for academic credit.

Internships courses carry academic credit, and the grades are determined by the faculty as in regular courses. One hundred fifty hours of on-site work, distributed evenly across the semester (10 hours/week), are required in order to earn three academic credits. Internships require the approval of the faculty supervisor, the department chair, and the Academic Advising and Support Center. Student interns must have either junior or senior status. Internships may not be used to satisfy core requirements, and only one internship (3 credits) may count toward graduation requirements.

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

Noncredit internships may be arranged between a student and an employer. No retroactive credit will be granted for such work experience.

PRIVATE STUDY

Private study courses are regular courses that are not available in the course schedule and that the student has not been able to schedule in the regular sequence. The scope, assignments, and requirements for a private study course are the same as for the regular course, and the student is required to meet with the instructor on a regular basis.

Core courses may not be taken through private study, and private study courses may not be taken through distance learning of any kind. In addition, scheduling conflicts may not be resolved by registering for a course as private study.

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

STUDY ABROAD

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

DEGREES, MAJORS, AND MINORS

DEGREES/MAJORS

Loyola University offers programs of instruction in the following disciplines:

Bachelor of Arts (B.A.)

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

Bachelor of Science (B.S.)

Biology
Chemistry
Computer Science
Mathematics
Physics
Statistics

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

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

Accounting
Business Administration

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

DOUBLE MAJORS

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

INTERDISCIPLINARY MAJORS

Interdisciplinary majors may be arranged between some of the majors listed above. Interdisciplinary majors must be planned ahead as a coherent program and must have the written approval of both department chairs. Introductory level courses in each major and one-half of the upper-division program in each major (as specified by the departments) must be completed. The student's official record indicates the major as, for example, biology/chemistry. This option is not available to accounting or business majors.

MINORS

While minors are not a required part of the curriculum at Loyola University, 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.

African and African American Studies
(Interdisciplinary)
American Studies (Interdisciplinary)
Art History
Asian Studies (Interdisciplinary)
Biology
Business
Business Economics
Catholic Studies (Interdisciplinary)
Chemistry
Classical Civilization
Communication
Comparative Culture and Literary Studies
Computer Science

Economics
 Engineering
 English
 Entrepreneurship
 Film Studies (Interdisciplinary)
 Forensic Studies (Interdisciplinary)
 French
 Gender Studies (Interdisciplinary)
 German
 History
 Information Systems
 International Business
 Italian Studies (Interdisciplinary)
 Latin American and Latino Studies (Interdisciplinary)
 Marketing
 Mathematics
 Medieval Studies (Interdisciplinary)
 Music
 Natural Sciences
 Philosophy
 Photography
 Physics
 Political Science
 Secondary Education
 Sociology
 Spanish
 Special Education
 Statistics
 Studio Arts
 Theatre
 Theology
 Writing

DEPARTMENTAL MAJOR/MINOR

DECLARATION OF MAJOR

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

CHANGE OF MAJOR

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

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

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

DECLARATION/CHANGE OF MINOR

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

GRADES

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

All faculty and departments are accountable for clear grading practices. A written explanation of the instructor's grading protocol in relation to the course objectives is distributed as part of the syllabus in the first week of the semester; the instructor lists the items

to be included in the determination of the final grade and the relative importance of each item. Shortly after the middle of the semester, instructors electronically submit midterm grades to the Records Office. At the end of the semester, each instructor electronically submits letter grades that indicate each student's achievement in the course.

GRADING SCALE

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

- A** Denotes outstanding achievement that is truly distinctive. The grade of *A* is earned by that student whose performance is highly accomplished—that is, who, grounded in the discipline, consistently shows superior mastery of course concepts and skills, offers leadership in class discussion and activities, and reliably takes the initiative in seeking knowledge beyond the formal confines of the course.
- B** Denotes achievement well above acceptable standards and is a mark of distinction. The grade of *B* is earned by a student who surpasses the standard performance with work that, in its rigor, originality, and creativity, is evidence of a firm command of course material within the framework of the discipline and of active engagement in learning in and out of class.
- C** Denotes an acceptable level of achievement in the course and is the standard for graduation from the University. The grade of *C* is earned by a student who successfully completes the requirements for the course laid out in the syllabus. The *C* student learns the course material, understands the nature of the discipline, develops requisite abilities and skills, and improves facility of expression through productive engagement in class and sufficient study outside of class.

The following grades describe substandard performance:

- C-** *Unsatisfactory*. Denotes academic performance below the standards for the course. The grade of *C-* earns academic credit but with a QPA value of 1.67.
- D** *Inadequate*. Denotes work of inferior quality that barely meets the objectives for the course. The grade of *D* is the lowest passing grade and a mark of inadequate performance.

- F** *Failure*. Denotes work below minimal standards of competence required to pass the course. A failing grade earns no academic credit; the course does not satisfy prerequisite or degree requirements.

The following grades may also be employed:

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

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

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

MIDTERM GRADES

Shortly after the middle of the semester instructors electronically submit midterm grades to the Records Office. All first-year students receive a grade for each course; other students receive grades only for courses in which unsatisfactory work is being performed at midterm; i.e., C^- , D^+ , D , or F . Midterm grades are available to students and faculty advisors via WebAdvisor. Faculty advisors are encouraged to consult with students regarding any academic performance issues.

FINAL GRADES

At the end of the semester, each instructor electronically submits a letter grade to the Records Office indicating each student's achievement in the course. This grade is based on the written explanation of the grading system for the course distributed as part of the syllabus in the first week of the semester. Final grades are available to students via WebAdvisor.

APPEAL OF A FINAL GRADE

*For any grade change or grade appeal related in whole or in part to an alleged Honor Code violation, follow the **Process of Appeal for Academic Sanctions** in the undergraduate Honor Code. For all other appeals of final course grades or changes of grade, follow the processes outlined below.*

Any student who has reason to question the accuracy of a final course grade should request in writing a **grade review** with the instructor, stating the grounds upon which the review is being sought. The student must request a review of the grade no later than 10 business days after the beginning of fall semester for summer courses or spring semester for fall courses, and no later than 10 business days after final grades are due for spring semester courses. The instructor reports to the student and department chair, in writing, the result of the grade review (whether the

grade is changed or not), ordinarily no later than 10 business days after the receipt of the student's request. The report must include an explanation of the reasoning behind the result. (If the instructor is the department chair, the report is submitted to the appropriate Dean. The appropriate Dean is the Dean of the school of the University in which the course of the contested grade is housed.)

If a grade change is made by the instructor, the instructor states the reason for the grade change on the Change of Grade Form and submits the Change of Grade Form, along with a copy of the student's written request, to the department chair for approval. (If the department chair is also the instructor, the instructor will submit the materials to the appropriate Dean, who will appoint a senior member of the department to review the grade).

In reviewing a grade change, if the department chair (or senior department member) is satisfied that established procedures were followed and that the grade was not changed in an arbitrary or capricious manner or for inappropriate reasons, the chair (or senior member) communicates this in writing to the faculty member and the student and submits the Change of Grade Form to the Records Office. If, however, the chair (or senior member) is not satisfied that established procedures were followed or believes the grade was changed in an arbitrary or capricious manner or for other inappropriate reasons, the chair (or senior member) communicates this in writing to the faculty member and the student and no change of grade occurs. In the case where the chair (or senior member) does not have confidence in the grade or adherence to the procedures, see the paragraph on considering a grade appeal below.

If the instructor does not change a grade, and the student is not satisfied with the instructor's grade review, the student may file a **grade appeal**. This student grade appeal must include an explanation of why the student thinks the result of the faculty review of the grade is in error. The grade appeal must be submitted in writing to the department chair no later than 10 business days after the instructor submits the written grade review to the student and department chair. (If the department chair is also the instructor, a senior member of the department chosen by the appropriate Dean will review the grade appeal.) If a student is studying abroad at the time that the instructor submits the written grade review, the student may request that the chair (or senior member) grant an extension until 10 business days after the start of the semester in which the student returns to Loyola to submit a grade appeal. **No grades may be appealed after a student graduates.**

In considering a grade appeal, the department chair (or senior department member) should ensure that established procedures were followed and that the grade was not determined in an arbitrary or capricious manner or for inappropriate reasons. The chair (or senior member) should confer with the student and the instructor, individually. Other parties, including parents or attorneys are not permitted to attend the grade appeal conference. The chair (or senior member) should report the result of this review, in writing, to the instructor, the student, and the appropriate Dean, ordinarily no later than 10 business days after receiving the appeal. This report must include an explanation for the reasoning behind the decision. If the chair (or senior member) determines that established procedures were not followed or that a grade was given in an arbitrary or capricious manner or based on inappropriate reasons, the chair (or senior member) fills out a Change of Grade Form and submits it to the Records Office.

If either the student or the instructor is not satisfied with the outcome of the department chair's (or senior department member's) review of a change of grade or of a grade appeal, the student and/or the instructor may appeal to the appropriate Dean by submitting all pertinent documents for further review. The Dean is expected to review the record and confer with the chair (or senior member) and the student and instructor. Other parties, including parents and attorneys, are not permitted to attend this conference. If the Dean is unavailable to adjudicate the appeal, the appropriate associate dean will do so on the Dean's behalf.

The Dean reports the outcome of the grade appeal review to the instructor, student, chair, and the Records Office, normally no later than 10 business days after receiving the information from the department chair. **The Dean's review of all grade changes and grade appeals is final.**

If a dismissal involves a grade appeal, then both the appeal of the dismissal and the grade appeal must be filed no later than 30 days after the close of the semester. Students are allowed to remain enrolled in current courses while appealing grades that will result in dismissal; however, they will not be allowed to register for subsequent semesters until the appeal is resolved. Students already registered for the next semester will be removed from enrollment if, when the appeal is resolved, the dismissal stands. Students who have been academically dismissed and who are in the process of a grade appeal may not register for future semesters until the appeal is resolved.

A *W* cannot be the result of a grade appeal. A *W* on an academic transcript indicates that a student has successfully withdrawn from a course(s), following the approved course withdrawal process (described below), including published deadlines.

AUDIT POLICY

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

Students may audit a course if they are officially registered and have the prior written approval of the instructor. Permission must be granted prior to the beginning of the semester in question and enrollment for audit will always be on a space-available basis; the normal tuition policy applies. After the end of add/drop period, students registered for audit may not change their registration and take the course for credit; nor may students who registered for credit change their registration to audit. Courses taken on an audit basis cannot count toward the requirements for a degree.

INCOMPLETE GRADE

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

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

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

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

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

ACADEMIC STANDING

QUALITY POINT AVERAGE (QPA)

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

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

DEAN'S LIST HONORS

At the end of each semester, recognition on the Dean's List of students for distinguished academic achievement is awarded to students who achieve a minimum QPA of at least 3.500 for the term, provided that, in the term they have successfully completed courses totaling a minimum of 15 credits (five, three- or more credit courses) applicable to a degree (exclud-

ing pass/fail courses and courses assigned a grade of *W*). If the recommended course load for a particular term falls below the required 15 credits, an elective should be added for students to meet the credit requirement for consideration for Dean's List. These same requirements apply to students participating in the Loyola study abroad programs, affiliations, and exchange programs in which the grades are transferred to Loyola University Maryland.

Loyola students at year-long programs, exchanges, or affiliations abroad must achieve a minimum cumulative QPA of 3.500 for the year and they must have successfully completed courses totaling a minimum of 30 credits applicable to a degree (excluding pass/fail courses and courses assigned a grade of *W*). Students at semester-long programs, exchanges, or affiliations abroad must earn at least a 3.500 cumulative QPA and complete 15 or more credits applicable to a degree.

GOOD ACADEMIC STANDING

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

ACADEMIC PROBATION

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

Students with a QPA of at least 1.800 but below 2.000 after the first semester of the sophomore year may be placed on academic probation or dismissed, depending upon their academic history up until that point.

ACADEMIC DISMISSAL

Students will be dismissed at the end of their first semester if their cumulative QPA is below 1.400. Students whose QPA is below 1.800 at the end of the first year may be dismissed from the University, depending on their academic record up until that point. Students with a cumulative QPA of less than 2.000

after the third semester or any semester thereafter will be dismissed from the University.

ACADEMIC APPEAL PROCESS

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

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

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

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

GRADUATION

Students are responsible for selection of courses, completion of degree requirements, and acquainting themselves with the regulations pertinent to their status. Formal commencement ceremonies are held each year in May. Only students who have completed all degree requirements—a minimum of 40, three-, four-, and five-credit courses and at least 120 credits, including the diversity core requirement—and have earned a minimum cumulative average of 2.000 in all Loyola courses are permitted to participate. Students who complete degree requirements in September and January may obtain their diplomas at that time from the Records Office. These students may also participate in the formal commencement ceremony the following May.

APPLICATION

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

Students who do not file their graduation applications by the due date will not receive information for ordering caps/gowns, graduation announcements, etc. Students should check the academic calendar in this book, course schedules, and on the Records Office website for due dates. Students who file an application for a specific semester and do not complete the graduation requirements must submit a new graduation application, however, no additional fee is required.

HONORS

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

The cumulative QPA is used for determining honors at graduation or any other academic honors. Although the grades for all courses taken at all colleges attended are included, no higher honors are awarded than those earned with grades that appear on the Loyola transcript for courses completed at Loyola or through Loyola sponsored programs (see Courses at Other Colleges). Full- and part-time students are eligible to receive honors at graduation.

POLICIES

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

EXCUSED ABSENCE POLICY

The Loyola 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 University expects its students to accept their responsibility to attend class regularly. The attendance requirements and the grading system for each course are stated in the syllabus and are explained by the instructor at the start of each term.

If, for reasons of health or other emergency, a student knows that he/she will be absent from class for several days, the student should inform the Academic Advising and Support Center (AASC) by telephone (410-617-5050). Documentation of the reason for the absences may be required. AASC will inform the faculty of the student's absence. With the exception of University-sanctioned absences, only instructors can excuse student absences from their classes. In cases where documented extenuating circumstances require an extended period of absence, the Dean of First-Year Students and Academic Services will work with students and their professors to make appropriate accommodations in keeping with each instructor's learning aims and course policies.

Students are excused from class attendance for travel to and participation in (1) all their scheduled varsity athletic competitions and (2) special University events as designated in writing by the Vice President for Academic Affairs or designee. Students must notify instructors of planned excused absences at least one week in advance and make arrangements to submit assignments and take make-up tests and quizzes according to each instructor's specifications.

Students absent from class for any reason are responsible for obtaining missed lecture notes and for scheduling make-up dates with the instructor for all missed quizzes, tests, class presentations, and laboratories as permissible. Students who know in advance that they will be absent must ask the instructor's permission and must submit assignments and take scheduled tests and quizzes before the date of the absence unless advised otherwise by the instructor. Students are not entitled to make up work missed for unexcused absences.

While students may not be penalized for excused absences (assuming make-up work is completed according to the terms set by the instructor), neither may they be rewarded for attendance alone, which is a basic University expectation. Students should note that excessive absences for any reason may make it impossible for them to meet the learning aims of their courses, and that unexcused absences may adversely affect not only their learning but their participation grades as well.

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

BALTIMORE STUDENT EXCHANGE PROGRAM

Loyola University Maryland participates in the Baltimore Student Exchange Program (BSEP) with the Baltimore Hebrew University, Notre Dame of Maryland University, Coppin State University, Goucher College, Johns Hopkins University, The Maryland Institute College of Art, Morgan State University, Peabody Conservatory of Music, Stevenson University, Towson University, and University of Maryland (Baltimore County). 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 institutions, at no additional charge, if the course is not available at the home institution. Catalogues and class schedules are available from each participating institution's website.

For courses taken through the BSEP, students must have at least a 2.000 average, receive the permission of their advisor and the Academic Advising and Support Center, and the course requested must still be open. Only undergraduate courses applicable toward a degree and offered during the fall and spring are considered for acceptance. Independent study, private study, special tutorials, etc., are excluded from the program. Courses taken as private lessons require payment of a fee directly to the instructor at the first lesson. Courses taken at BSEP participating institutions 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 quality point system.

BSEP participants are 10 to 45 minutes driving time from Loyola; students must provide their own transportation. All students taking a course at a BSEP institution agree to abide by the rules and regulations, academic and otherwise, of that institution. 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 BSEP Form that may be obtained at the Records Office. This form must be signed by the student's academic advisor and the Academic Advising and Support Center and returned with the other course registration materials at the usual registration periods. Registration for BSEP courses requires submission of the BSEP Form no later than the end of Loyola's scheduled add/drop period. It is the student's responsibility to make arrangements with the instructor of the course at the host institution to complete the course requirements, including the final examination, prior to Loyola's commencement date. The final grade must be received by Loyola's BSEP coordinator in the Records Office at least two days prior to graduation. If these arrangements are not made, the student's graduation may be delayed and the student may be prevented from participating in the commencement ceremony.

COURSES AT OTHER COLLEGES

All transfer courses require the prior written permission of the chair of the department awarding the credit and/or the Academic Advising and Support Center. Mode of course delivery is not a factor in determining eligibility for credit. Only courses at accredited institutions will be accepted (see Residency Requirement).

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

Students who have been placed on disciplinary suspension by the University will not be granted transfer credit for courses taken at other institutions dur-

ing the suspension period. Students who have been placed on academic suspension by the University may be granted transfer credit only with the permission of the Academic Standards Committee and the Dean of First-Year Students and Academic Services.

TRANSFER CREDIT FROM HIGH SCHOOL

Regardless of mode of course delivery, college-level work done prior to high school graduation will be reviewed for transfer credit eligibility upon receipt of the following documents:

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

Each supporting document is to be sent to the Dean of First-Year Students and Academic Services

EXCEPTIONS

Exceptions to university-wide academic policies must have the approval of the Academic Advising and Support Center (AASC). A student may appeal the decision of AASC, in writing, to the Dean of First-Year Students and Academic Services. The appeal letter should be accompanied by a description of the facts of the case, as well as a statement of support (or non-support) from the instructor and/or the department chair, as appropriate. The Dean will provide a written decision after reviewing the case in consultation with other appropriate Deans. The Dean's decision is final. Students must submit appeals on their own behalf; appeals from a third party will not be accepted. Both the initial request and any appeal should be submitted within 14 days from the date the appeal to AASC was denied to allow for proper consideration.

GRADE REPORTS

Students can generate **official** grade reports online using WebAdvisor. Online access requires a valid User ID and Password (same as Loyola e-mail). Final grade reports are also mailed to the permanent address. No grades are given in person or over the telephone. Official grades will not be released for students with outstanding financial obligations to the University; students who have not filed the immunization record with Student Health Services; or those who have borrowed and not returned equipment or supplies such as library books and athletic equipment.

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 may be granted by the Dean of First-Year Students and Academic Services. Medical documentation supporting the request for a medical leave of absence is required.

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

Upon completion of the approved leave of absence, students may return to Loyola under the academic requirements in effect at the time of departure without completing the regular admissions process. Students on an approved leave of absence who do not return at the conclusion of that leave and who do not request an extension of the leave in writing from the Dean of First-Year Students and Academic Services will be withdrawn from the University at the conclusion of the first formal add/drop period, the first week of classes following the end of the leave.

REPEATING OR REPLACING A COURSE

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

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

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

Note: Federal financial aid will pay for only one repeat of a previously passed course (*D* or better). For additional information, contact the Office of Financial Aid (410-617-2576).

RESIDENCY REQUIREMENT

Students must satisfactorily complete at least 20, three-, four-, or five-credit courses at Loyola University Maryland. Of the last 20 courses, 15 must be taken at Loyola. Additionally, five of the last seven and at least one-half of the courses in the major and minor field of study also must be taken at Loyola. Credit awarded on the basis of any placement

tests does not count toward fulfillment of the residency requirement. Approved courses taken in the University's own study abroad programs, exchange programs, or affiliations apply toward the residency requirement. Study abroad courses sponsored by non-Loyola programs do not count toward residency. (See Courses at Other Colleges for guidelines governing transfer credit.)

SIXTH COURSE

Students may register for only five courses (excluding Military Science and one-/two-credit courses) during the official registration period. To take a sixth course, students must receive electronic permission from their academic advisor prior to registering using WebAdvisor. Students may also register by submitting a Change of Registration Form to the Records Office. The form must have the sixth course box checked and be signed by the academic advisor (if electronic permission has not been given) and Academic Services. First-year students are permitted to request a sixth course for their second semester if they earn a QPA of 3.000 or above for five, three-, four-, or five-credit courses during their first semester. Upperclassmen must be in good academic standing (having a QPA of 2.000 or above) to request a sixth course. Approval of the request is subject to successful completion of all prerequisites and course availability.

TEST MATERIALS

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

TRANSCRIPTS

Student academic records are maintained in the Records Office. Academic records are available for student inspection, by appointment during office hours.

The transcript is a facsimile of the student's permanent academic record at Loyola. Only unofficial transcripts are given to the student. Unofficial transcripts are printed on security paper; however, they do not bear the University seal or the signature of the director of records. Official transcripts are transmitted or mailed directly to another college or university or other official institution or agency. Official transcripts are printed on security paper, and they bear the seal of the University and the signature of the director of records.

Transcripts are issued only upon the written request of the student concerned or the submission of an electronic request using WebAdvisor or Loyola's secure online transcript ordering service. **Due to authentication restrictions, e-mail, fax, and telephone requests are not accepted.** There is no charge for transcripts.

Transcripts should be requested well in advance of the date desired to allow for processing time and possible mail delay. The University will not assume responsibility for transcripts that are delayed, because they have not been requested in time or the student has an outstanding debt with the University. Transcripts will not be faxed; however, they can be delivered electronically through Loyola's online transcript ordering service.

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

WITHDRAWAL FROM A COURSE

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

WITHDRAWAL FROM THE UNIVERSITY

A student who withdraws voluntarily from the University 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 University must be settled.
- The student must complete the Student Withdrawal Form.
- Depending on the time and reasons for withdrawing, the student will receive a grade of either *W*, *F*, or *AW* for any incomplete courses (see Withdrawal from a Course).

COURSE KEYS

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

| | |
|----|--------------------------------------|
| AC | Accounting |
| AH | Art History |
| BA | Business Administration |
| BH | Sellinger Scholars Program |
| BL | Biology |
| CH | Chemistry |
| CI | Chinese |
| CL | Classics |
| CM | Communication |
| CS | Computer Science |
| DR | Theatre |
| EC | Economics |
| ED | Education |
| EG | Engineering |
| EN | English |
| FE | First-Year Experience |
| FI | Finance |
| FR | French |
| GK | Greek |
| GL | Geology |
| GR | German |
| GT | Global Studies |
| GY | Geography |
| HN | Honors Program |
| HS | History |
| IB | International Business |
| IS | Information Systems |
| IT | Italian |
| JP | Japanese |
| LT | Latin |
| LW | Law |
| MA | Mathematics |
| MG | Management |
| MK | Marketing |
| ML | Modern Languages (Interdisciplinary) |
| MS | Military Science |
| MU | Music |
| OM | Production and Operations Management |
| PH | Physics |
| PL | Philosophy |
| PS | Political Science |
| PT | Photography |
| PY | Psychology |
| RE | Reading |
| SA | Studio Arts |
| SC | Sociology |
| SE | Special Education |
| SN | Spanish |
| SP | Speech Pathology |
| ST | Statistics |
| TH | Theology |
| WR | Writing |

COURSE NUMBERS

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

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

INTERDISCIPLINARY STUDIES CODES

The following codes are used at end of a course description to identify the interdisciplinary program(s) toward which the course counts:

| | |
|-----|--------------------------------------|
| GT | Global Studies |
| IA | Asian Studies |
| IAF | African and African American Studies |
| IC | Catholic Studies |
| IF | Film Studies |
| IFS | Forensic Studies |
| IG | Gender Studies |
| II | Italian Studies |
| IL | Latin American and Latino Studies |
| IM | Medieval Studies |
| IU | American Studies |

INTERNATIONAL PROGRAMS

In 2012–13, Loyola sent over 60 percent of its juniors to 20 different countries. The University sends students abroad through packaged programs in Accra, Alcalá, Auckland, Bangkok, Beijing, Copenhagen, Cork, Glasgow, Leuven, Melbourne, Newcastle, Paris, Rome, and San Salvador; exchange programs in Amsterdam, Barcelona, Buenos Aires, Koblenz, Osaka, La Rochelle, Madrid, Montpellier, Santiago, and Singapore; affiliations in Accra, Florence, and Rome; seven Loyola summer programs and one non-Loyola summer program; and a limited number of logistically-supported, non-Loyola programs.

In order to go abroad, a student should have a 3.000 cumulative QPA and be able to find 15 to 30 credits worth of needed academic work. However, students with a 2.750 can be considered for certain programs, and students with a 2.500 can be considered for summer programs and study tours. Certain programs may require a higher cumulative QPA for consideration.

Students are required to complete all paperwork by the due date specified. In addition, students with a history of serious disciplinary problems cannot study abroad. Finally, one cannot attend a university abroad or a university in a city abroad where Loyola has a program except as a part of that program. Students will not be allowed to study abroad if they have not received prior approval from the Office of International Programs. The University does not recommend that students study abroad in their senior year due to unforeseeable academic complications such as course cancellation, late receipt of transcripts, or course failure—all of which can jeopardize graduation. Students will not be allowed to attend two consecutive semester programs abroad unless they secure approval for both programs when they apply for the first one.

In Loyola packaged programs and exchanges, students may use all institutional financial aid with the exception of the Federal Work-Study program. Loyola financial aid does not apply to summer programs, affiliations, and non-Loyola programs abroad. All grades from the Loyola programs, exchanges, and affiliations are transferred to Loyola and affect the student's cumulative average at the University. As a result, these students can earn Dean's List recognition (see Dean's List under Academic Standing in Curriculum and Policies.)

Each program has a limited number of spaces available. Admission into some of these opportunities is competitive. Students interested in any of the opportunities listed below should contact the Office of

International Programs at 410-617-2910 or visit, www.loyola.edu/departments/internationalprograms.

MISSION

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

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

LOYOLA PROGRAMS

The University presently has single-semester or one-year programs in 14 cities: Accra, Alcalá, Auckland, Bangkok, Beijing, Copenhagen, Cork, Glasgow, Leuven, Melbourne, Newcastle, Paris, Rome, and San Salvador. While participating in these programs, students remain formally enrolled at Loyola University and pay tuition, room (except Paris), and fees to the University (see Fees for more information). Loyola programs vary in benefits, housing options, trips, inclusion of airline tickets, meals, etc. Consult the Office of International Programs for more details on packaged benefits for each program.

LOYOLA IN ACCRA

Loyola offers a study abroad program in Accra, Ghana through a relationship with the Council on International Educational Exchange (CIEE). Students attend the University of Ghana in Legon, a large public university in the immediate suburbs of Accra. All courses are taught in English, and CIEE provides a full-time, on-site director and support staff.

Student housing is offered off-campus with host families who are carefully selected by CIEE and live within a 40-minute (or less) walk from the university, or on campus in residences with other international and Ghanaian students. The student residences are located near lecture halls, local cafeterias, and eateries. All students have a roommate.

This fall or spring semester program includes one round-trip airfare, tuition, room, field trips and excursions, required shots and medication (up to \$600), and the student visa. The semester program fee is also waived for Loyola students. Meals (except in the case of homestay students) and local transportation (including to/from community service and internship sites) are not included in the program's cost.

LOYOLA IN ALCALÁ

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

Loyola's program at the University of Alcalá de Henares is a fall or spring semester program that runs from late August to December or January to May. The fall program is offered in Spanish and is designed to best serve Spanish majors and minors (Intermediate Spanish and SN201 are prerequisites). It can also serve international business, English, and history majors. The spring program, originally designed for business majors, is offered mostly in English; however, students must take at least one course in Spanish.

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

LOYOLA IN AUCKLAND

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

The University of Auckland has 29,000 undergraduate students, and it is considered New Zealand's leading university. It is ranked 65th among the world's top 100 universities by the *Times Higher Education—Quacquarelli Symonds World Rankings of Universities*. It is also ranked among the top 50 in the following subject areas: arts and humanities, life sciences and biomedicine, and social sciences. Another true strength of the University is its business school with 6,500 students and 280 faculty members in eight departments with 14 concentrations. The University is located in downtown Auckland, and students live in campus housing with other international and New Zealand students. Loyola students take the same full-time complement of courses as those taken by the Kiwi students.

This is a fall or spring semester program serving most Loyola majors; students must have a 3.000 cumulative QPA to apply. The program includes tuition, housing, one round-trip airfare, New Zealand health insurance, emergency evacuation insurance, and three short trips.

LOYOLA IN BANGKOK

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

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

LOYOLA IN BEIJING

Beijing, one of the world's oldest and greatest cities, is the capital of the Peoples' Republic of China. It is a city of contrasts, with the ultramodern and the historical striving to live side by side. Roughly the size of Belgium, Beijing is home to more than 12 million people and a center for art, music, theatre, dance, politics, business, medicine, sports, and education. It also serves as headquarters for many of China's largest firms, and nearly 500 American companies or joint ventures have offices here. Inhabited by cave dwellers in times long past, rebuilt by Genghis Khan in 1215 A.D., a capital for Mongol and Manchu, Beijing is destined to be one of the most important cities for the twenty-first century. As the *Lonely Planet* puts it: "This is where they move the cogs and wheels of the Chinese universe."

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

Students may attend this program for a full year or for a fall, spring, or summer semester. Applicants must have a 2.800 cumulative QPA, and enrollment is limited to 15 students per semester. Acceptance preference is given to those who wish to attend for the year, or have studied the Chinese language, culture, and history, or have a 3.500 cumulative QPA or better. Students are housed in a residence for international students. Rooms are double occupancy, although students may request a single room for an additional fee.

LOYOLA IN COPENHAGEN

Loyola offers a fall or spring semester program in Copenhagen, Denmark through the Danish Institute for Study Abroad (DIS)—an internationally renowned, study abroad institute affiliated with the University of Copenhagen and the Copenhagen Business School. Courses are available in biology, public health, the humanities, international business, economics, and the social sciences. All courses are taught in English, with a focus on European and Scandinavian culture. Applicants should have a 3.000 cumulative QPA.

As an institute, DIS explores the idea of using "Europe as the Classroom." In this effort, students participate in integrated study tours and field work as part of their academic experience. Each student takes part in a regional study tour, a week-long study tour, and once-weekly field visits in Copenhagen. All selected locations are relevant to the student's academic program and help supplement the related classroom work. These tours are included as part of the program. Students also have the option of participating in additional study or adventure tours at their own expense.

DIS hosts approximately 500 international students each year, mostly from the United States and Canada. It is located in the center of medieval Copenhagen and is housed in a building dating to 1798. The beautifully restored facility offers computer labs and internet access. Housing is coordinated through DIS, and students may choose to live in a student residence, in an apartment in Copenhagen, or with a Danish host family.

LOYOLA IN CORK

Cork is the second largest city in Ireland with over 200,000 people in the metropolitan area. It is a maritime city on the banks of the River Lee on the southern coast of the country. The University College Cork (UCC) was established in 1845; today it is the home campus for 15,000 students. Loyola students attend class and live with other international and Irish students.

This is a fall or spring semester program. Admission is competitive for the single-semester option, as space is limited. Applicants should have a 3.000 or higher cumulative QPA; however, those with a 2.800 will be considered based on space availability.

Students attending UCC in the fall enroll in the Early Start Program—a month-long course taken prior to the fall term that is designed to teach visiting students about various aspects of Irish culture, history, and literature. A limited number of trips and activities are included in the program. Students attending UCC during the spring have almost a month off during which visits or a trip are organized, along with other smaller excursions and dinners.

The program includes tuition, housing, airline tickets, trips, special meals, and other items. Daily meals are not included in the program's cost. Students are housed in self-catering apartments located in Leaside. Bedrooms and common areas are shared. A part-time coordinator is available to assist all students during their stay.

LOYOLA IN GLASGOW

Glasgow is a vibrant city of approximately 580,000 people located in southwestern Scotland, near the North Atlantic coast. It is one hour from Edinburgh and five hours from London by train.

The University of Glasgow is a prestigious research university and the second oldest university in Scotland. Students may take courses in the humanities, information and mathematical sciences, biomedical and life sciences, law, business and social sciences, physical sciences, and engineering. All students take the Scottish Enlightenment Honors seminar—an interdisciplinary course that explores how the seminal ideas of the Scottish Enlightenment continue to be important in intellectual and cultural life in the twenty-first century. For the rest of their requirements, Loyola students attend regular classes at the University with British and other international students.

Loyola students live with British and other international students in University housing near the main campus. Individual apartments house five or six students with a common kitchen and shared baths.

This program is offered through the Principia Consortium (housed in Berry College), and **it is restricted to Loyola honors students**. The program includes tuition, housing, and one round-trip airline ticket. Daily meals are not included in the cost. The on-site International Office is available to assist students during their stay.

LOYOLA IN LEUVEN

Loyola has a study abroad program at the Katholieke Universiteit Leuven (K.U.Leuven) in Belgium. Leuven is a city of about 90,000 people situated roughly 20 miles east of Brussels. It is ideally situated for exploring the rest of Europe, as it is less than three hours by train from Amsterdam, Cologne, London, and Paris. Founded in 1425, K.U.Leuven is one of the premier educational institutions of the Low Countries.

Loyola students participate in the normal academic life of a European university, and they must plan to enroll in the Leuven program for their entire junior year. Under the guidance of a resident faculty director, Loyola students live with Belgian and international students in the Loyola International Nachbahr Huis. Students take a full load of regular classes from the K.U.Leuven faculty. Courses are taught in English, and over 3,700 international students attend. Courses are available in a variety of fields. The university also offers many high quality courses in other languages

including French, German, Italian, and Spanish. All students are required to take introductory Dutch.

The program typically includes a number of trips: a week in France, 10 days in Italy, a weekend in Amsterdam, and several day trips. Under the guidance of the resident director, these travel experiences are integrated into a mandatory European culture course for credit. The fee also includes one round-trip airfare each semester.

LOYOLA IN MELBOURNE

The city of Melbourne is the second largest city in Australia. It has been called Australia's cultural hub, offering ballet, symphony, theatre, and Australian football, while hosting internationally diverse restaurants and cafes. The University of Monash is Australia's largest university, with students at six campuses. Monash is ranked among the top eight schools in Australia and in the top 50 worldwide. Nearly all of Loyola's majors can be served at Monash; students must have a 3.000 or higher cumulative QPA to apply.

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

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

LOYOLA IN NEWCASTLE

Newcastle University is located in the city of Newcastle Upon Tyne in the north of England. With a population of 270,000 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 14,500 undergraduate students and 5,400 graduate students, the University specializes in baccalaureate education. Loyola students may elect to study in the fall or spring semester or for the full academic year (mid-September to mid-June). Students enroll in courses offered in about 30 academic disciplines under the guidance of the International Office, and each student is assigned a faculty tutor from the department of the major field of interest to assist in course selection and to act as an academic advisor.

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

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

LOYOLA IN PARIS

Situated on the Left Bank next to the Eiffel Tower, in the heart of the City of Light, the American University of Paris (AUP) offers a wide variety of undergraduate courses. The AUP is mostly an international university that takes pride in its international orientation, international affairs programs, and global teaching. Its 1,000 students come from 106 countries. All classes are offered in English except for the French program. The AUP offers most core courses required at Loyola, as well as 13 majors and 22 minors. Some courses offer field trips (sometimes to other countries) for an additional fee.

The AUP campus is a composite of buildings in the surrounding neighborhood. Most students live off-campus in single, rented rooms—"chambres de bonnes"—or with a French family. Housing fees are paid directly to a landlord or host family. Only tuition, the study abroad fee, and the comprehensive fee are paid to Loyola. Students pay all other costs (airfare, housing, trips and activities, meals, personal expenses, etc.) separately.

LOYOLA IN ROME

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

The program is located in downtown Rome near the Vatican in the Prati neighborhood. It is housed in a recently renovated building, and it is about a 15-minute walk from St. Peter's Basilica. Language courses are taught by Italiaidea, a successful and dynamic Italian language institute located near the Spanish Steps. Students take two Italian language courses and live with Italian host families in areas around the city to receive a stronger immersion experience.

This is a fall or spring semester program. Spaces are limited, and the capacity is subject to change. The program includes one round-trip airfare; tuition; housing; an orientation weekend in downtown Rome; five breakfasts and four dinners per week with the host families; public transportation passes in Rome; program excursions; and a full-time director.

LOYOLA IN SAN SALVADOR

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

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

EXCHANGE PROGRAMS

The University presently has single-semester or one-year exchange programs in 11 cities: Amsterdam, Barcelona, Buenos Aires, Koblenz, La Rochelle, Madrid, Montpellier, Osaka, Santiago, Singapore, and Wernigerode. Students pay tuition to Loyola, while paying room, board, and fees to the host university. Unlike Loyola programs, exchanges do not offer full “packages.” They are particularly recommended for more independent students.

Buenos Aires, ARGENTINA

This is a single-semester or one-year program for most majors at the Universidad del Salvador (USAL). Students must have successfully completed intermediate Spanish (SN201/SN203) since all courses are taught in Spanish. A one month language and culture course is offered before the start of USAL's term. Housing is off campus with other internationals in privately run student residences or in homestays in the city of Buenos Aires. Students must have a 3.000 average to qualify for this program.

SANTIAGO, CHILE

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

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

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

LA ROCHELLE, FRANCE

La Rochelle is a beautiful, historic harbor three hours south west of Paris. This is a one-year or single-semester program at the École Supérieure de Commerce for students studying business and French. Since three or

more courses are in French, students must have completed intermediate French at Loyola. Housing is in homestays or off campus with internationals in either the marina or old city areas of the town.

MONTPELLIER, FRANCE

Montpellier is a thriving Mediterranean city and university town not far from the Spanish border. This is a spring semester or one-year program at the Université Paul Valéry (Montpellier III). This exchange accommodates most majors at Loyola, but all students must have completed intermediate French at Loyola. Some literature courses are offered in English; the French language must be studied. Housing can be on campus, in town apartments, or with local families.

KOBLENZ, GERMANY

This is a spring semester or one-year program at the Universität Koblenz for nearly all humanities majors. 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 for spring only students; 9 credits for yearlong students). The next three months are spent in the university (9 credits for spring only students). Nearly all courses are taught in German. Students can choose to live in a dormitory with other internationals or a homestay.

OSAKA, JAPAN

This is a single-semester or one-year program at the Kansai Gaidai University. Kansai Gaidai's campus is located in the Hirakata Prefecture—a short distance from both Kyoto and Osaka. The program is suited to most Loyola majors, and all courses are taught in English. Students live with a Japanese family or in dorms with other internationals. Japanese language background is not a prerequisite; however, one Japanese language course must be taken while abroad.

AMSTERDAM, THE NETHERLANDS

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

SINGAPORE

Singapore is an island south of the Malay Archipelago with a population of four million people. It is the busiest port in the world, and one of the most important financial centers of Asia. It is very cosmopolitan and one of the last real city-states.

This is a fall or spring semester program, and courses are taught in English. Students attend Nanyang Technical University (NTU), Singapore's leading science and technological university. It is a research-intensive university with over 30,000 students. NTU's Wee Kim Wee School of Communication is considered the top journalism and media school in Asia. NTU's Nanyang Business School is accredited by AACSB and EQUIS—one of only three schools in Asia to hold both. The MBA program was recently ranked among the top 25 in the world by London's *Financial Times*.

Students live on the NTU campus in traditionally-styled residence halls among 9,200 other Singaporeans and internationals. Bedrooms are double occupancy, and there are shared bathrooms on each floor. Common television and study rooms, kitchenettes, and laundry facilities are provided in every building. Housing is paid directly to NTU.

BARCELONA, SPAIN

This is a spring semester program for international business and marketing majors who will take at least two courses in Spanish at the Instituto Químico de Sarrià (IQS)—a highly regarded Spanish Jesuit business school that is part of the Universitat Ramon Lull in Barcelona. Barcelona is a vibrant city with magnificent modernist architecture. Host of the 1992 Olympic games, it is situated by the Mediterranean Sea and close to the French border. Housing is provided in modern residences near campus or with host families. Students must have a 2,500 cumulative QPA to qualify for this program.

MADRID, SPAIN

This is a fall or spring semester program at the Universidad Pontificia Comillas, a large Jesuit university located in downtown Madrid near the Parque del Oeste. This program is suited to majors or minors in political science, history, and global studies with a minor or a major in Spanish. Courses are offered in English and in Spanish through the host university's Center of International Studies. All students are required to take one Spanish course. Housing is provided through home-stays or privately owned student residences. Students must have a 3,000 average to participate in this program.

AFFILIATIONS

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

NEW YORK UNIVERSITY IN ACCRA

Loyola University Maryland has an affiliation with New York University (NYU) in Manhattan offering a well-rounded program in Accra, Ghana. Ghana recently celebrated 50 years of independence, and it has remained a politically and economically stable country. Courses can be taken at the NYU academic center, a private university named Ashesi, and the University of Ghana—one of the premier universities on the continent. All courses are taught in English, the official language of the country. Between 35 and 50 American students participate in this program each semester. Students are housed in duplex townhouses in a gated community, and dinner is provided nightly at a fine, local restaurant. Both trips and community service are a vital part of this African opportunity.

SYRACUSE UNIVERSITY IN FLORENCE

Through an affiliation with Syracuse University, Loyola students can study in Florence, Italy. This is a fall program in which all courses except Italian language are taught in English (Option I only). Limited spaces are also available in the spring.

All of the Syracuse buildings offer wireless internet access. Students have the opportunity to participate in all school trips and visits to cities within Italy. Students are housed in Italian homestays and receive five evening meals and seven continental breakfasts.

Students must apply to Loyola first for clearance to study abroad. Once cleared, students must apply to Syracuse University and be accepted into the program. Differential grants may be offered to Loyola students who wish to study in Florence.

ICCS IN ROME

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

Students live together on the Janiculum hill—a 10-minute bus ride from downtown Rome—and take courses focusing on the art, archaeology, and history of ancient Rome. All students take the double-course, “The Ancient City” which covers Roman archaeology, topography, history, and civilization. Students choose their remaining two courses from intermediate and advanced Latin and Greek, Renaissance and baroque art history, and elementary Italian. The semester regularly involves field trips and site visits in Rome and the surrounding region, often including trips to Pompeii and Sicily.

NON-LOYOLA PROGRAMS

Students who have investigated all of the University’s sponsored opportunities (programs, exchanges, or affiliations) may appeal to the Committee on Study Abroad for authorization to participate in a non-Loyola study abroad program. The non-Loyola program selected must meet one of the following criteria:

- The program must be offered through an accredited, four-year, degree-granting institution in the United States providing an American transcript upon completion of the program.
- The program or university abroad must have a U.S. educational provider who can furnish Loyola with a translation of the foreign transcript (courses, grades, and credits) at the conclusion of the program. However, summer transcripts from Italiaidea, Loyola’s yearlong provider in Rome, will be accepted.

An appeal form is available in the Office of International Programs. It requires following information:

- name and location of the program;
- academic reasons why this study abroad program meets the student’s need better than any of the Loyola study abroad opportunities;
- course titles and American credits for each course;

- the chair’s signature from the department in which each course falls and the equivalent Loyola courses selected by the chair (course descriptions may be required);
- academic advisor’s signature; and
- verification that the study abroad provider enjoys at least regional accreditation in the United States or national accreditation in the host country (supplied by the U.S. educational provider).

Students should submit the completed appeal form to the office assistant or manager in the Office of International Programs. All appeals are due by **December 1**, fall of sophomore year. Students will be notified in writing of the Committee’s decision; this decision is final. Since Loyola University Maryland will not accept courses, grades, or credits from a non-approved program, students should not use a program that has been rejected.

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

1. Students may not study for the year on a non-Loyola program.
2. Students must meet and maintain the cumulative GPA of 2.750 to be considered for a fall or spring semester non-Loyola program; it does not matter if the non-Loyola program considered has a lower cumulative GPA requirement. Students must meet and maintain the cumulative GPA of 2.500 to be considered for a summer non-Loyola program. Some summer programs may require a higher average than 2.500, and this must be met.
3. Courses must meet the requirements of the student’s degree program and be approved by Loyola University Maryland prior to study. Students must receive a letter grade of *C* (2.000) or higher in each approved course. Courses with a grade of *C-* or below will not be accepted (see Grades under Curriculum and Policies). Courses and credits transfer from the approved non-Loyola programs, but grades do not. (See Honors under Graduation in Curriculum and Policies for grade point qualifications for graduation with honors.)
4. Study abroad courses sponsored by non-Loyola programs **do not** count toward the residency requirements. (See Residency Requirement under Policies in Curriculum and Policies for further information.)

5. Students with a history of serious disciplinary problems cannot apply to a non-Loyola program.
6. A nonrefundable study abroad fee is charged to partially defray the cost of processing (see Fees for more information).
7. Students on a leave of absence to attend non-Loyola programs receive the lowest priority for on-campus housing of those abroad. This means that these students cannot participate in pull-in day or the room selections process. If students want on-campus housing upon their return, they should submit their names to the housing wait list in the Office of Student Life.
8. **Students who use non-Loyola programs run the risk of not receiving on-campus housing when they return from abroad, and in some cases, are not able to return to on-campus housing in the future.**
9. The list of approved non-Loyola programs will be reviewed at the end of each academic year. Based on this review, the list may be changed. Notice of change will be posted in the Office of International Programs.
10. Eligibility for financial aid is limited to Federal Direct Stafford Loans (subsidized and unsubsidized), Federal Direct Parent Loans (PLUS), Federal Pell Grants, and most forms of state grant/scholarship assistance. Institutionally-controlled forms of financial aid, including academic and athletic scholarships, need-based grants, Federal Perkins Loans, supplemental grants, and work-study may not be used to assist with educational expenses incurred for host programs. Loyola's academic scholarships and grants are forfeited for the semester and/or year that the student studies abroad.
11. After completing a non-Loyola study abroad program, students must take their remaining degree requirements at Loyola. This means they cannot take summer courses away from Loyola University Maryland (see Residency Requirement under Curriculum and Policies).

SUMMER AND SHORT-TERM OPPORTUNITIES

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

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

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

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

REFUNDS AND DEPOSITS

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

STUDENT LIFE AND SERVICES

Loyola University Maryland, 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 University concerns itself with all aspects of student life, including the spiritual, disciplinary, social, and extracurricular. Members of the University 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.

BUCKLEY AMENDMENT

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

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

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate. Students may ask the University to amend a record that they believe is inaccurate. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the University decides not to amend the record as requested by the student, the University will notify the student of the deci-

sion and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

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

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

If nondirectory information is needed to address a disaster or other health or safety emergency, school officials may disclose that information to appropriate parties, without consent, if the University determines that knowledge of that information is necessary to protect the health or safety of the student or other individuals.

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

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

FERPA requires that Loyola University Maryland, with certain exceptions, obtain the student's written consent prior to the disclosure of personally identifiable information from the student's education records. However, the University may disclose appropriately designated "directory information" without written

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

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

The University may disclose educational records to the parents of a dependent student, as defined in Title 26 USCSS 152 of the Internal Revenue Code. Proof of dependency must be on record with the University or provided to the office responsible for maintaining records prior to disclosure of the records. Students may also sign an Authorization to Disclose Education Records to Parents, available in the Records Office (Maryland Hall 141) and online, www.catalogue.loyola.edu/records.

FREEDOM OF EXPRESSION

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

All members of the Loyola 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 University 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 University forum shall not imply acceptance of or endorsement by the University of the views expressed.

STANDARDS OF CONDUCT

It is expected that students will conform to all regulations and policies of the University and classes in which they are registered (see Academic Conduct), including those concerning procedure and conduct in the Loyola/Notre Dame Library. Students are responsible for honoring all University standards of classroom civility, academic integrity, and general campus conduct, including in-class use of technology, as published in the current Loyola University Maryland **Community Standards**, and as communicated by the course instructor. Students must also abide by all international, federal, state, and local laws. The Office of Student Life is the proponent of approved policies and rules of the **Student Code of Conduct**.

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

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

ACADEMIC CONDUCT

Loyola University Maryland is dedicated not only to learning and the advancement of knowledge but also to the development of ethically sensitive, socially responsible people. The University 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 University community. It is the responsibility of faculty and students alike to maintain the academic integrity of the University in all respects.

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

To ensure an effective and productive teaching and learning environment for all, the University expects every student to behave with integrity in all matters relating to both the academic and social aspects of the University community. This includes maintaining respect for classroom and other learning communities, appropriate participation in the learning process, upholding the **Honor Code**, and ensuring the rights of others in all campus settings. Refer to the **Community Standards** for additional information.

HONOR CODE

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

Faculty members witnessing a breach of the Code must inform the student in a timely manner of the

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

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

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

INTELLECTUAL HONESTY

Students assume a duty to conduct themselves in a manner appropriate to the University's mission as an institution of higher learning. Their first obligation is to pursue conscientiously the academic objectives which they have set. This means that students will do their own work and avoid any possibility of misrepresenting anyone else's work as their own. "The act of appropriating the literary composition of another, or parts, or passages of his writing, of the ideas, or the language of the same, and passing them off as the product of one's own mind" (*Black's Law Dictionary*, Fifth Edition) constitutes "plagiarism." Although academic disciplines may differ in the manner in which sources are cited, some principles apply across disciplines. In general, any ideas, words, or phrases that appear in another source must be acknowledged at the point at which they are incorporated into a student's work.

The student's second obligation is not to engage in acts of cheating. "Cheating" is using unauthorized assistance or material or giving unauthorized assistance or material for the use of another in such a way that

work or knowledge which is not the student's own is represented as being so. Avoiding cheating involves refusing to give or receive assistance from other students, books, notes (unless specifically permitted by the instructor) on course tests, papers, laboratory reports or computer programs. Particulars concerning the kinds of violations, review procedures, and sanctions that may be imposed, may be found in the Honor Code section of the **Community Standards** or on the University's website, www.loyola.edu/academic/honorcode.

ALCOHOLIC BEVERAGES

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

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

NEW STUDENT ORIENTATION

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

All first-year students entering in the fall semester are highly encouraged to participate in one of the orientation programs offered during the summer months. Parents of new students are also encouraged to attend these summer sessions to help them better understand the Loyola experience. First-year students attend fall orientation just prior to the first week of classes, and they receive ongoing support from the Evergreens, a group of peer leaders, throughout the fall semester.

Students who transfer to Loyola, whether in the fall or in January, also attend an orientation prior to the start of classes. This program is a condensed, one-day program with helpful sessions and a chance to

meet other transfer students. Questions about orientation should be directed to the Office of Leadership and New Student Programs, 410-617-2032.

STUDENT GOVERNMENT ASSOCIATION (SGA)

The members of the SGA provide leadership within the student body, provide social and academic services for students, and represent the student body outside the University. The SGA is committed to enriching students' sense of community by encouraging interaction and individual development. The Executive Cabinet of the SGA consists of the president, two vice-presidents, four elected class presidents, and eleven appointed members. The Assembly is comprised of 36 student leaders and is responsible for all legislative matters within the SGA. The Senate oversees policy initiatives and issues that have an impact on the student body. Offices are located in the Office of Student Activities (Student Center East, Room 311).

GREEN BOOKS

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

STUDENT ACTIVITIES

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

Loyola University Maryland does not recognize or approve, as pertaining to the University, any organized activity of its students to which a faculty or administrator moderator has not been appointed. Loyola University Maryland does not give official recognition to social sororities and fraternities. Students who may wish to join private associations take on the responsibility of insuring that Loyola University Maryland not be identified with such groups in any way. Such students are advised that they must

take full responsibility, including financial and legal liability, should such liability be involved.

The Office of Student Activities offers several traditional activities for students, including the following: “Late Night,” a program offering social, cultural and athletic programs for students on Thursday, Friday and Saturday nights; and “Best of Baltimore,” a program for first-year students meant to introduce them to the Baltimore area’s finest cultural and sporting events. Student activities oversees OPTIONS, a student organization that plans weekend social events, and SuperFans, a student organization charged with promoting school spirit related to University athletic events. Student activities also coordinates Family Weekend, an annual tradition offering a weekend of special events for Loyola undergraduate students and their family members.

The Office of Student Activities (Student Center East, Room 311) is a valuable source of information concerning student events and organizations, and a resource for students involved in clubs and organizations. For more information about student activities, visit www.loyola.edu/studentactivities.

EVERGREEN PLAYERS PRODUCTIONS

Evergreen Players Productions are designed and directed by the Fine Arts Department faculty and theatre professionals. Three productions are presented in McManus Theatre or the department’s black box theatre each season. Recent productions include *Measure for Measure*, *Dead Man’s Cell Phone*, *Titus Andronicus*, and *Waiting for Godot*. Auditions for all productions are open to the entire College community. For those who seek experience behind the scenes, the theatre program offers opportunities to participate in stage crew, set construction, lighting, sound, publicity, costumes, and makeup.

MUSIC ENSEMBLES

The Fine Arts Department offers a number of music ensembles that are open by audition to all Loyola students. Vocalists may participate in several choral groups (the Loyola Singers and the madrigal Repertory Choir), or enroll in Scenes for Singers. Instrumentalists may elect ensembles in classical guitar, jazz, a smaller jazz combo, steel pan, or chamber music. Ensembles meet weekly and perform concerts each semester. All students may receive credit for these courses (two semesters of an ensemble is equal to one, three-credit course), and participation in one or more ensembles is required of music majors and minors.

INTERCOLLEGIATE ATHLETICS

Loyola is a member of the National Collegiate Athletic Association (NCAA) and competes on the NCAA Division I level. The University fields teams in 18 intercollegiate sports: men’s and women’s basketball, cross country, lacrosse, rowing, soccer, swimming and diving, and tennis; men’s golf; women’s indoor and outdoor track and field; and women’s volleyball. Beginning with the 2013–2014 academic year, Loyola will be a member of the Patriot League in all sports.

The intercollegiate athletics program at Loyola provides a climate where student-athletes are encouraged to achieve their full academic potential while developing excellent athletic skills in highly-competitive sports. Each year, the teams win or compete for conference championships, and student-athletes consistently receive athletic and academic recognition at the national, regional, and conference levels.

Athletic facilities at Loyola include the 2,000-seat Reitz Arena, home to the Greyhounds basketball and volleyball teams. The arena is housed within the DeChiaro College Center. The Rev. Harold Ridley, S.J., Athletic Complex is home to the men’s and women’s lacrosse and soccer teams. The 6,000-seat, state-of-the-art facility opened in March 2010 and is one of the finest of its type in the nation. The swimming and diving programs take advantage of an Olympic-size pool in the Mangione Aquatic Center within the Fitness and Aquatic Center (FAC), while tennis courts complete the comprehensive athletic facilities. The track and field team trains and competes at the Johns Hopkins/Loyola Track and Field Complex near the Baltimore Campus.

RECREATIONAL SPORTS

The Department of Recreational Sports is an essential component of the Division of Student Development and the overall mission of the University. The primary emphasis is grounded in the Jesuit ideal of *cura personalis* (care of the whole person). The department is committed to cultivating the whole person by providing an array of recreation opportunities in an educational, social, and supportive environment. To this end, it offers quality programs and service-oriented facility operations which foster healthy lifestyles for the Loyola community.

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

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

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

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

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

SERVICES

ACADEMIC ADVISING AND SUPPORT CENTER

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

The center facilitates the declaration of major, course registration, and course withdrawal processes. The center's administrators monitor academic status and graduation clearance for seniors. The center also develops and maintains degree audits for each student as a tool for course planning and selection. In addition, guidance is provided for part-time and transfer students, students with learning disabilities, and students on academic probation. For more information, visit www.loyola.edu/academics/aasc.

ACADEMIC AFFAIRS

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

Diversity

The University's academic diversity initiatives are coordinated by the Assistant Vice President for Academic Affairs and Diversity. The office assists the Vice President for Academic Affairs in faculty recruitment and development, faculty retention, and diversity activities, generally. Specifically, the office provides leadership by offering workshops; coordinating informative and challenging speakers series; and by working closely with deans, faculty, and staff "to challenge students to learn, lead, and serve in a diverse and changing world." As part of the office's efforts to support curricular change and professional development for faculty, the Assistant Vice President for Academic Affairs and Diversity works closely with faculty to manage the development of courses that meet the undergraduate diversity course graduation requirement.

ADMINISTRATIVE OFFICE HOURS

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

ALANA SERVICES

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

ALCOHOL AND DRUG EDUCATION AND SUPPORT SERVICES

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

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

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

An Outpatient Treatment Program is available to any student with a diagnosis of alcohol or other drug abuse or dependence. If clinically appropriate, this service is intended to give the student the opportunity for treatment without interruption of academic pursuits. The program is certified by the state of

Maryland, and includes involvement in 12-step support groups. Any student interested in talking about any of these services may call ADESS at 410-617-2928 for information or to make an appointment, or e-mail the director jwilliams@loyola.edu.

Prevention Education: Alcohol and other drug abuse prevention and harm reduction education programs are presented throughout the school year. The Alcohol and Drug Abuse Team (ADAPT) is a group of peer educators involved in development and presentation of educational programs. Any student interested in becoming a peer educator may contact ADESS at 410-617-2928 or aapearlmansax@loyola.edu.

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

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

BOOKSTORE

The Baltimore Campus bookstore (410-617-2291) is located on the second floor of the Andrew White Student Center. In addition to new and used textbooks, the bookstore offers rentals and e-books. The store has a wide selection of Loyola clothing and gifts, general reading books, school supplies, greeting cards, health and beauty aids, and snacks. The store also offers special orders for any book in print, the latest software titles at academic prices, and custom gifts. Students may sell their textbooks back to the bookstore for cash at any time, the best time being during finals week. For updated information, visit www.loyola.bncollege.com.

CAMPUS MINISTRY

The mission of Campus Ministry is to invite and foster both explicit and implicit awareness of the University's Catholic spiritual heritage and Jesuit mission among all members of the Loyola community, focusing in a special way on the undergraduate population. In carrying out this mission, we draw on our faith, presence, skills, and experience to engage people through word and example in caring, conversation, collaboration, and community building. Our programs offer diverse opportunities for prayer, meditation, worship, reflection, sharing and discussion on experiences of faith, spirituality, belief in God and Jesus Christ, and the deeper levels of life's meaning. The office, located in Cohn Hall, is open Monday–Friday, 8:30 a.m. to 5 p.m. Staff members are available during these hours as well as evenings and weekends, when needed; informal drop-ins are welcomed and encouraged. For the most current information on Campus Ministry hours, programs, worship schedule, and activities, visit www.loyola.edu/campusministry.

THE CAREER CENTER

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

CENTER FOR COMMUNITY SERVICE AND JUSTICE

The Center for Community Service and Justice seeks to engage all members of the Loyola community in education through direct service experiences—particularly with persons experiencing material poverty—and through reflection and a variety of on-campus, educational activities. This mission flows from the heart of the educational and spiritual traditions of both the Society of Jesus and the Religious Sisters of Mercy. Service opportunities are available throughout the year and are open to all students, faculty, staff and administrators. Individuals may participate in service on a monthly or weekly basis, through a weekend or week-long immersion program, or a one-time event. Participants are encouraged to consider carefully the time they have available for service and the specific population with whom they would like to

work. Both full-time and student staff are available to assist persons in finding the right “fit” for them. Each experience includes preparation prior to and reflection/critical analysis following the service. For information on how to get involved in service, call 410-617-2380 or visit www.loyola.edu/ccsj.

Service-Learning

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

Service-learning may be optional or required of all students in a course, depending on the preferences and needs of the instructor, department, and community partners involved. Service-learning combines academic study and community service in ways that enhance students' learning. Designated courses typically require a minimum of 20 hours of community-based service. They offer students the exciting opportunity to learn about almost any subject in the arts, business, the humanities, and the social and natural sciences by engaging in service as part of their normal coursework. Service-learning challenges students to learn firsthand about community, democracy, diversity, justice, civil society, social responsibility, leadership and critical thinking. It also offers students opportunities for personal growth, faith development, improved social and communication skills, job training, and exposure to an array of diverse perspectives that exist beyond the confines of campus life. Through service-learning, students learn about themselves and the world around them at the same time.

Service-learning courses are offered each semester in a variety of disciplines. Courses are identified on WebAdvisor (select *service-learning* or *service optional* under course types) and the service-learning website, www.loyola.edu/service-learning. For more information on service-learning courses, call 410-617-2909.

COUNSELING CENTER

The Counseling Center supports the academic mission of the University 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 Loyola community and will provide consultations, classroom programs, and skill-building workshops on a range of topics including assertiveness, stress management, and group dynamics. The center's website (www.loyola.edu/counselingcenter) contains information on a range of topics related to specific counseling issues, relaxation resources, and training opportunities, and is updated with timely information for the community as needed.

The center is staffed by licensed clinicians 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.

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 located in the Humanities Center, Room 150. Appointments may be made by calling, 410-617-CARE (2273). The center is accredited by the International Association of Counseling Services (IACS).

DINING SERVICES

Primo's, the New College Market, combines excellence in food quality with a variety of meal options for the campus community. Its market atmosphere allows students to choose from a carving station, grill, deli, brick-oven pizza, freshly made pasta, international selections, wraps, gourmet salads, and sushi. All foods are prepared as needed before the customer which

allows them to be served hot and fresh. The different stations are complemented by a fresh grab-and-go area, salad bar, and home replacement meals. Convenience store items such as snack foods, canned goods, frozen foods, and bottled beverages are also available. Primo's is located in Newman Towers.

Housed in the Andrew White Student Center, Boulder Garden Cafe features the Sky Ranch Grill, Rappz & Stacks, Pete's Arena (pizza), a salad bar, and soup. McGuire Hall houses both Salsa Rico and Surf'n Joe, the latter featuring gourmet coffee as well as a selection of pastries and assorted treats.

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

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

DISABILITY SUPPORT SERVICES

The Disability Support Services (DSS) office ensures students with disabilities have an equal opportunity to fulfill Loyola's mission of learning, leading, and serving in a diverse and changing world. DSS provides students with disabilities access to the University's services and programs by coordinating accommodations and supports. On a case-by-case basis, DSS reviews documentation of disability, recommends classroom and/or residential accommodations, and coordinates supports. Examples of common accommodations include alternative arrangements for tests, note-takers, reading material in alternative format, flexibility with class attendance, sign language interpreters, adaptive equipment, housing modifications, and parking assistance.

A student must self-identify and register with DSS by completing a DSS registration form, providing documentation of disability, and attending an intake meeting. Documentation must meet the University's guidelines, and information is confidentially housed in the DSS office.

DSS is located in Newman Towers West, Room 107. To schedule an appointment, students may call 410-617-2062/5137/2750 or e-mail mwiedefeld@loyola.edu or mmhenry@loyola.edu. For more information, visit www.loyola.edu/dss.

LOYOLA/NOTRE DAME LIBRARY

Students are encouraged to make extensive use of the library and its resources. The library catalogue is shared by four other academic libraries, providing ready access to over one million volumes, including more than 384,000 e-books. Books in the catalogue not owned by Loyola/Notre Dame may be requested online and shipped within two days. Current and bound periodicals, DVDs, and other media are also available at the library.

The library's website (www.loyola.edu/library) serves as a gateway to a variety of resources. A discovery service called *Seeher* enables students to find books, articles, and other resources on a topic with a single search. Students have access to numerous databases, including Literature Resource Center, Lexis-Nexis Academic, PsycINFO, Business Source Premier, Philosopher's Index, ATLA (religion), ERIC (education), Academic Search Complete, ScienceDirect, and JSTOR. There is electronic access to full-text articles from over 55,000 periodicals. Research guides to a wide range of disciplines and topics provide students with links to many online resources and help guides. Students can connect with these resources from any computer on Loyola's campus network, including library workstations. Databases can be accessed from off-campus computers by current students who are registered library users. The library is wireless-enabled and provides in-house loans of laptops.

Librarians in the Research/Instruction Department assist students in selecting and using various information sources. Students can ask questions by phone, e-mail, 24/7 chat, instant messaging, or texting. Books and articles not owned by the library can usually be acquired through interlibrary loan. Customer Services Department staff are available to assist with reserve materials and copying/printing facilities. Many reserve readings are available electronically on the library's website.

The library building features several high-tech classrooms, a digital media lab, a 96-seat auditorium, a screening room, and a variety of seating areas for individual or group study. Computer workstations are located on all four floors. Hours of operation are posted on the library's website.

PARKING

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

Resident Students

The University offers convenience and satellite parking to upper-class resident students. First-year resident students are not permitted to bring a vehicle to campus. Convenience and satellite parking is available at the residence halls on the east and west sides of campus, the North Campus lot, and the York Road lot at a cost of \$375 per year. Parking is determined by seniority with a lottery.

Commuter Students

The University offers convenience and satellite parking to commuter students. Satellite parking is available at the North Campus lot at a cost of \$100 per year. Convenience parking is available at the Newman Towers lot at a cost of \$300 per year. Commuter convenience parking hang tags do not permit overnight parking. Any student who wishes to park overnight must purchase a student satellite parking permit at a cost of \$350 per year. Parking is determined by seniority with a lottery.

POST OFFICE

The Student Post Office is located on the first floor of the College Center. Students can purchase stamps and money orders, send faxes, and mail packages via the U.S. Postal Service or UPS. Hours of operation are 8:30 a.m. to 4 p.m., Monday through Friday, with package pick up until 4:30 p.m. The Post Office accepts cash or Evergreen payment.

RECORDS OFFICE

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

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

For online information regarding registration, graduation, student services, course offerings, forms, calendars, and other helpful links, visit www.loyola.edu/records.

STUDENT ADMINISTRATIVE SERVICES

Student Administrative Services (Maryland Hall 140) provides services Monday through Friday, 7 a.m. to 5 p.m. For more information, visit www.loyola.edu/departments/financialservices/sas.

STUDENT HEALTH AND EDUCATION SERVICES

The Student Health Center provides outpatient care during the academic year. It is located at 4502-A Seton Court; hours are 8:30 a.m. to 5 p.m., weekdays. After-hours medical care is provided by Sinai Hospital, 410-583-9396.

The center also promotes many wellness programs. For information, call 410-617-5055 or visit the Student Health Services webpage at www.loyola.edu.

THE STUDY

The Study provides academic support services, including a variety of study skills workshops in addition to a comprehensive, nationally-certified peer tutoring program for students who want to supplement their classroom learning. The Study is located on the third floor of Jenkins Hall. For more information, visit www.loyola.edu/thestudy.

TECHNOLOGY SERVICES

Loyola students have access to the Student Technology Center (STC), which is responsible for the management and oversight of all student interaction with Loyola's technology. The STC strives to maintain awareness of students' technology needs and to stay current with the challenging and dynamic methods used to learn and to socialize in an academic environment. Students with technology questions or concerns can reach the STC by phone, 410-617-5555; e-mail, ots@loyola.edu; or in person, Knott Hall 106.

Some technology highlights include:

- **Inside.Loyola**, an online campus portal for the Loyola community that offers access to student news, web-hosted software, e-mail, and campus communications.
- Student **e-mail** accounts powered by Microsoft Live@Edu. Students can access Loyola e-mail using Microsoft Outlook or Outlook Web Access. Loyola e-mail features include address books, calendaring, and SPAM control.
- **Moodle**, the course management system students use for their academic work.

- **Wireless internet service** is available in all residence halls and in all academic buildings.

- **Cable television** service is available to all residential students.

- 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 have 24-hour access via student ID card. Labs may contain PCs, Macs, and printers.

To learn more about the technology resources available, visit www.loyola.edu/ots/newstudent.

HONORS AND AWARDS

HONOR SOCIETIES

PHI BETA KAPPA

Phi Beta Kappa is the oldest academic honor society in the United States. For over 200 years, election to Phi Beta Kappa has served to recognize an individual's intellectual capacities well employed, especially in the liberal arts and sciences. The objectives encouraged by Phi Beta Kappa include intellectual inquiry, honesty, and tolerance—the quickening of not only mind but also spirit.

Each year Loyola's chapter, Epsilon of Maryland, elects a small number of seniors and juniors majoring in the arts and sciences. Requirements for election include outstanding academic achievement and evidence of good character. Because Loyola's chapter represents a continuing national tradition of excellence in humane learning, candidates for election must complete a minimum of 90 academic credits in the traditional liberal arts and sciences.

BETA GAMMA SIGMA—THE NATIONAL HONOR SOCIETY FOR COLLEGIATE SCHOOLS OF BUSINESS

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

Each fall and spring semester, in accordance with Beta Gamma Sigma regulations, Loyola's chapter invites undergraduates majoring in accounting or business administration to join the national honor society. Spring invitations are extended to the top 10 percent of the junior class; fall invitations are extended to the top 10 percent of the senior class. In all cases, the official cumulative GPA used is as established by the student's academic record maintained by the Loyola University Maryland Records Office. (**Note:** Students who study abroad should consult with the Dean of International Programs to understand the timing of grades received from international study abroad programs.)

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 university, who have demonstrated outstanding qualities of scholarship, service, and loyalty to the university are elected to the society in junior and senior years.

DISCIPLINE-ASSOCIATED HONOR SOCIETIES

Alpha Delta Sigma—The National Honor Society in Advertising Studies
Alpha Iota Delta—The National Honor Society in Decision Sciences and Information Systems
Alpha Kappa Delta—The International Sociological Honor Society
Alpha Psi Omega—The National Theatre Honor Society
Beta Alpha Psi—The National Accounting Honor Society
Beta Beta Beta—National Biological Honor Society
Eta Sigma Phi—The National Classics Honor Society
Kappa Delta Pi—International Honor Society in Education
Lambda Pi Eta—Official Honor Society of the National Communication Association
Mu Kappa Tau—National Marketing Honorary Society
National Honor Society—The Financial Management Association
NSSLHA—National Student Speech-Language Hearing Association Honor Society
Omicron Delta Epsilon—The International Honor Society in Economics
Phi Alpha Theta—The International Honor Society in History
Phi Lambda Upsilon—National Honorary Chemical Society
Phi Sigma Iota—International Foreign Language Honor Society
Phi Sigma Tau—International Honor Society in Philosophy
Pi Delta Phi—National French Honor Society
Pi Epsilon Pi—The Writing Honor Society
Pi Mu Epsilon—National Honorary Mathematical Society
Pi Sigma Alpha—The National Political Science Honor Society
Psi Chi—The National Honor Society in Psychology
Sigma Delta Pi—The National Spanish Honor Society
Sigma Iota Rho - National Honor Society for International Studies

Sigma Pi Sigma—The National Physics Honor Society
 Sigma Tau Delta—The International English Honor Society
 Theta Alpha Kappa—The National Honor Society for Religious Studies/Theology
 Upsilon Pi Epsilon—Honor Society for the Computing Sciences

MEDALS AND AWARDS

STUDENT RECOGNITION

The **Reverend Daniel J. McGuire, S.J., Alumni Association Service Award** is presented for academic excellence and outstanding service to the University and the community by a graduating senior. Award winners receive a silver bowl and a \$500 stipend from the Alumni Association.

The **Mary O'Meara Loyola 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 **John P. O'Connor, S.J., Community Service Award** is given to a graduating senior who has demonstrated outstanding participation in service to the Baltimore community and who has played a significant role in connecting his or her interest in service and justice with the Loyola community.

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

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

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

Lybrand Accounting Medal
 Art History Medal
 Carrell Biology Medal
 Business Economics Medal
 McNeal Chemistry Medal
 Classical Civilization Medal
 P. Edward Kaltenbach Classics Medal
 Communications Medal
 James D. Rozics Computer Science Medal
 Economics Medal
 Education Medal
 Engineering Medal
 Carrell English Medal
 Finance Medal
 Fine Arts Medal
 General Business Medal
 Global Studies Medal
 Whiteford History Medal
 John McFadden Family Medal in Information Systems
 International Business Medal
 Management Medal
 Marketing Medal
 Mathematics Medal
 Alfons and Christine Renk Language Medal
 (French, German, Spanish)
 Ayd Philosophy Medal
 Physics Medal
 Political Science Medal
 Grindall Psychology Medal
 Sociology Medal
 Statistics Medal
 Speech-Language Pathology/Audiology Medal
 Murphy Theology Medal
 Visual Arts Medal
 Writing Medal

COMMUNITY RECOGNITION

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

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

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

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

GIFTS TO LOYOLA

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

THE ANNUAL FUND

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

The phonathon campaign, alumni reunion-year campaigns, the Parents' Council for current and former parents, and the senior class gift program are just some of the ways by which Loyola seeks to involve donors in the Annual Fund. For more information, contact the Annual Fund Office at 410-617-2296.

CAPITAL PROGRAMS

Special capital campaigns and fund-raising programs provide additional funds for endowment needs, campus construction projects, and other capital programs beyond the scope of the annual operating budget.

THE JOHN EARLY SOCIETY

Members of The John Early Society enjoy a special relationship with Loyola University Maryland. In social gatherings, presentations, and personal interaction with Loyola's President and other University leaders, members have an opportunity to engage with others who share their excitement about the University's future and commitment to helping Loyola pursue its mission of educating students to learn, lead, and serve in a diverse and changing world.

In recognition of their annual support of Loyola, John Early Society members receive a number of benefits. These include invitations to special events such as the annual John Early Christmas party; special communications from Loyola's President; and access to administrators in the Office of Advancement who are dedicated to providing responses to members' questions, comments, and concerns.

There are six membership levels in The John Early Society: Benefactor (\$10,000 or more); Fellow (\$5,000–\$9,999); Member (\$2,500–\$4,999) Associate (\$1,000–\$2,499); Colleague, a special designation for undergraduate alumni in the 10 years following graduation (\$500–\$999, depending on class year); and Institutional Member, for corporations and foundations (\$5,000 or more). For more information about The John Early Society, contact the director of annual giving at 410-617-2131 or jchogge@loyola.edu.

THE MAGIS SOCIETY

The Magis Society is comprised of a select set of donors who have demonstrated unwavering fidelity to Loyola's Jesuit mission by contributing \$1 million or more in their lifetimes. Magis, a single word that signified the Jesuit commitment to the common good, is an expression of aspiration and inspiration. As such, it is a fitting name for the most prestigious circle of giving at the University.

MAKING BEQUESTS AND OTHER PLANNED GIFTS

In addition to annual and capital outright gifts, Loyola welcomes planned gifts in the form of bequests and life-income gifts such as gift annuities, which allow donors to make a current gift to the University while receiving lifetime income for themselves and/or another person. Those who provide for Loyola in their gift and estate plans are recognized for their foresight and dedication through enrollment in the Jenkins Society, a giving society named for George Carroll Jenkins, one of Loyola's first and most generous benefactors.

Gifts made in the form of a bequest can accommodate a donor's wishes in ways similar to lifetime gifts. Wills can stipulate that a gift be unrestricted or designated for a specific purpose. They also can be used to establish charitable trusts to provide life income to a surviving spouse or other heirs. Bequests can be made with cash or securities, real estate, or other property. Loyola 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 University for the purpose of a bequest is "Loyola University Maryland, Inc."

When making a bequest or other planned gift to the University, it is advisable to consult both legal and tax advisors as well as the Office of Planned Giving. 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 University most effectively.

For a complimentary brochure on these topics and other charitable giving vehicles, please contact the Office of Planned Giving, 410-617-1411.

Dean: James J. Miracky, S.J., Associate Professor of English

Office: Humanities Center, Room 218

Telephone: 410-617-2563

Website: www.loyola.edu/academics/collegeofartsandsciences

Associate Dean of Operations: Suzanne E. Keilson, Assistant Professor of Engineering

Office: Humanities Center, Room 220

Telephone: 410-617-2608

Associate Dean for the Natural Sciences:

Robert B. Pond, Jr., Associate Professor of Engineering

Office: Donnelly Science Center, Room 166

Telephone: 410-617-5563

HISTORY

The Loyola education, in keeping with the University's Jesuit tradition, has its foundation in the liberal arts. Courses in the arts and sciences remain the heart of Loyola's core curriculum, and all students benefit from their participation in these fundamental learning experiences. Loyola College, formerly known as the College of Arts and Sciences, became a separate administrative unit when the Joseph A. Sellinger, S.J., School of Business and Management was formed at the beginning of the 1980–81 academic year. It was renamed in 2009 when Loyola changed its designation to Loyola University Maryland.

MISSION

Loyola's mission is to provide undergraduates with a broad, value-centered education that stresses critical thinking, the art of communication, and a personal and professional integrity that is based on its Jewish and Christian tradition and is open to other cultural experiences through the study of the humanities, as well as the social and natural sciences.

Loyola College offers its 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 the first two years. Students have the option to formally declare a major as early as the end of their second semester but may remain undeclared until the end of the third semester.

In addition to its undergraduate program, Loyola College offers specialized graduate programs. A graduate catalogue can be obtained from the Office of Graduate Admission, The Graduate Center–Timonium Campus, 2034 Greenspring Drive, Timonium, MD 21093, 410-617-5020; www.loyola.edu/graduate/.

LEARNING AIMS

Intellectual Excellence

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

Critical Understanding: Thinking, Reading, and Analyzing

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

Eloquentia Perfecta

- The ability to use speech and writing effectively, logically, gracefully, persuasively, and responsibly
- Critical understanding of and competence in a broad range of communications media

- Competence in a language other than one's own

Aesthetics

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

Leadership

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

Faith and Mission

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

Promotion of Justice

- An appreciation of the great moral issues of our time: the sanctity of human life, poverty, racism, genocide, war and peace, religious tolerance and intolerance, the defense of human rights, and the environmental impact of human activity

- Commitment to promote justice for all, based on a respect for the dignity and sanctity of human life

- Commitment to and solidarity with persons who are materially poor or otherwise disadvantaged

Diversity

- Recognition of the inherent value and dignity of each person, and therefore an awareness of, sensitivity toward, and respect for the differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities

- Awareness of the structural sources, consequences, and responsibilities of privilege

- Awareness of the global context of citizenship and an informed sensitivity to the experiences of peoples outside of the United States

- Awareness of the multiplicity of perspectives that bear on the human experience, and the importance of historical, global and cultural context in determining the way we see the world

Wellness

- Attentiveness to development of the whole person—mind, body, and spirit

- Ability to balance and integrate care for self and care for others

- Understanding the importance of productive and responsible use of leisure time

- Freedom from addictive behaviors

Office: Donnelly Science Center, Room 247

Telephone: 410-617-2642

Fax: 410-617-5682

Website: www.loyola.edu/academic/biology

Chair: David B. Rivers, Professor

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

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

Assistant Professors: Theresa M. Geiman; Armina A. Kazi; Lisa Z. Scheifele; Christopher Thompson; Maren E. Veatch-Blohm

Affiliate Faculty: Andrew L. Adams; Alfredo J. Herrera; Bradley H. Levin

The Biology Department is an active, student-centered department that focuses on excellence in teaching and undergraduate research. The Major in Biology is designed to provide the depth, scope, and skills necessary for admission to graduate and professional schools or for the job market. The biology degree requirements include a minimum of 10 courses in the biology department, as well as courses from chemistry, physics, and mathematics and statistics.

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

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

The general biology curriculum is flexible in the major's requirements for upper-division courses. This flexibility allows students to individualize their curriculum to suit their academic and career goals.

Loyola's biology curriculum helps to prepare students as academicians, for their professional career after Loyola and as lifelong learners.

The Biology Department emphasizes the following objectives:

The fostering of supportive student-faculty relationships. Students engage in a caring and open student-faculty relationship in which they view faculty as both models and mentors. Students understand the inevitability of 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. Through a flexible curriculum, students make appropriate connections between their coursework, the world around them, and their personal strengths and convictions.

Through the nurturing mentorship and flexible curriculum, the department attempts to produce broadly-trained biologists ready for a wide range of careers by emphasizing the learning aims below.

LEARNING AIMS

The Biology Department has developed the following learning aims for the biology major:

- Students will master the current factual content of different subdisciplines within biology, such as molecular/cellular, organismal, and population biology.
- Students will develop techniques to organize the large quantities of new scientific information into a meaningful framework.
- Students will understand the scientific process and be able to conduct research, including how to read, understand, and critically evaluate primary literature articles; how to ask scientific questions; how to design experiments testing hypotheses; and how to analyze, display, and interpret data using statistical and graphical software packages.
- Students will be able to communicate effectively in a variety of formats, including verbal, written, and symbolic (mathematical) channels. This will require that they write papers in appropriate scientific formats; discuss scientific experiments in a group; present results verbally and in poster formats; and use computer and graphical models to explain and explore biological phenomenon.

- Students will be able to articulate the ethical issues surrounding the practice and direction of biological research.
- Students will become active and engaged citizens who take active leadership and service roles in the larger community, particularly when issues arise related to their biological training.

MAJOR IN BIOLOGY

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

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

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

Mathematics: MA251 or MA252 or ST210 or ST265

Physics: PH101, PH102

BACHELOR OF SCIENCE

Freshman Year

Fall Term

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

Spring Term

- BL121 Organismal Biology*
- BL126 Organismal Biology Lab* (1 credit)
- CH102 General Chemistry II*
- CH106 General Chemistry Lab II* (1 credit)
- HS101 Europe and the World Since 1500**
- Language Core *or*
- Elective
- Social Science Core

Sophomore Year

Fall Term

- BL201 Ecology, Evolution, and Biodiversity*/**
- BL202 Ecology, Evolution, and Biodiversity Lab* (2 credits)
- CH301 Organic Chemistry I*

- CH307 Organic Chemistry Lab I* (1 credit)
- EN101 Understanding Literature
- PL201 Foundations of Philosophy *or*
- TH201 Introduction to Theology
- Fine Arts Core

Spring Term

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

Junior Year

Fall Term

- MA251 Calculus I*† *or*
- MA252 Calculus II *or*
- ST210 Introduction to Statistics *or*
- ST265 Biostatistics
- PH101 Introductory Physics I with Lab*
- PL201 Introduction to Philosophy *or*
- TH201 Introduction to Theology
- Biology Elective*
- Nondepartmental Elective

Spring Term

- PH102 Introductory Physics II with Lab*
- PL200-Level Philosophical Perspectives Course *or*
- Theology Core
- History Core
- Biology Elective*
- Nondepartmental Elective

Senior Year

Fall Term

- Ethics Core
- Biology Elective*
- Biology Elective*
- Elective
- Elective

Spring Term

- Biology Elective*
- Biology Elective*
- Elective
- Elective
- Elective

* Required for major.

** Terms may be interchanged.

† One math course is required for the biology major. A second math course may be required for medical,

graduate, and other professional schools. A nondepartmental elective is used for this purpose.

1. Biology majors must successfully complete BL118/BL119, BL121/BL126, and BL201/BL202 before starting their junior year.
2. The math requirement (MA251 or MA252 or ST210 or ST265) may be taken anytime. Most students choose the sophomore or junior years. Students who plan to take General rather than Introductory Physics should arrange to take Calculus I and II during their freshman or sophomore year.
3. Courses from BL100–118, BL120, BL121, and BL201 may be elected in partial fulfillment of the **natural science core requirement** for the non-natural science major.
4. If a student decides to withdraw from either the lecture or laboratory component of corequisite courses, then the student must withdraw from the corresponding lecture or laboratory course as well. Likewise, if a student fails either the lecture or laboratory component of corequisite courses, both courses must be retaken with passing grades to receive credit within the biology major. A student will not receive credit for completing the lecture or laboratory-only either at Loyola or at another institution, unless the department chair gives prior written permission.
5. To count in the biology major or an associated interdisciplinary major with biology, Human Anatomy and Physiology I (BL206/BL207) and Human Anatomy and Physiology II (BL208/BL209) must be taken at Loyola or a consortium school.
6. Students interested in studying abroad will find many programs available to both biology and interdisciplinary biology majors. Students are encouraged to visit the Office of International Programs early in their careers to plan a course of study for Loyola and the host institution. Students should also consult their academic advisor.
7. Honors students who complete the functional anatomy course while studying abroad in Glasgow, Scotland may not take Introduction to Anatomy and Physiology (BL105), Human Anatomy and Physiology I (BL206/BL207), Human Anatomy and Physiology II (BL208/BL209), or Vertebrate Morphology (BL260) at Loyola.
8. Students must complete the diversity core requirement through a designated diversity core, major,

or elective course (see Diversity Core Requirement under Curriculum and Policies).

ELECTIVE RESTRICTIONS

Students take seven upper-level biology electives. Of the seven biology electives, students must take at least one course from each of three categories described below, and these three courses must be taken within the Biology Department at Loyola. At least four of the seven courses must be taken at the 300-level or higher (BL300–499). Only one semester of research or internship may count toward the seven biology electives. Additional research or internship biology courses may be taken as free electives. Students should consult their faculty advisor before selecting their electives.

Category A: Cellular/Molecular Biology

- BL302 Cell Ultrastructure
- BL322 Synthetic Biology with Lab
- BL341 Molecular Genetics with Lab
- BL401 Endocrinology
- BL403 Neurobiology with Lab
- BL405 Neurobiology
- BL410 Developmental Biology with Lab
- BL420 Histology
- BL424 Cancer Biology with Seminar
- BL426 Cell Biology
- BL431 Biochemistry I
- BL432 Biochemistry II
- BL444 Stem Cell Biology with Lab
- BL461 Immunology with Lab

Category B: Organismal Biology

- BL206 Human Anatomy and Physiology I
- BL208 Human Anatomy and Physiology II
- BL210 Introduction to Human Nutrition
- BL260 Vertebrate Morphology with Lab
- BL280 General Genetics with Lab
- BL281 General Genetics
- BL308 Parasitology
- BL310 Botany with Lab
- BL316 Comparative Physiology with Lab
- BL332 Microbiology
- BL361 Plant Physiology with Lab
- BL449 Integrative Human Physiology with Lab
- BL452 General and Human Physiology with Lab

Category C: Population Biology

- BL222 Aquatic Biology
- BL230 Avian Biology with Lab
- BL241 Invertebrate Zoology with Lab
- BL250 General Entomology with Lab
- BL270 Ecology with Lab
- BL299 Exploring Ecosystems: Special Topics
- BL305 Plant Ecology with Lab
- BL346 Plant-Animal Interactions

BL350 Biology of Mammals with Lab
 BL351 Forensic Entomology with Lab
 BL390 Conservation Biology
 BL435 Evolution with Seminar
 BL436 Evolution
 BL454 Animal Behavior

**INTERDISCIPLINARY MAJOR
 IN BIOLOGY/CHEMISTRY**

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

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

**INTERDISCIPLINARY MAJOR
 IN BIOLOGY/PSYCHOLOGY**

Jointly offered by the Biology and Psychology Departments, this interdisciplinary major provides students with an opportunity to explore the underpinnings of the life sciences and human behavior. This curriculum provides excellent preparation for careers in medicine and other health-related fields, as well as careers in science and psychology-related areas. It is also an excellent foundation for graduate studies in the life sciences (e.g., neurobiology, physiology, microbiology), the interdisciplinary field of neuroscience, and various programs in psychology (e.g., clinical, neuropsychology, health). Students should declare this major by the end of their freshman year.

Requirements for the biology/psychology interdisciplinary major include:

- BL118/BL119, BL121/BL126, BL201/BL202.
- Three biology electives, selected from the following courses: BL316, BL401/BL406, BL403 or BL405, BL410 or BL411, BL435 or BL436, BL444, BL449, BL452, BL454/BL455, BL461.

- Two additional biology electives (not restricted to the list above), with one at the 200-level or higher and the other at the 300-level or higher.

- PY101, PY291, PY292.

- PY200 (1 credit).

- PY241 or PY242 or PY243 or PY244.

- PY261 or PY325.

- One PY advanced topic (Group I) course.

- Two psychology electives at the 200-level or higher. Students who do **not** take BL403 or BL405 must take PY331 or PY332 as one of the psychology electives. BL403 and BL405 are closed to students who take PY331 or PY332.

- ST110 (*for B.A. students only*) or ST210 or ST265.

- Two additional courses (100-level or higher) from CH, CS, MA/ST, or PH. These courses must be those typically taken by biology majors.

OTHER INTERDISCIPLINARY MAJORS

Interdisciplinary majors allow students to combine interests in two different disciplines. This enables students to individualize their curriculum and helps to prepare them for our interdisciplinary world. Disciplines combined with biology in this way include communication, computer science, mathematical sciences, philosophy, physics, political science, sociology, and writing. It is possible, however, to combine biology with many other disciplines. The general biology requirements for an interdisciplinary major (unless specified by targeted programs) are as follows:

- BL118/BL119, BL121/BL126, BL201/BL202

- Three biology electives (200-level or higher)

- Two biology electives (300-level or higher)

- Two courses from CH, CS, MA/ST, or PH

MINOR IN BIOLOGY

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

MINOR IN NATURAL SCIENCES

- BL118/BL119, BL121/BL126
- BL201/BL202 or BL Elective/Lab (200-level or higher)
- CH101/CH105, CH102/CH106
- CH301/CH307, CH302/CH308
- MA251 or MA252 or ST210 or ST265
- PH101, PH102
- One biology elective (200-level or higher)

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

COURSE DESCRIPTIONS

BL100 Insects in Our World (3.00 cr.)
Touches on the practical aspects of the effects of insects on man, animals, agriculture, and the environment. Topics include a brief overview of general entomology, medical entomology, forensics, methods of insect control, beneficial insects, pesticide use, IPM, and transgenic technologies. *Fulfills the natural science core requirement for nonscience majors. Closed to students who have taken BL250 and BL351.*

BL101 Introduction to Forensic Science with Lab (4.00 cr.)
Prerequisite: Restricted to students minoring in forensic studies or written permission of the department chair. An introduction to the field of forensic science and its application in the world today. Topics include crime scene investigation, DNA analysis, questioned documents, forensic psychology, and toxicology. Lab topics include fingerprint and shoe print analysis, crime scene investigation, blood typing, and use of DNA in

criminal investigation. *Fulfills the natural science core requirement for nonscience majors. Closed to students who have taken BL110. IFS*

BL102 Medicinal Plants (3.00 cr.)
The use of herbal remedies is common in our society and is increasing. This course explores the basic biology of common medicinal plants, the historical uses of medicinal plants with an emphasis on ethnobotany, and the current regulatory status of herbal remedies. *Fulfills the natural science core requirement for nonscience majors.*

BL103 Microbes and Man: The Good, the Bad, and the Ugly (3.00 cr.)
Microorganisms shape the world that we live in in countless ways. This course provides a framework for understanding microorganisms like viruses, bacteria, and protozoans while focusing on their influence on day-to-day life. Topics range from the beneficial uses of microorganisms to diseases caused by them, as well as our efforts to control them. *Fulfills the natural science core requirement for nonscience majors. Closed to students who have taken BL332.*

BL104 Twisted Planet: Global Issues in Biology (3.00 cr.)
An examination of biological issues of significance in our global society, which is increasingly marked by an understanding of environmental consequences; worldwide markets and technology; competition for resources; civil/ethnic wars; changing traditional boundaries to disease; and the increasing disparity between developed and developing countries and regions. Major topics include biological considerations of race, population dynamics, the consequences of war, forest and biodiversity loss, global climate change, global water distribution, and the threats of emerging diseases. *A field trip to the National Aquarium in Baltimore is required. Fulfills the natural science core requirement for nonscience majors. GT*

BL105 Introduction to Anatomy and Physiology (4.00 cr.)
A lecture/laboratory course designed for psychology majors that introduces basic anatomy and physiology of the human body, from a single cell to the coordinated whole. Topics include the function of each organ system, development, and interactions with the central nervous system. The laboratory component emphasizes physiological experiments. *Fulfills the natural science core requirement for nonscience majors. Closed to students who have taken BL206 or BL208.*

BL106 Science of Life (4.00 cr.)
Prerequisite: PH110 or written permission of the teacher education department chair. Restricted to elementary edu-

ation majors. A lecture and laboratory course that investigates life's activities from the molecular to the ecosystem level. Explores aspects of human biology, ecology, molecular biology, and diversity. Written assignments and laboratory activities supplement text and lecture material. *Fulfills the natural science core requirement for nonscience majors.*

BL107 Life on the Edge (3.00 cr.)

Biology is the study of life. Perhaps the most fascinating examples of adaptations for life occur in extreme environments such as salt marshes, deep ocean vents, hot springs, and arctic tundra. Students examine a wide diversity of organisms "living on the edge" in extreme environments to investigate the pivotal relationship between structure and function. *Fulfills the natural science core requirement for nonscience majors.*

BL109 Modern Marvels of Biotechnology (3.00 cr.)

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

BL110 Introduction to Forensic Science (3.00 cr.)

An introduction to the field of forensic science and its application in the world today. Topics include crime scene investigation, DNA analysis, questioned documents, forensic psychology, and toxicology. *Fulfills the natural science core requirement for nonscience majors. Closed to students who have taken BL101.*

BL111 Environmental Biology (3.00 cr.)

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

BL113 Human Biology (3.00 cr.)

A general introduction to biology focusing on humans. Topics include cell biology, genetics, molecular biology, form and function of organ systems, and the interaction between humans and their environment.

Intended for nonscience majors. Fulfills the natural science core requirement for nonscience majors. Closed to students who have taken BL105 or BL121.

BL114 Biology: A Human Approach (3.00 cr.)

Designed for the nonbiology major to explore selected topics of the biology of humans. Topics include testing ideas about the transmission of communicable diseases; how human activities change the animal vectors of communicable diseases; and that human efforts to obtain food change the rest of nature. Students explore analysis with multiple working hypotheses. The course ends with an exploration of birth. *Four to five laboratory sessions. Fulfills the natural science core requirement for nonscience majors.*

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

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

BL116 The Chesapeake Bay Environment (3.00 cr.)

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

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

Students investigate the science and issues involved in food production. Topics include agricultural practices and policy; environmental effects of producing food; nutritional illnesses and the obesity epidemic; use of technology to increase food supplies; pest management practices; and sustainable agricultural systems. The issues are explored using case studies,

debates, and lab experiments. *Some lab work is required. Fulfills the natural science core requirement for nonscience majors. Closed to students who have taken BL120.*

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

Corequisite: BL119. An examination of the cellular basis of life, specifically how cell structure determines cell function, thereby enabling cells to adapt to their environment. Topics include metabolism, energy conservation, central dogma, gene regulation, cell reproduction, and the cell in its social context. *Required for biology majors. Fulfills the natural science core requirement.*

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

Corequisite: BL118. Laboratory work supports and enhances material from the lecture. In addition, students are introduced to techniques used in the laboratory, as well as in the field of cellular and molecular biology. These techniques include microscopy, enzyme kinetic studies, DNA isolation, and gel electrophoresis.

BL120 Loaves and Fishes (3.00 cr.)

The development of agriculture was one of the great innovations in human history, allowing our species to expand to the current population size of over six billion. However, this change in diet has had broad implications for human health and the health of the Earth. This course investigates the science and issues involved in food production. Topics include the ecology and physiology of nutrition; evolutionary changes in the human diet; food and the environment; the impact of diet on human health; and social justice issues related to food production and accessibility. *One weekend field trip to the Chesapeake Bay is planned. This course serves as a core course in the natural sciences or as a free elective for biology majors. Closed to students who have taken BL117.*

BL121 Organismal Biology (3.00 cr.)

Prerequisite: BL118, BL119. Corequisite: BL126. Students are provided a brief introduction into the diversity of organisms, followed by a more in-depth examination of the relationship between the structure and function of cells, tissues, and organ systems in plants and animals. A comparative approach is used to examine how organisms solve various issues pertaining to life. These problems include nutrition, exchange of gasses, reproduction and development, transport of materials, and control via hormonal and neural communication. Students are introduced to the process of scientific thinking, as well as the principles of organismal biology. *Required for biology majors. Fulfills the natural science core requirement.*

BL126 Organismal Biology Lab (1.00 cr.)

Corequisite: BL121. Laboratory work supports and enhances material from the lecture. The course focuses on observational skills and covers topics that include diversity of organisms, introductory comparative anatomy, and vertebrate anatomy. Technical skill development includes microscopy and invertebrate and vertebrate dissections.

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

Corequisite: BL202. An examination of the processes which produce the diversity of organisms on our planet. Topics include the biotic and abiotic factors which determine the distribution and abundance of species and evolutionary processes which lead to adaptation, speciation, and extinction. Also examines conservation of the diversity of life by studying the interaction between humans and other organisms. *Restricted to majors, interdisciplinary majors, and minors, or students with written permission of the department chair. Required for biology majors. Fulfills the natural science core requirement for nonscience majors.*

BL202 Ecology, Evolution, and Biodiversity Lab (2.00 cr.)

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

BL206 Human Anatomy and Physiology I (3.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126 or equivalent, and written or electronic permission of the department chair or director of curriculum and advising. Corequisite: BL207. The first in a sequence of courses in human anatomy and physiology designed to meet the requirements for students pursuing careers in nursing or allied health. The course covers basic body organization; functional biochemistry; cytology; histology; study of integumentary, skeletal, muscular, circulatory, and respiratory systems; and emphasis on the study of normal anatomy and physiology with clinical applications. *Closed to students who have taken BL260, BL448, BL449, or BL452.*

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

Corequisite: BL206. A laboratory course designed to provide exercises and other activities that supplement and reinforce topics covered in BL206.

BL208 Human Anatomy and Physiology II (3.00 cr.)

Prerequisite: BL206, BL207, and written or electronic permission of the department chair or director of curriculum and advising. Corequisite: BL209. A continuation

of BL206. A comprehensive study of the digestive, excretory, endocrine, reproductive, and nervous systems. *Closed to students who have taken BL260, BL448, BL449, or BL452.*

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

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

BL210 Introduction to Human Nutrition (3.00 cr.)

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

BL220 Natural History of Maryland Species (4.00 cr.)

Prerequisite: BL121, BL126, BL201, BL202. *Written or electronic permission of the department chair required for non-majors.* Studies the natural history of Maryland's native plants and animals. Their ranges, habitats, adaptations, conservation status, and interactions with other species are studied using ecological and evolutionary principles. Through lectures, laboratory exercises and field trips, Maryland's many habitats—from the Chesapeake Bay to the Appalachian Plateau—are explored.

BL222 Aquatic Biology (3.00 cr.)

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

BL223 Aquatic Biology Lab (2.00 cr.)

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

BL230 Avian Biology with Lab (5.00 cr.)

Prerequisite: BL121, BL126, BL201, BL202. An introduction to the study of birds, their evolutionary origins, diversity, special adaptations, life histories, social behavior, and ecology. The laboratory includes bird watching, identification, dissections, and behavior. *Two or three weekend day trips are included.*

BL241 Invertebrate Zoology with Lab (5.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. *Recommended Prerequisite:* BL201, BL202. An introduction to the exciting and amazing world of animals without backbones. The course focuses on the life histories, behavior, structure, physiology, and ecology of common invertebrate groups. Consideration is given to adaptations for interacting with plants and animals. Emphasis is also placed on those creatures that have a significant impact on the human condition, including those invertebrates of medical and agricultural importance. Students explore live and preserved specimens in lab to gain a greater understanding of structure-function relationships.

BL250 General Entomology with Lab (5.00 cr.)

Prerequisite: BL121, BL126. *Recommended Prerequisite:* BL201. An introduction to the insect world emphasizing insect life histories, structure, behavior, physiology, and ecology. Consideration is given to adaptations for interacting with plants, animals, and man. Laboratories are designed to introduce all aspects of insect biology and implement methods for studying insect pollination, carrion ecology, morphology, apiculture, and cell culture. Field trips to various habitats emphasize insect diversity and collection techniques.

BL260 Vertebrate Morphology with Lab (5.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. An integrated approach to the development, microscopic and macroscopic anatomy of vertebrates. The course examines the evidence of how major vertebrate organ systems have evolved from basal deuterostome ancestors. It also examines how transition from aquatic to terrestrial habitat paralleled transformations of the respiratory, skeletal, and circulatory systems. The laboratory component explores the early embryology of frog and chick and the gross anatomy of the cat. *Closed to students who have taken BL206 or BL208.*

BL270 Ecology with Lab (5.00 cr.)

Prerequisite: BL201, BL202. An introduction to the principles of ecology stressing interaction between organisms and their environment at the levels of the individual, population, community, and the ecosystem. These principles are then applied to current environmental and conservation problems and issues. Laboratory experiments, computer simulations, and

field experiences designed to demonstrate basic ecological principles. *One weekend field trip may be required.*

BL280 General Genetics with Lab (5.00 cr.)

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

BL281 General Genetics (3.00 cr.)

Prerequisite: BL118, BL121. *Recommended Prerequisite:* BL201. An introduction to genetics focused on principles of classical, molecular, and population genetics.

BL298 Ecosystems Ecology (3.00 cr.)

Recommended Prerequisite: BL201, BL202. An introduction to ecosystem ecology, and a detailed examination of one ecosystem. Readings and library research provide the background to appreciate the intricate workings of the ecosystem and to design a research proposal. Ecosystems studied will vary from year to year but generally rotate among tropical forests, coral reef systems, and desert/sky islands of Arizona. *An option for students who wish to take BL299 without the field component.*

BL299 Exploring Ecosystems: Special Topics (5.00 cr.)

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

BL305 Plant Ecology with Lab (5.00 cr.)

Prerequisite: BL121, BL126, BL201, BL202. General principles of ecology are used to study the relationship of plants to physical and biological factors. In lieu of a textbook, pivotal papers from the literature are used to provide an in-depth understanding of plant life in three main ecosystems: Chesapeake Bay, Piedmont Region, and Tall Grass Prairie. Field and laboratory experiments emphasize ecological research techniques and allow students to gain experience in designing stud-

ies, making field observations, and learning standard methods of data collection and analyses. *A weekend field trip may be required.*

BL310 Botany with Lab (5.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. The cell biology, anatomy, physiology, diversity, and economic importance of plants with emphasis on practical applications in pharmacology, horticulture, and the environment. Laboratory activities acquaint students with practical applications of botany while maintaining a strong emphasis on the basic facts and principles necessary for a sound foundation in the plant sciences.

BL316 Comparative Physiology with Lab (5.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. A comprehensive introduction to the similarities and differences in the functional processes of animals at selected levels in phylogeny. Emphasis is placed on the adaptive significance of life processes that have evolved as a consequence of an ever-changing environment. Laboratory experiences include comparative examination of the structure and function of select vertebrate and invertebrate organ systems. Techniques rely on modern and classic research methods used to study physiological processes, including protein electrophoresis, cell structure, electrocardiography, and electroencephalography.

BL322 Synthetic Biology with Lab (5.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. Examines the emerging field of synthetic biology, focusing on the design of biological devices and organisms. Topics include gene structure and regulation; genome organization; synthesis of whole genomes; genetic circuits; and the practical applications of synthetic biology in the creation of biofuels, production of pharmaceuticals, and development of vaccines. The laboratory employs bioinformatic tools to analyze DNA sequences and design genes, as well as bioengineering techniques to construct a portion of a genome. *IFS*

BL332 Microbiology (3.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. *Corequisite:* BL334. An introduction to the fascinating world of microorganisms. Topics for discussion include the structure and function of microbes; microbial metabolism, nutrition, and growth; the control of microorganisms in the environment and in the body; the classification of microorganisms and viruses; infection and immunity; and applied microbiology. An overview of microbial diseases by body system is also provided.

BL334 Microbiology Lab (2.00 cr.)

Corequisite: BL332. Laboratory work focuses on microbiological technical skill development, including sterile techniques used in the cultivation of microor-

ganisms and multiple staining procedures used in the identification of microorganisms. It also teaches students about the theory and use of differential selective media and tests to identify microbes, as well as antibiotic sensitivity testing. Students apply knowledge gained through the course to identify unknown cultures of microorganisms.

BL341 Molecular Genetics with Lab (5.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. Students are introduced to the basic principles of molecular genetics and how studies in molecular genetics have advanced fields such as genetic engineering. Topics include structure and function of nucleic acids and proteins; gene expression and regulation in prokaryotic and eukaryotic organisms; and the nature of mutations and cancer. Examines some of the genetic tools used to analyze genes. The laboratory emphasizes basic and advanced techniques of DNA, RNA, and protein manipulation. Students also learn to use computer software to access gene databases and analyze gene sequences. *IFS*

BL343 Molecular Genetics with Seminar (5.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. Students are introduced to the basic principles of molecular genetics and how molecular genetics is used for basic research and applied field such as genetic engineering. Topics include the structure and function of nucleic acids; DNA replication, transcription, translation; gene regulation; and various molecular genetic technologies. In the seminar, students present and discuss papers dealing with current applications of molecular genetics and the associated ethical dilemmas. Students are also introduced to basic laboratory procedures.

BL346 Plant-Animal Interactions (3.00 cr.)

Prerequisite: BL121, BL126, BL201, BL202. *Corequisite:* BL347. Interactions between plants and animals may strongly influence their evolution and ecology. These interactions are arguably the most important forces structuring ecological communities. Students explore the predominant interactions between plants and animals (e.g., pollination, herbivory, seed dispersal) using evolutionary and ecological approaches. The ecological conditions that favor certain types of interactions and the (co)evolution of interactions are emphasized.

BL347 Plant-Animal Interactions Seminar (2.00 cr.)

Corequisite: BL346. Students explore the expansive plant-animal interactions literature, with human impacts on the dynamics of plant-animal interactions as the main theme of the seminar. The class is conducted in the style of a *journal club*, where individual students take the responsibility for leading discussions on current articles from the literature.

Students learn to critically analyze experimental designs, ecological and evolutionary theory, and key conclusions of the articles, while working toward research proposals to study the potential effects of continued anthropogenic influences.

BL350 Biology of Mammals with Lab (5.00 cr.)

Prerequisite: BL121, BL126, BL201, BL202. The diversity found within the class Mammalia is examined to gain an understanding of the evolution, physiology, and ecology of these animals. An examination of the conservation problems of this group is included. Students examine the distinctive characteristics of mammals, both in the lab and through field study of natural populations.

BL351 Forensic Entomology with Lab (5.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. *Recommended Prerequisite:* BL201, BL202, BL250. Forensic entomology is the application of basic and applied principles of insect biology and the collection of entomological data in such a manner that it can be used as evidence in criminal investigations to aid in resolving legal issues that are either criminal or civil in nature. Lectures explore the use of insects in the science of forensic entomology and its impact on death scene investigation, neglect, or abuse; contamination of food products and other marketable goods; and subsequent litigation. Laboratories focus on techniques associated with death scene investigation, particularly in the collection and identification of arthropods found on a corpse. *Some field trips may be associated with the laboratory portion of the course. IFS*

BL361 Plant Physiology with Lab (5.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. A study of the basic processes of plant life including photophysiology, nutrition, water relations, transport phenomena, growth and development, and stress physiology. The laboratory portion examines techniques and instruments physiologists use to study plant function. Activities include comparative photosynthesis, nutrient analysis using atomic absorption spectroscopy, and tissue culture.

BL390 Conservation Biology (3.00 cr.)

Prerequisite: BL121, BL126, BL201, BL202. *Corequisite:* BL392 or BL393. A comprehensive survey of current practices and theoretical background in conservation biology. Students examine local and global threats to biological diversity; the value of biological diversity; conservation strategies including the design and management of protected areas, captive breeding of endangered species, and reintroduction programs; and ethical and moral responsibilities of our society as it interacts with nature and other nations.

BL392 Conservation Biology Seminar (2.00 cr.)

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

BL393 Conservation Biology Lab (2.00 cr.)

Corequisite: BL390. Provides students with opportunities to participate firsthand in research and conservation practices on local or campus ecological problems. Through a specific field project that aims to improve the campus or local community, students are trained on real-world methods of biodiversity studies and biological conservation, as well as the applications of ecological concepts and principles covered in BL390. *Weekend field trips may be included.*

BL401 Endocrinology (3.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. *Corequisite:* BL406. *Recommended Prerequisite:* BL452. An examination of the mammalian endocrine system with emphasis on humans. General aspects of endocrinology are covered, including pertinent anatomy, receptor dynamics, techniques used to study endocrinology, and how the system is regulated. An in-depth exploration of multiple endocrinological examples follows. In addition, students read historical and primary literature and lead class discussions.

BL403 Neurobiology with Lab (5.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. An integrated examination of the mammalian nervous system with emphasis on the human brain. A review of basic neuroanatomy and neurophysiology. Students conduct in-depth explorations of specific topics such as neuropathologies, neuropharmacology, neuroanatomical sex differences, aging, and the molecular and cellular bases of memory and learning. The laboratory includes an examination of histological preparations and human brain slices; discussions of primary literature and review articles; instructor presentation of special topics in neurobiology including visual, auditory, and vestibular systems; and student presentations of selected topics in neurobiology. *Closed to students who have taken BL405, PY331, or PY332.*

BL405 Neurobiology (3.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. A review of basic neuroanatomy and neurophysiology. Students conduct in-depth explorations of specific topics such as neuropathologies, neuropharmacology, neuroanatomical sex differences, aging, and the molecular

and cellular bases of memory and learning. *Closed to students who have taken BL403, PY331, or PY332.*

BL406 Endocrinology Lab (2.00 cr.)

Prerequisite: BL118, BL121. *Corequisite:* BL401. An introduction to modern techniques used in the study of endocrinology. Students learn how to handle and work with rodents and perform simple surgical procedures. In addition, instruction is given on methods of cell culture and hormone measurement. The second half of the course involves individual student research projects, culminating in student research presentations.

BL410 Developmental Biology with Lab (5.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. Patterns of development from fertilization through organ formation are examined. Topics include descriptive embryology, mechanisms of cellular differentiation, cellular interactions, metamorphosis, and sex determination. In the lab, students use experimental and descriptive techniques to explore the mechanisms whereby single-celled zygotes change into more complex animals.

BL411 Developmental Biology (3.00 cr.)

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

BL420 Histology (4.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. The microscopic examination of the anatomy and physiology of mammalian tissues and organs. *(Lecture/Laboratory)*

BL424 Cancer Biology with Seminar/Lab (5.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. An in-depth examination of the molecular and genetic basis of cancer biology. Clinical aspects of cancer are also discussed, including topics related to histopathology, diagnosis, and treatment. The laboratory component of the course introduces students to the study of cancer cells and their characteristics, and to current cancer biology techniques. Lab techniques include cell culture, histopathology, microarray, cell viability assays, invasion assays, molecular biology techniques, and cancer stem cell assays. In the seminar component of the course, students critically analyze primary research literature, learn about different cancer types, and discuss socioeconomic topics related to cancer.

BL426 Cell Biology (3.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. *Corequisite:* BL427. A survey of biochemical and molecular aspects of cellular function with emphasis cell ultrastructure and communication.

BL427 Cell Biology Lab (2.00 cr.)

Corequisite: BL426. An introduction to modern techniques used in cell biology. Laboratory work focuses on sterile culture techniques used in the cultivation of cells and tissues. Students also learn common techniques used in cellular/molecular laboratories such as microscopy, staining, cell fractionation, electrophoresis, and ELISAs.

BL431 Biochemistry I (3.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126, CH302, CH308. *Corequisite:* BL433. General principles of biochemistry including studies of the macromolecules (carbohydrates, lipids, proteins and nucleic acids), enzyme kinetics and reaction mechanisms, and intermediary metabolism. *Same course as CH431.*

BL432 Biochemistry II (3.00 cr.)

Prerequisite: BL431, BL433. *Corequisite:* BL434. An examination of select topics in biochemistry, focusing on how life processes are regulated by the interactions between molecules. Topics vary and may include protein structure and function; protein-DNA interactions; signal transduction cascades; enzyme reaction mechanisms; the cytoskeleton; protein synthesis; and cellular secretion. Students lead discussions and/or make oral presentations. *Same course as CH432.*

BL433 Biochemistry Lab I (1.00 cr.)

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

BL434 Biochemistry Lab II (1.00 cr.)

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

BL435 Evolution with Seminar (5.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126, BL201, BL202. An examination of the evidence for Darwin's theory of evolution by natural selection. Students study the details of the process of evolution from several perspectives including population genetics, evolutionary ecology and macroevolution. Topics include genome evolution, adaptation, speciation, and extinction. *Closed to students who have taken BL436. (Lecture/Field Trips)*

BL436 Evolution (3.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126, BL201, BL202. An examination of the evidence of Darwin's theory of evolution by natural selection. Students study the details of the process of evolution from several per-

spectives including population genetics, evolutionary ecology, and macroevolution. Topics include genome evolution, adaptation, speciation, and extinction. *Closed to students who have taken BL435.*

BL440 Special Topics in Biology (3.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126, BL201, BL202. Special topics in biology of interest to the instructor. Topics vary from semester to semester. *May be repeated for credit with different topics.*

BL444 Stem Cell Biology with Lab (5.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. Examines concepts, theories, and techniques in stem cell biology. Focuses on stem cell technology including types of stem cells, ethics of stem cell use, pluripotency, culture methods, characterization, and monitoring tools such as imaging and differentiation strategies. Laboratory component includes development of techniques used in stem cell research, as well as investigations of primary literature.

BL449 Integrative Human Physiology with Lab (5.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126. Specializing in human physiology but applicable to all mammals, this course examines how the functions of organs in the body are integrated via various control systems. Lecture topics include homeostasis; cellular metabolism; the autonomic nervous system; and control of the cardiovascular, respiratory, renal, digestive, muscular, and endocrine systems. Pathophysiology, such as diabetes, is also discussed. Labs compliment lectures by providing a means for measuring various cell-to-cell signaling molecules. Students are also able to treat with these same signaling molecules and assess how organs and systems respond. *Closed to students who have taken BL206 or BL208, or BL452.*

BL452 General and Human Physiology with Lab (5.00 cr.)

Prerequisite: BL118, BL121. General physiological principles and studies on selected human and vertebrate organ systems are discussed. Laboratory exercises include vertebrate organ dissections, computer simulations, direct physiological measurements, and microscopy that coordinate with lecture topics. Pathophysiology is also discussed, and human case studies are used to solve physiological problems. *Closed to students who have taken BL206, BL208, BL448, or BL449.*

BL454 Animal Behavior (3.00 cr.)

Prerequisite: BL121, BL126, BL201, BL202. *Corequisite:* BL455. A comprehensive introduction to the field of animal behavior. Topics include the hormonal and neural mechanisms that control behavior; development and evolution of behavior; and diverse topics

in behavioral ecology, animal communication, and sociobiology.

BL455 Animal Behavior Lab (2.00 cr.)

Corequisite: BL454. Students develop observational skills and the ability to quantify behavior and design behavioral experiments through laboratory exercises, field trips, and an independent group research project.

BL461 Immunology with Lab (5.00 cr.)

Prerequisite: BL118, BL119, BL121, BL126, BL201, BL202, and one additional upper-level biology elective. The biology of the immune system is explored. Structural, functional, and applied aspects of cellular and humoral immune mechanisms in the vertebrates are also studied. Students conduct contemporary experiments to demonstrate aspects of cellular and humoral immunity. Students implement numerous immunological techniques using both *in vitro* and *in vivo* systems.

BL467 Seminar: Career Choices (1.00 cr.)

An examination of different careers available to biologists or a related field of study. Experts from several health professions present on careers available to Loyola students. *May be repeated for credit with different topics. (Pass/Fail)*

BL470 Seminar: Special Topics in Organismal Biology (3.00 cr.)

Prerequisite: Two upper-level biology courses (BL208 or higher) including at least one Category B biology elective and junior/senior standing, or written permission of the instructor. An examination of current topics and areas in organismal biology with an emphasis on primary literature. Students lead group discussions and/or make oral presentations. *May be repeated for credit with different topics.*

BL471 Seminar: Special Topics in Ecology, Evolution, and Diversity (3.00 cr.)

Prerequisite: Two upper-level biology courses (BL222 or higher) including at least one Category C biology elective and junior/senior standing, or written permission of the instructor. An examination of current topics in ecology, evolution, and diversity with an emphasis on primary literature. Students lead group discussions and/or make oral presentations. *May be repeated for credit with different topics.*

BL472 Seminar: Special Topics in Cellular and Molecular Biology (3.00 cr.)

Prerequisite: Two upper-level biology courses (BL222 or higher) including at least one Category A biology elective and junior/senior standing, or written permission of the instructor. An examination of current topics in cell and molecular biology with an emphasis on primary literature. Students lead group discussions and/or

make oral presentations. *May be repeated for credit with different topics.*

BL473 Special Topics in Forensic Biology (3.00 cr.)

Prerequisite: Two upper-level biology courses (BL222 or higher) including at least one biology elective at the 300-level or higher and junior/senior standing, or written permission of the department chair. An examination of current topics in forensic biology with an emphasis on the use of primary literature. Students lead group discussions and/or make oral presentations. *May be repeated for credit with different topics. IFS*

BL481 Biology Research I (1–3.00 cr.)

Prerequisite: Written or electronic permission of a sponsoring faculty member. Requires a preliminary paper outlining the nature and scope of the problem, the experimental procedures, and associated literature. Also requires progress reports and a final research paper. *May be repeated for credit.*

BL482 Biology Research II (1–3.00 cr.)

Prerequisite: BL481 and written or electronic permission of a sponsoring faculty member. A continuation of BL481. *May be repeated for credit.*

BL491 Honors Biology Research I (3.00 cr.)

Prerequisite: Students must apply for this course and receive written or electronic permission of a sponsoring faculty member. Requires a preliminary paper outlining the nature and scope of the problem, the experimental procedures, and associated literature. Also requires progress reports, a final research paper, and presentation of research findings.

BL492 Honors Biology Research II (3.00 cr.)

Prerequisite: BL491. Students must apply for this course and receive written or electronic permission of a sponsoring faculty member. A continuation of BL491.

BL498 Forensic Studies Experience (3.00 cr.)

Prerequisite: Written or electronic permission of a sponsoring faculty member. A capstone experience in forensic studies in which a student may arrange an internship, independent study, or research experience with a faculty sponsor to engage in an in-depth exploration of a topic associated with forensic or criminal investigation. *Generally completed during senior year; students should secure a faculty sponsor and obtain the approval of the forensic studies director by the end of junior year. Same course as CH498, EG490, PH498, and SC498. IFS*

Office: Knott Hall, Room 306

Telephone: 410-617-2328

Website: www.loyola.edu/academic/chemistry

Chair: Brian K. Barr, Associate Professor

Professors: Timothy J. McNeese; Melvin P. Miller (emeritus); David F. Roswell (emeritus);

Norbert M. Zaczek (emeritus)

Associate Professors: Brian K. Barr;

Francis J. McGuire (emeritus); Jesse D. More;

Daniel M. Perrine (emeritus)

Assistant Professors: Birgit Albrecht;

Elizabeth E. Dahl

Instructor: Robert T. Carp (visiting)

Affiliate Faculty: James F. Salmon, S.J.

The Loyola chemistry curriculum is designed to provide undergraduates with a sound education in the fundamental areas of modern chemistry. The curriculum prepares chemistry majors to structure and interpret concepts, ideas, and relationships within the broader field of chemistry. Students who complete all required courses in the program receive a Bachelor of Science (B.S.) certified by the American Chemical Society (ACS).

Students planning to attend dental or medical school should take at least a minimum of BL118/BL119 and BL121/BL126 as elective courses. For students interested in graduate studies, MA304 and MA351 are recommended as elective courses. For students interested in biochemistry/molecular biology, the interdisciplinary chemistry/biology major is recommended. This specialized major provides students with a strong foundation for graduate/professional studies in areas such as biochemistry, molecular biology, and the various health professions. A chemistry minor is also available. CH110, CH114, and GL110 may be elected in partial fulfillment of the natural science core requirement for the nonnatural science major.

LEARNING AIMS

The Chemistry Department has developed five learning aims for the chemistry major:

- Students will develop a firm understanding in the general principles of chemistry. This will take place through foundational chemistry courses, which are those typically taken by majors during their first two years at Loyola.

- Students will develop a firm understanding of detailed knowledge in specific areas of chemistry. Students take advanced courses in to each of the five major areas of chemistry: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. These advanced courses are typically taken by majors during their third and fourth years at Loyola.

- Students will develop and learn experimental techniques in the five major areas of chemistry.

- Students will demonstrate an understanding of chemistry through written reports. The purposes of writing in the Chemistry Department are to determine what a student has learned; if the student can express that knowledge clearly; if the student can analyze what was read or studied; and if the student is capable of original thought.

- Students will learn to apply quantitative techniques and computational methods in the analysis of chemistry and chemical problems.

MAJOR IN CHEMISTRY

BACHELOR OF SCIENCE

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

Freshman Year

Fall Term

CH101 General Chemistry I*

CH105 General Chemistry Lab I* (1 credit)

MA251 Calculus I*

WR100 Effective Writing**

Language Core

Elective**/**

Spring Term

CH102 General Chemistry II*

CH106 General Chemistry Lab II* (1 credit)

HS101 Europe and the World Since 1500**

MA252 Calculus II*

Language Core *or*

Elective

Elective**/**

Sophomore Year*Fall Term*

CH201 Quantitative Analysis*
 CH301 Organic Chemistry I*
 CH307 Organic Chemistry Lab I* (1 credit)
 PH201 General Physics I*
 PH291 General Physics Lab I* (1 credit)
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 Elective**/**

Spring Term

CH302 Organic Chemistry II*
 CH308 Organic Chemistry Lab II* (1 credit)
 EN101 Understanding Literature
 PH202 General Physics II*
 PH292 General Physics Lab II* (1 credit)
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 Fine Arts Core**

Junior Year*Fall Term*

CH311 Physical Chemistry I*
 CH315 Physical Chemistry Lab I* (1 credit)
 CH431 Biochemistry I*
 CH433 Biochemistry Lab I* (1 credit)
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 History Core**
 Nondepartmental Elective**

Spring Term

CH312 Physical Chemistry II*
 CH316 Physical Chemistry Lab II* (1 credit)
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 English Core
 Social Science Core**
 Elective**

Senior Year*Fall Term*

CH406 Organic Synthesis and Spectroscopy*
 CH412 Inorganic Chemistry* (4 credits)
 Ethics Core**
 Nondepartmental Elective**
 Elective**

Spring Term

CH410 Instrumental Methods*
 CH411 Instrumental Methods Lab* (1 credit)
 CH/MA/PH Elective (300-level or higher)*
 Social Science Core**

Nondepartmental Elective**
 Elective**

* Required for major.

** Terms may be interchanged.

*** Students planning to attend medical or dental school may substitute BL118, BL121, or another elective.

1. Nondepartmental electives must be taken outside the Chemistry Department. Chemistry electives include CH310, CH420, and CH432/CH434. Three credits of CH420 may be used to fulfill the CH/MA/PH elective for the chemistry major. Further research credits will count as free electives.
2. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

**INTERDISCIPLINARY MAJOR
 IN CHEMISTRY/BIOLOGY**
BACHELOR OF SCIENCE

The interdisciplinary major specializes in biochemistry/molecular biology. An example of a **typical** program of courses is as follows:

Freshman Year*Fall Term*

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

Spring Term

BL121 Organismal Biology*
 BL126 Organismal Biology Lab* (1 credit)
 CH102 General Chemistry II*
 CH106 General Chemistry Lab II* (1 credit)
 HS101 Europe and the World Since 1500**
 Fine Arts Core
 Language Core *or*
 Elective

Sophomore Year

Fall Term

BL341 Molecular Genetics with Lab*/**
 CH301 Organic Chemistry I*
 CH307 Organic Chemistry Lab I* (1 credit)
 EN101 Understanding Literature
 MA251 Calculus I*
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology

Spring Term

CH302 Organic Chemistry II*
 CH308 Organic Chemistry Lab II* (1 credit)
 MA252 Calculus II*
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 English Core
 Biology Elective*/**

Junior Year

Fall Term

CH431 Biochemistry* (*or* BL431)
 CH433 Biochemistry Lab I* (*or* BL433)
 (1 credit)
 PH201 General Physics I*
 PH291 General Physics Lab I* (1 credit)
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 Biology/Chemistry Elective*†
 Nondepartmental Elective

Spring Term

CH432 Biochemistry II* (*or* BL432)
 CH434 Biochemistry Lab II* (*or* BL434)
 (1 credit)
 PH202 General Physics II*
 PH292 General Physics Lab II* (1 credit)
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 Biology Elective*/**
 Nondepartmental Elective

Senior Year

Fall Term

CH311 Physical Chemistry I*
 CH315 Physical Chemistry Lab I* (1 credit)
 Ethics Core
 History Core
 Biology/Chemistry Elective*†
 Elective†

Spring Term

Social Science Core
 Nondepartmental Elective
 Elective†
 Elective†
 Elective†

* Required for major.

** Terms may be interchanged.

† Students are strongly encouraged to gain laboratory research experience and should consider enrolling in research courses (BL481/BL482 or BL491/BL492 or CH420). Three credits of research may be used to fulfill one course for the interdisciplinary major. Further research credits will count as free electives. Students should consult with their advisor when selecting these electives.

1. **Biology Electives:** For the two biology-only electives, choose from BL322, BL332/BL334, BL411, BL426, and BL461.
2. **Biology/Chemistry Electives:** For the two biology/chemistry electives, choose from CH201, CH310, CH312/CH316, and CH410/CH411 for chemistry electives and BL200-level or higher for biology electives (see restrictions on research courses).
3. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

MINOR IN CHEMISTRY

The following courses are required for the minor:

CH101 General Chemistry I
 CH105 General Chemistry Lab I
 CH102 General Chemistry II
 CH106 General Chemistry Lab II
 CH301 Organic Chemistry I
 CH307 Organic Chemistry Lab I
 CH302 Organic Chemistry II
 CH308 Organic Chemistry Lab II
 CH311 Physical Chemistry I
 CH315 Physical Chemistry Lab I

Two additional courses from the following:

CH201 Quantitative Analysis
 CH310 Medicinal Chemistry
 CH312 Physical Chemistry II *and*
 CH316 Physical Chemistry Lab II
 CH406 Organic Synthesis and Spectroscopy

- CH410 Instrumental Methods *and*
 CH411 Instrumental Methods Lab
 CH412 Inorganic Chemistry
 CH420 Chemistry Research (3 credits)
 CH431 Biochemistry I *and*
 CH433 Biochemistry Lab I
 CH432 Biochemistry II *and*
 CH434 Biochemistry Lab II

COURSE DESCRIPTIONS

CHEMISTRY

CH101 General Chemistry I (3.00 cr.)

Prerequisite: MA004 or a score of 56 or better on Part I of the Math Placement Test or a math SAT score of 560 or better or a math ACT score of 24 or better or one year of high school calculus. *Corequisite:* CH105. Basic atomic structure, periodic table, chemical equations, gases, liquids, solids, electrolysis, properties of elements and compounds, rates and mechanisms of reactions.

CH102 General Chemistry II (3.00 cr.)

Prerequisite: CH101. *Corequisite:* CH106. A continuation of CH101.

CH105 General Chemistry Lab I (1.00 cr.)

Corequisite: CH101. An introduction to the laboratory study of the physical and chemical properties of matter; the principles and applications of gravimetric, volumetric chemical, and qualitative analysis.

CH106 General Chemistry Lab II (1.00 cr.)

Prerequisite: CH101, CH105. *Corequisite:* CH102. A continuation of CH105.

CH110 Chemistry and Society (3.00 cr.)

A study of basic chemical principles as applied to areas of societal importance such as: nuclear chemistry, environmental issues, nutrition, and biotechnology. *Restricted to nonscience majors. Fulfills one math/science core requirement for nonnatural science majors.*

CH114 Global Environment (3.00 cr.)

A study of how the various systems of the Earth interconnect to form the Earth system. Global environmental issues such as climate change, water resources, and biodiversity loss, as well as how humans affect the Earth system are discussed with an emphasis on environmental justice. *Field trips are included. Fulfills one math/science core requirement for nonnatural science majors. GT*

CH201 Quantitative Analysis (4.00 cr.)

Prerequisite: CH102. An investigation into techniques used to determine chemical composition. Includes application of statistical analysis to chemical systems and emphasizes chemical equilibrium. Provides a foun-

ation for advanced level courses in physical chemistry, instrumental analysis, and laboratory techniques. (*Lecture/Laboratory*) IFS

CH301 Organic Chemistry I (3.00 cr.)

Prerequisite: CH102. *Corequisite:* CH307. An introduction to the language, theory, and practice of organic chemistry. Topics include acid-base chemistry, conformational analysis, stereochemistry, reactions of aliphatic compounds, synthesis, and mechanisms. Emphasis is placed on the importance of organic chemistry in biology and medicine.

CH302 Organic Chemistry II (3.00 cr.)

Prerequisite: CH301. *Corequisite:* CH308. A continuation of CH301, with an expanded discussion of reaction mechanisms and synthesis. Topics include the use of spectroscopy in structure determination, the reactions of aromatic compounds and carbonyl compounds, heterocyclic chemistry, and medicinal chemistry.

CH307 Organic Chemistry Lab I (1.00 cr.)

Prerequisite: CH102, CH106. *Corequisite:* CH301. Techniques used in the isolation, purification and synthesis of organic compounds.

CH308 Organic Chemistry Lab II (1.00 cr.)

Prerequisite: CH301, CH307. *Corequisite:* CH302. A continuation of CH307.

CH310 Medicinal Chemistry (3.00 cr.)

Prerequisite: CH302. A survey of the principal classes of prescription drugs including neurologic, anesthetic, and cardiovascular drugs; hormones; anti-infective, anti-inflammatory, and oncolytic agents. Detailed study of the discovery, chemical structure, synthesis, and pharmacology of several representatives in each category.

CH311 Physical Chemistry I (3.00 cr.)

Prerequisite: CH102, MA251. *Corequisite:* CH315. A detailed examination and analysis of kinetics and the laws of classical thermodynamics with applications to the properties of gases, liquids, and solids, as well as to solutions, phase, and chemical equilibria.

CH312 Physical Chemistry II (3.00 cr.)

Prerequisite: CH201, CH311, MA251. *Corequisite:* CH316. An introduction to quantum chemistry and spectroscopy. The theory of quantum mechanics is presented at a fundamental level and applied to the electronic structure of atoms and molecules, atomic and molecular spectroscopy, and statistical mechanics.

CH315 Physical Chemistry Lab I (1.00 cr.)

Prerequisite: CH302, CH308. *Corequisite:* CH311. Principles of experimental physical chemistry and introduc-

tion of techniques and instruments used in modern chemical research. Emphasis is placed on interpreting results, critical thinking, and writing formal reports.

CH316 Physical Chemistry Lab II (1.00 cr.)

Prerequisite: CH201, CH311, CH315. *Corequisite:* CH312. Principles of experimental physical chemistry are applied to the acquisition and interpretation of basic data on atomic and molecular structure using spectroscopic instrumentation and computational chemistry techniques. Emphasis is placed on interpreting results, critical thinking, and writing formal reports.

CH406 Organic Synthesis and Spectroscopy (3.00 cr.)

Prerequisite: CH302, CH308. An introduction to modern methods of organic synthesis and structure determination. An emphasis is placed on reaction mechanisms and methods for controlling regio-, chemo-, and stereoselectivity. Topics include retrosynthetic analysis, carbon-carbon bond forming reactions, functional group transformations, and the use of NMR and IR spectroscopy to determine structures and stereochemistry.

CH410 Instrumental Methods (3.00 cr.)

Prerequisite: CH201, CH311, CH315. *Corequisite:* CH411. Principles and applications of analytical instrumentation. An introduction to spectroscopic, chromatographic, and electrochemical techniques. *IFS*

CH411 Instrumental Methods Lab (1.00 cr.)

Prerequisite: CH201, CH311, CH315. *Corequisite:* CH410. Covers principles and applications of some spectroscopic and chromatographic techniques. Applications of chemometrics. *IFS*

CH412 Inorganic Chemistry (4.00 cr.)

Prerequisite: CH312, CH316. The application of thermodynamic, kinetic, and structural principles to the synthesis and characterization of the chemical elements and main group, transition metal, and organometallic compounds. (*Lecture/Laboratory*)

CH420 Chemistry Research (1–3.00 cr.)

Supervised faculty/student research projects *with the permission of the department chair. May be repeated for credit.*

CH431 Biochemistry I (3.00 cr.)

Prerequisite: CH302, CH308. *Corequisite:* CH433. General principles of biochemistry including studies of the macromolecules (carbohydrates, lipids, proteins and nucleic acids), enzyme kinetics and reaction mechanisms, and intermediary metabolism. *Same course as BL431.*

CH432 Biochemistry II (3.00 cr.)

Prerequisite: CH431. *Corequisite:* CH434. An examination of select topics in biochemistry, focusing on how life processes are regulated by the interactions between molecules. Topics vary and may include energy metabolism (oxidative phosphorylation, photosynthesis, and glycogen metabolism); signal transduction cascades; amino acid and lipid metabolism; enzyme reaction mechanisms; and protein synthesis. Students lead discussions and/or make oral presentations. *Same course as BL432.*

CH433 Biochemistry Lab I (1.00 cr.)

Corequisite: CH431. Designed to supplement and reinforce concepts covered in the lecture course and introduce students to the techniques of the modern biochemistry laboratory. Experiments include computer visualization of biomolecules, enzyme kinetics, chromatography, and electrophoresis. *Same course as BL433.*

CH434 Biochemistry Lab II (1.00 cr.)

Prerequisite: CH431, CH433. *Corequisite:* CH432. Modern experimental biochemistry focusing on techniques for the purification, characterization, and analysis of proteins. *Same course as BL434.*

CH498 Forensic Studies Experience (3.00 cr.)

Prerequisite: *Written or electronic permission of a sponsoring faculty member.* A capstone experience in forensic studies in which a student may arrange an internship, independent study, or research experience with a faculty sponsor to engage in an in-depth exploration of a topic associated with forensic or criminal investigation. *Generally completed during senior year; students should secure a faculty sponsor and obtain the approval of the forensic studies director by the end of junior year. Same course as BL498, EG490, PH498, and SC498. IFS*

GEOLOGY

GL110 Principles of Geology (3.00 cr.)

Includes a brief look at the earth's composition; a study of the surface processes that modify our landscapes; a survey of our mineral resources and needs; and a knowledge of how geological processes may be used to decipher the record of past events. *Field trips are included. Fulfills one math/science core requirement for nonscience majors.*

Office: Humanities Center, Room 305

Telephone: 410-617-2326

Website: www.loyola.edu/classics

Chair: Joseph J. Walsh, Professor

Professor: Robert S. Miola; Martha C. Taylor;
Joseph J. Walsh

Assistant Professors: David J. Jacobson; Thomas
D. McCreight; Nandini B. Pandey

The department offers a Major in Classics (Latin and Greek) or Classical Civilization, as well as a Minor in Classical Civilization. In order to understand themselves and the modern world, undergraduates enrolled in departmental offerings study closely the minds of ancient Rome and Greece through their languages, literature, and culture.

MAJOR IN CLASSICS

LEARNING GOALS

- Students will be able to read Greek and/or Latin with good comprehension of content, style, and nuance.
- Students will have a clear appreciation of the power of language and of aesthetic issues relating to language.
- Students will be able to think critically and write persuasively.
- Students will know and understand the origins of key concepts and institutions in western thought.
- Students will have an appreciation of the multicultural nature of classical antiquity as a means to better understand our comparably multicultural world.
- Students will acquire facility in interdisciplinary thinking and develop an ability to think outside the boundaries of traditional disciplines.
- Students will read and discuss select passages of Vergil's epic *Aeneid* in the original with attention to content, style, and literary technique.
- Students will read and discuss select passages of Homer's epic *Iliad* and/or *Odyssey* in the original with attention to content, style, and literary technique.
- Students will display both in oral translation and discussion in class as well as in written assignments facility with the works and historical context of at

least six different Latin or Greek authors or literary genres.

- Students will display facility in Latin prose composition.

BACHELOR OF ARTS

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

- Eight, three-credit courses in Latin beyond two years of secondary school Latin or their college equivalent (LT101, LT102). Advanced Greek reading courses may be substituted for Latin electives. The Senior Honors Thesis (CL450) is an Honors option available to qualified senior majors. The course involves an independent study and a thesis, and it may be substituted for up to two Latin electives.
- Latin Prose Composition (LT300).
- Four courses in Greek (GK101, GK102, GK103, GK104).

Freshman Year

Fall Term

HS101 Europe and the World Since 1500**
LT103 Intermediate Latin*
Math/Science Core**
Social Science Core**
Elective

Spring Term

LT104 Latin Golden Age Prose and Poetry*
WR100 Effective Writing**
Math/Science Core**
Social Science Core**
Elective

Sophomore Year

Fall Term

EN101 Understanding Literature**
PL201 Foundations of Philosophy**
TH201 Introduction to Theology** or
Elective
Math/Science Core**
Latin Elective*

Spring Term

PL200-Level Philosophical Perspectives Course**
 English Core**
 History Core**
 Theology Core or
 Elective
 Latin Elective*

Junior Year*Fall Term*

GK101 Introductory Greek I*
 TH201 Introduction to Theology** or
 Elective
 Latin Elective*
 Nondepartmental Elective
 Elective

Spring Term

GK102 Introductory Greek II*
 Theology Core** or
 Elective
 Latin Elective*
 Nondepartmental Elective
 Elective

Senior Year*Fall Term*

GK103 Intermediate Greek*
 LT300 Latin Prose Composition*
 Fine Arts Core**
 Latin Elective*
 Elective

Spring Term

GK104 Greek Literature*
 Ethics Core**
 Latin Elective*
 Nondepartmental Elective
 Elective

* Required for major. Greek electives may be substituted for Latin electives.

** Terms may be interchanged.

1. CL211, CL212, CL213, CL214, and CL218 are cross-listed with English. CL300, CL301, CL312, CL313, CL314, CL320, CL324, CL326, CL329, CL334, and CL337 are cross-listed with history. These courses fulfill English and history core requirements.
2. CL241, CL308, and CL309 are cross-listed with fine arts. CL308 and CL309 fulfill major requirements for art history and visual arts majors.

3. CL380 and CL381 are cross-listed with political science. These courses fulfill major requirements for political science majors.
4. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

MAJOR IN CLASSICAL CIVILIZATION**LEARNING GOALS**

- Students will be able to read Greek and/or Latin with good comprehension of content, style, and nuance.
- Students will have a clear appreciation of the power of language and of aesthetic issues relating to language.
- Students will be able to think critically and write persuasively.
- Students will know and understand the origins of key concepts and institutions in western thought.
- Students will have an appreciation of the multicultural nature of classical antiquity as a means to better understand our comparably multicultural world.
- Students will acquire facility in interdisciplinary thinking and develop an ability to think outside the boundaries of traditional disciplines.
- Students will read with attention to content, style, and nuance intermediate texts in Greek.
- Students will read and discuss select passages of either Vergil's epic *Aeneid* or Homer's *Iliad* and/or *Odyssey* in the original with attention to content, style, and literary technique.
- Students will display both in oral translation and discussion in class as well as written assignments facility with the works and historical context of at least two different Latin or Greek authors or literary genres.
- Students will display an understanding of at least four different topic areas in classical antiquity (e.g., "The Multicultural Roman Empire" or "Classical Mythology") through classroom performance and critical essays.

BACHELOR OF ARTS

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

- Six, three-credit courses in Latin or Greek. Of the six language courses at least two must be in Greek and at least four must be at the intermediate or advanced level. Introductory Latin courses (LT101, LT102) do not count for the major.
- Six classical civilization courses (in translation; most are cross-listed with other departments), but only two of these courses may be taken in fine arts. Additional Greek and/or Latin courses may be substituted for up to two of these courses. HN201 may be double-counted as one of these courses. Honors Program seminars on classical topics may be double-counted as classical civilization courses with the approval of both the department chair and the Honors Program director. Up to two departmentally-approved courses focusing on the ancient world that are not officially cross-listed in the Classics Department may double-count as classical civilization courses for the major.
- The Senior Honors Thesis (CL450) is an honors option available to qualified senior majors. The course involves an independent study and a thesis, and it may be substituted for up to two major courses.
- For students double-majoring in classical civilization and an allied major (such as English, history, art history, philosophy, political science, or theology), the department allows departmentally-approved courses to double-count for both majors so long as the other department chair also agrees. Students interested in double-majoring should consult both departments early in their career.

Freshman Year*Fall Term*

HS101 Europe and the World Since 1500**
 LT103 Intermediate Latin*
 Math/Science Core**
 Social Science Core**
 Elective

Spring Term

LT104 Latin Golden Age Prose and Poetry*
 WR100 Effective Writing**
 Math/Science Core**
 Social Science Core**
 Elective

Sophomore Year*Fall Term*

EN101 Understanding Literature**
 PL201 Foundations of Philosophy**
 Math/Science Core**
 Classical Civilization Elective*
 Latin Elective*

Spring Term

PL200-Level Philosophical Perspectives Course**
 English Core**
 History Core**
 Classical Civilization Elective *
 Latin Elective*

Junior Year*Fall Term*

GK101 Introductory Greek I*
 TH201 Introduction to Theology**
 Classical Civilization Elective*
 Nondepartmental Elective
 Elective

Spring Term

GK102 Introductory Greek II*
 Theology Core**
 Classical Civilization Elective*
 Nondepartmental Elective
 Elective

Senior Year*Fall Term*

GK103 Intermediate Greek* or
 Classical Civilization Elective or
 Latin Elective
 Fine Arts Core**
 Elective*
 Elective
 Elective

Spring Term

GK104 Greek Literature or
 Classical Civilization Elective or
 Latin Elective
 Ethics Core**
 Nondepartmental Elective
 Elective*

* Required for major.

** Terms may be interchanged.

1. CL211, CL212, CL213, CL214, and CL218 are cross-listed with English. CL300, CL301, CL312, CL313, CL314, CL320, CL324, CL326, CL329, CL334, and CL337 are cross-listed with history. These courses fulfill English and history core requirements.
2. CL241, CL308, and CL309 are cross-listed with fine arts. CL308 and CL309 fulfill major requirements for art history and visual arts majors.
3. CL380 and CL381 are cross-listed with political science. These courses fulfill major requirements for political science majors.
4. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

MINOR IN CLASSICAL CIVILIZATION

The Minor in Classical Civilization is a true interdisciplinary area studies program on a small scale. It offers the astute undergraduate a unique opportunity to fulfill a number of core requirements (language, English, history) while pursuing a major in a chosen field.

Requirements for a minor are as follows:

- Four, three-credit courses in either Greek or Latin (at least three of these courses should generally be taken at Loyola). All three-credit Greek and Latin courses taken at Loyola (or for which Loyola offers credit) can count toward the minor.
- Three courses in classical civilization at the 200- or 300-level, but only two of these courses may be taken in fine arts. One classical civilization course is ordinarily in ancient history (either Roman or Greek). A fifth language course may be substituted for a classical civilization requirement. HN201 may be double-counted as one classical civilization course. Honors Program seminars on classical topics may be double-counted as classical civilization courses. One departmentally-approved course focusing on the ancient world and not officially cross-listed in the Classics Department may double-count as a classical civilization course for the minor.

COURSE DESCRIPTIONS

CLASSICAL CIVILIZATION

CL101 Etymology: Greek and Latin Roots of English Vocabulary (3.00 cr.)

An analytical approach to English vocabulary which is designed to help students go beyond passive memorization to active comprehension of meanings. Some introduction to historical linguistics.

CL205 Cruelty and Violence: Sport and Athletics in the Ancient World (3.00 cr.)

A study of the mechanics, sociology and psychology of ancient sport; politics, violence, class conflict, homosexuality, art, and why the Greeks carried weights while competing in the long jump.

CL211 Classical Mythology (3.00 cr.)

Prerequisite: EN101. A study of the traditional stories of the Greeks and Romans as expressed in their literature and art with an emphasis on the literature's background, value, and influence. *Usually offered fall semester. Art elective for elementary education majors. Same course as EN211. IG/II*

CL212 The Classical Epics (3.00 cr.)

Prerequisite: EN101. A study of the epic poetry of Homer and Virgil in translation, with an emphasis on the poetry's background, value, and influence. The course may include a short survey of other epics. *Same course as EN212.*

CL213 Greek Drama (3.00 cr.)

Prerequisite: EN101. A study of selected plays in English translation by Aeschylus, Sophocles, Euripides, and others, with an emphasis on the literature's background, value, and influence. Specific readings vary with the instructor. *Same course as EN213.*

CL214 The Ancient Novel (3.00 cr.)

Prerequisite: EN101. A study of the ancient novel in English translation, with particular emphasis on Apuleius and Petronius—master stylists and literary innovators who chronicled life in the Roman Empire at its most diverse, complex, and decadent. *Same course as EN214.*

CL218 The Golden Age of Rome (3.00 cr.)

Prerequisite: EN101. A study of selected works in translation by some of Rome's greatest writers, with special emphasis on Vergil, Ovid, and Livy. The course may be organized chronologically or thematically. Specific readings vary with the instructor. *May be offered in Rome. Same course as EN218. II*

CL220 The Ancient World (3.00 cr.)

A study of the development of Western thought in the ancient world.

CL241 Survey of Art: Paleolithic to Gothic (3.00 cr.)

A broad overview of art from the Paleolithic age to the Gothic era, focusing on Egyptian, Greek and Roman, early Christian and medieval art and architecture. *Same course as AH110.*

CL250 Clash of the Titans: Ancient versus Modern Worlds (3.00 cr.)

The classical tradition and the modern perception of the ancients; exploration of the legacy of the Greeks and Romans in selected areas; discussion of the reception and interpretation of antiquity by the modern world. Topics include the myth and character of Odysseus, ancient and modern comedy, the Roman and American constitutions and politics, the ancient and modern Olympics, democracy and relativism, architecture, the ancient world in contemporary film, and concepts of justice.

CL270 Greece and Rome on Film (3.00 cr.)

Sex, violence, insanity, and monsters are the main ingredients in Hollywood's recipe for movies about ancient Greece and Rome. By watching films like *Gladiator*, *300*, *Troy*, *Ben-Hur*, and others, students discover the truth behind the extravagant images and see some very good (and very bad) films along the way. *IF*

CL290 East Meets West (3.00 cr.)

A first-year Messina seminar that examines encounters between East and West as represented in the art and literature of diverse ancient and modern cultures, including ancient Mesopotamia and Greece, the Roman Empire, the medieval Islamic world, seventeenth-century Japan, and the modern global community. *(Fall only)*

CL291 The Gladiator (3.00 cr.)

A first-year Messina seminar that uses ancient and modern texts (e.g., *The Colosseum*, *The Roman Games: A Sourcebook*) and films (e.g., *Gladiator*, *Spartacus*, *The Hunger Games*) to illuminate the intersection of cruelty, ideology, and entertainment in the ancient arena. *(Spring only)*

CL292 Race, Conquest, and Identity in Ancient North Africa (3.00 cr.)

A first-year Messina seminar that examines questions of race, imperialism, and cultural/ethnic identity in ancient North Africa, both before and after the Roman conquest. Students are exposed to global diversity and issues of justice, especially with reference to conquered

populations, and to questions of assimilation and resistance. *(Spring only)*

CL300 Death of the Roman Republic (3.00 cr.)

Prerequisite: HS101. A study of the final century of the Roman Republic when Rome suffered under the struggles for personal power of men like Sulla, Mark Antony, and Julius Caesar. Focuses on primary sources with a particular emphasis on the writings of Cicero who documented the final years of the Republic in public speeches as well as private, biting personal letters. *Same course as HS300. II*

CL301 The Church and the Roman Empire (3.00 cr.)

Prerequisite: HS101. 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 HS301. IC/IG/II/IM*

CL302 City of Rome (3.00 cr.)

An examination of the city of Rome, with particular emphasis on ancient Rome and its legacy for the city throughout history. Students examine the state of the city today and read texts describing its physical, architectural, artistic, and cultural evolution through time. *Offered in Rome only. II*

CL308 Art of Ancient Greece (3.00 cr.)

A survey of Greek art and architecture from the Bronze Age to the Hellenistic Era. Among the topics considered are Mycenaean tombs and palaces, the development of temple architecture, and the ways in which polytheistic religion shaped life in ancient Greece. *Same course as AH308.*

CL309 Art of Ancient Rome (3.00 cr.)

A survey of Roman art and architecture from the emergence of the Etruscan Civilization to the fall of the empire. Topics include the forging of a new Roman culture from Italic and Greek origins, the invention of new construction techniques, and the appropriation of art for propagandistic purposes. *One section of the course is offered in Rome. Same course as AH309. II*

CL312 History of Ancient Greece (3.00 cr.)

Prerequisite: *HS101*. A study of Greece from the Bronze Age to Alexander the Great, with special attention to the development of the Greek *polis* or city-state and to the various constitutional, social, economic, and religious forms which this took. *Same course as HS312.*

CL313 History of Christmas (3.00 cr.)

Prerequisite: *HS101*. Is Christmas the commemoration of Jesus' birth? Or is it a pagan winter festival hiding behind a thin but deceptive veil of Christian images and ideas? Students will discover that the holiday is both of these things and a good deal more to boot. Students examine the origins and many transformations of the holiday and how the holiday has both reflected and helped determine the course of history. Topics include the Christmas tree, gift giving, the suppression of Christmas, the Nativity accounts, pagan precedents and, of course, Santa. *Same course as HS313. IC*

CL314 History of the Roman Empire (3.00 cr.)

Prerequisite: *HS101*. 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. *May be offered in Rome. Same course as HS314. II/IM*

CL320 Hellenistic History (3.00 cr.)

Prerequisite: *HS101*. A study of the Greek world from the death of Socrates (399 B.C.) to the Roman conquest (146 B.C.). Covers the fourth-century struggle for supremacy over Greece, Alexander the Great, the waning of the city-state and the growth of federal government and monarchy, and the nature of and reasons for the Roman conquest of Greece. Emphasizes the cultural, social, artistic, and intellectual developments of the period: the status of women, Hellenistic philosophy and technology, the class struggle, the evolution of Greek art and literature, athletics, private life, Greek religion, and ancient warfare. *Same course as HS320.*

CL324 Seminar: The Persecution of the Christians in the Roman World (3.00 cr.)

Prerequisite: *Written or electronic permission of the instructor*. An exploration of the causes, nature, and extent of early Christian persecutions until Christianity became the official religion of the Roman Empire in the fourth century. Topics include the Jewish-Greek-Roman environment of early Christianity; Rome's policies toward foreign cults; Christians' reputation for extreme promiscuity and cultic atrocities; comparison with competing cults; the danger of open profession of the new faith; and Christian acceptance of the ancient world. Given the muddled understand-

ing of the early Christian persecutions, the course examines and dispels the myths and brings some order to the chaos. *Same course as HS475. IC/IM*

CL326 The Golden Age of Athens (3.00 cr.)

Prerequisite: *HS101*. An examination of what has been called Athens' golden age focusing on the political and cultural factors which made the fifth century unique. Subjects include creation and workings of Athenian democracy, victories of the Persian wars, the Greek Enlightenment, Pericles' rule of the best citizen, demagoguery and empire, the Peloponnesian War, and the "end" of Athens symbolized by the execution of Socrates. *Same course as HS326.*

CL329 Women in Greece and Rome (3.00 cr.)

Prerequisite: *HS101*. An examination of the lives of and attitudes toward women in ancient Greece and Rome. Classic texts of ancient literature are read, masterpieces of art are viewed, and the sociology of ancient women is probed. Topics include the family; prostitution; women of the imperial family; Cleopatra; health, child bearing, and birth control; the source and psychology of Greek misogyny; jet-setters and women's liberation under the early Roman Empire; women and work; women in myth; women in early Christianity; the legacy of classical civilization for modern women. *Same course as HS329. IG*

CL334 Roman Private Life (3.00 cr.)

Prerequisite: *HS101*. 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 HS334. IG/II*

CL337 The Multicultural Roman Empire (3.00 cr.)

Prerequisite: *HS101*. In conquering and attempting to unify lands as diverse as Egypt, Iran, Britain, and Algeria, the Romans undertook one of the greatest social and political experiments in the history of the world. They assimilated some of the peoples they conquered, but the vanquished, in turn, assimilated their Roman conquerors—it is no accident that one third century emperor was named Philip the Arab. This course examines the strategies by which the Romans attempted to hold together their vast, multicultural empire, and the strategies by which many of their subjects preserved and even promulgated their cultures. Be prepared for clash and compromise, oppression and respect, culture and race, and, of course, some very astonishing customs. *Same course as HS337. II*

CL341 Hollywood in Rome (3.00 cr.)

Murder, mayhem, lunatics, and orgies—so Hollywood has tended to depict the Greco-Roman wellspring of Western Civilization. Students discover the truth behind the extravagant images and see some moving, ridiculous, spectacular, and brilliant films along the way. *IF*

CL350 Introduction to European Culture (3.00 cr.)

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

CL360 Independent Study: Classical Civilization (3.00 cr.)

Prerequisite: HS101. An independent study in classical civilization. Topics vary. *May be repeated once for credit with different topic.*

CL362 Special Topics in Classics (3.00 cr.)

Students focus on a specific author, genre, or topic in Classics. *May be repeated twice for credit with a different topic.*

CL376 Wild Justice: Self, Society, and Revenge from Antiquity to the Present (3.00 cr.)

Examines the theme of revenge as explored within the literature, art, and film of a range of societies from antiquity through the present. The course focuses on how these works comment on and critique the philosophical, religious, and legal debates of their day, particularly regarding justice, peace and conflict, and the relation between self and other. *Same course as HN376.*

CL380 Platonic Political Philosophy (3.00 cr.)

Socrates and the founding of political philosophy; Thucydides and the crisis of the *polis*; the critique of Aristophanes; Plato's *Apology*, *Crito*, *Gorgias*, *Republic*, *Theaetetus*; subsequent contributions to the tradition by Cicero, Saint Augustine, Alfarabi, and Saint Thomas More; Plato's modern enemies: Machiavelli and Mill. *Same course as PS380.*

CL381 Aristotelian Political Philosophy (3.00 cr.)

An investigation of the founding of political science by Aristotle devoted to a reading of *Nicomachean Ethics* and *Politics*, as well as selections from Aristotle's scientific and logical treatises. Subsequent contributions to the tradition are also considered, including those of Marsilius of Padua and Saint Thomas Aquinas. Aristotle's modern enemies: Hobbes and Marx. *Same course as PS381.*

CL420 Homer and History (3.00 cr.)

Prerequisite: HS101 and one HS300-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 of and deliberate construction of their own past. Interdisciplinary approach combining literary texts, archaeology, and secondary historical analysis. *Same course as HS420.*

CL421 Caesar and Augustus (3.00 cr.)

Prerequisite: HS101. They transformed a great republic into a monarchy; killed (literally) millions of people; conquered a huge chunk of the Mediterranean World and Europe; carried out one of the greatest urban renewal projects in history; revived and transformed religion; revised the calendar; inspired Shakespeare, Shaw, and dozens of movies. And yet, the one wound up assassinated by his peers, and the other had so little control over his own family that he felt compelled to exile his jet-set daughter to the Roman equivalent of Siberia. Who were they? And how did the epochal events of their lifetime give birth to such genius monsters? *Same course as HS421. II*

CL450 Senior Honors Thesis (3–6.00 cr.)

Prerequisite: Senior standing. An optional program available to select classics or classical civilization majors in their senior year. A directed, intensive study of an author, topic, or theme from classical literature, history, or art and archaeology culminating in a written thesis and oral defense. Students are expected to confront scholarship and to do research at an advanced level. Students using this course as a substitute for two advanced language courses are expected to produce a very involved, two-semester honors thesis. *By invitation only. May be repeated once for credit.*

GREEK**GK101 Introductory Greek I (3.00 cr.)**

An enriched beginning course, intended for students with no previous knowledge of the language, which emphasizes grammar, syntax, and vocabulary through extensive reading of easy passages from Greek authors. An introduction to the literature and culture of Athens. *(Fall only)*

GK102 Introductory Greek II (3.00 cr.)

Prerequisite: GK101 or equivalent. A continuation of GK101. *(Spring only)*

GK103 Intermediate Greek (3.00 cr.)

Prerequisite: GK102 or equivalent. Consolidation of the fundamentals of grammar and syntax. Transition to reading extended passages of real Greek. *May be offered in Rome. (Fall only)*

GK104 Greek Literature (3.00 cr.)

Prerequisite: GK103 or equivalent. A reading of select works of Greek prose and/or poetry with close attention to their language, style and literary value. *May be offered in Rome. (Spring only)*

GK301 Advanced Greek I (3.00 cr.)

Prerequisite: GK104 or equivalent. Readings in Greek at the advanced level. When possible choice of authors is based on student preference. *May be repeated once for credit.*

GK302 Advanced Greek II (3.00 cr.)

Prerequisite: GK104 or equivalent. Readings in Greek at the advanced level. When possible, choice of author or genre is based on student preference. *May be repeated once for credit.*

GK303 Selected Readings in Greek I (3.00 cr.)

Prerequisite: GK104 or equivalent. Readings in Greek at the advanced level. Topics vary according to student interest. *May be repeated once for credit.*

GK304 Selected Readings in Greek II (3.00 cr.)

Prerequisite: GK104 or equivalent. Readings in Greek at the advanced level. Topics vary according to student interest. *May be repeated once for credit.*

GK305 Selected Readings in Greek III (3.00 cr.)

Prerequisite: GK104 or equivalent. Readings in Greek at the advanced level. *Topics vary according to student interest. May be repeated once for credit.*

GK310 Plato (3.00 cr.)

Prerequisite: GK104 or equivalent. A reading, partly in the original and partly in translation, of a work of Plato. Emphasis on Plato's language, style, and philosophy.

GK311 Greek Tragedy: Euripides (3.00 cr.)

Prerequisite: GK104 or equivalent. A survey of Euripides' tragedies, read partly in the original and partly in translation. The place of Euripides in the history of Greek tragedy.

GK312 Greek Tragedy: Sophocles (3.00 cr.)

Prerequisite: GK104 or equivalent. A survey of Sophocles' tragedies, read partly in the original and partly in translation. Emphasis on style, characters, language, and themes.

GK323 Greek Historians (3.00 cr.)

Prerequisite: GK104 or equivalent. A reading, partly in the original and partly in translation, of Herodotus, Thucydides, and Xenophon—their characteristics as historiographers are examined.

GK325 Herodotus (3.00 cr.)

Prerequisite: GK104 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.

GK330 Hesiod (3.00 cr.)

Prerequisite: GK104 or equivalent. Readings in ancient Greece's second towering epic poet. Hesiod describes the shocking and violent origin of the Greek gods, how and why they got along so poorly, the origin of humankind, and our place in the mythological universe—among other fascinating things. The class will encounter Pandora and Prometheus, Zeus at this best and worst, the Ages of Man, the nature of Justice, monsters, and mayhem.

GK360 Independent Study: Greek (3.00 cr.)

Prerequisite: GK104 or equivalent. An independent study in Greek language and/or literature. Topics vary. *May be repeated once for credit with different topic.*

LATIN**LT101 Introductory Latin I (3.00 cr.)**

An enriched beginning course, intended for students with no previous knowledge of the language, which emphasizes grammar, syntax, vocabulary, and reading of easy passages from Latin authors. An introduction to the literature and culture of Rome. *(Fall only)*

LT102 Introductory Latin II (3.00 cr.)

Prerequisite: LT101 or equivalent. A continuation of LT101.

LT103 Intermediate Latin (3.00 cr.)

Prerequisite: LT102 or equivalent. Completion of Latin grammar and syntax.

LT104 Latin Golden Age Prose and Poetry (3.00 cr.)

Prerequisite: LT103 or equivalent. Selected readings from authors of the golden age of Roman poetry (in particular) and prose. Analysis of styles/genres. *IM*

LT200 Latin Sight Reading (1.00 cr.)

Prerequisite: LT101 or equivalent. Reading of selected texts in Latin "at sight" or without preparation. *May be repeated four times for credit. (Pass/Fail)*

LT300 Latin Prose Composition (3.00 cr.)

Prerequisite: LT104 or equivalent. Exercises in the translation of sentences and connected passages into felicitous Latin prose. Development of knowledge of correct, idiomatic expression in written Latin.

LT301 Advanced Latin (3.00 cr.)

Prerequisite: LT104 or equivalent. An intensive reading of an author or genre of advanced Latin. When possible, choice of author or genre is based on student preference. *May be repeated once for credit. May be offered in Rome.*

LT308 Vergil: Aeneid (3.00 cr.)

Prerequisite: LT104 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. *II/IM*

LT311 Cicero (3.00 cr.)

Prerequisite: LT104 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. *II*

LT315 Tacitus and Suetonius (3.00 cr.)

Prerequisite: LT104 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. *II*

LT320 Livy (3.00 cr.)

Prerequisite: LT104 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. *II*

LT325 Cicero's Speeches (3.00 cr.)

Prerequisite: LT120 or equivalent. A reading of select orations of Cicero, with particular attention to rhetorical analysis as well as to historical, political, and social background.

LT330 Roman Historians (3.00 cr.)

Prerequisite: LT104 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. *II*

LT333 Sallust (3.00 cr.)

Prerequisite: LT104 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. *II*

LT334 Roman Lyric (3.00 cr.)

Prerequisite: LT104 or equivalent. A study of the development of lyric poetry in Rome with special attention to the lyrics of Catullus and Horace. *II*

LT340 Roman Comedy (3.00 cr.)

Prerequisite: LT104 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. *II*

LT344 Horace (3.00 cr.)

Prerequisite: LT104 or equivalent. Selected odes, satires, and epistles. *II*

LT350 Readings in Medieval Latin I (3.00 cr.)

Prerequisite: LT104 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. *IC/IM*

LT351 Readings in Medieval Latin II (3.00 cr.)

Prerequisite: LT104 or equivalent. Selections from medieval Latin prose and poetry. Comparison between classical and medieval styles. Readings vary with the instructor and with student interest. *IC/IM*

LT354 Petronius (3.00 cr.)

Prerequisite: LT104 or equivalent. Readings in one of ancient Rome's wildest and most extravagant authors and one of classical antiquity's few surviving novels. Students experience the seedy underbelly of Rome at its most decadent in the words of one of the Latin language's funniest and most brilliant prose stylists, while, among other delights, attending the most bizarre and hilarious banquet in literature. Werewolves, too.

LT355 Petronius and Apuleius (3.00 cr.)

Prerequisite: LT104 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. *II*

LT356 Apuleius (3.00 cr.)

Prerequisite: LT104 or equivalent. Close reading of sections of Apuleius' underground classic *Metamorphoses*. Discussions focus on language, style, and sub-

ject matter along with the lure of the demimonde, sociocultural background, antihero, narrative technique, literary parody, and religious echoes. *II*

LT360 Independent Study: Latin (3.00 cr.)

Prerequisite: LT104 or equivalent. An independent study in Latin language and/or literature. Topics vary. *May be repeated once for credit with different topic.*

LT365 Roman Letters and Life (3.00 cr.)

Prerequisite: LT104 or equivalent. Students read Roman letters that reflect the full spectrum of the ancient Roman experience and represent some of the finest Latin prose, including Cicero's political rants and his love for his daughter; Pliny's descriptions of the destruction of Pompeii and the persecution of the early Christians; Seneca's response to the brutality of the Roman games; and the correspondence of Roman soldiers and their wives stationed on the frosty northern borders of the Empire.

LT374 Roman Satire (3.00 cr.)

Prerequisite: LT104 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. *II*

LT375 Latin Elegy (3.00 cr.)

Prerequisite: LT104 or equivalent. Students are introduced to the themes and conventions of Latin elegy via select poems of Propertius, Tibullus, and Ovid (*Amores*, *Ars Amatoria*, *Tristia*). The course examines issues such as gender, genre, and the literary politics of Augustan Rome. It also situates elegy within its wider historical context through supplementary readings of love poetry from antiquity through the Renaissance and beyond.

LT380 Ovid (3.00 cr.)

Prerequisite: LT104 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. *II/IM*

**LT385 Vergil's Gentler Muse:
The Eclogues and Georgics (3.00 cr.)**

Prerequisite: LT104 or equivalent. Before Vergil sang of arms and the man, he composed the *Eclogues* and *Georgics*—poems no less masterful than the *Aeneid*, and equally influential within Western literature. Through select readings from these works, students examine Vergil's depiction of country life and love; the struggle to lead a good life in a harsh world; and the relations between man, nature, and society. These poems are also explored as a philosophical response to recent political crises in Rome.

LT386 Ovid's *Metamorphoses* (3.00 cr.)

Prerequisite: LT104 or equivalent. A reading of extensive selections from the brilliant poem of change; human psychology as seen through the lens of the classical myths. *II/IM*

**LT390 City as Text: A Literary Guide
to Rome (3.00 cr.)**

Prerequisite: LT104 or equivalent. Students explore the city of Rome as reflected in Latin literary texts, and the cityscape itself as a text that conveys certain messages through its monuments. Drawing from the fields of art, archaeology, and literature, the course takes students on an imaginative tour of some of Rome's famous sites, examining why they were built, what they say, and how ancient authors responded to them and, in doing so, constructed themselves as Romans. Readings focus on the Augustan Age and may include selections from Ovid, Horace, Cicero, and Livy, among others.

Office: Andrew White Student Center, Room M014c

Telephone: 410-617-2528

Website: www.loyola.edu/communication

Chair: Elliot King, Professor

Assistant Chair: Russell J. Cook, Professor

Professors: Neil Alperstein; Andrew Ciofalo (emeritus); Russell J. Cook; Elliot King

Assistant Professors: Gregory Hoplamazian; Jonathan J. Lillie; Sara Magee; Tania Rosas-Moreno; Karsonya Wise Whitehead

Affiliate Faculty: Kevin Atticks; Gerard Blair; Karen Smedley

The mission of the communication program is to educate ethical leaders well versed in the communication arts. The program provides both breadth of understanding of communication in contemporary society and depth of study of the media professions. The communication major, minor, and interdisciplinary major help students to develop critical thinking and analytical skills, ask intelligent and relevant questions, and develop professional competence in several communication disciplines. Loyola communication graduates have a strong placement record in entry-level jobs in business, nonprofit organizations, government agencies, and media, as well as in graduate school and law school.

Communication majors choose from specializations in advertising/public relations, digital media, or journalism, while also taking courses in popular culture, media and society, free speech, public speaking, publishing, or research. Small classes enable students to interact closely with the faculty. Many classes are taught in cutting-edge media technology labs.

The classroom experience is enhanced by internships in Baltimore, Washington, D.C., and New York City, as well as campus cocurricular activities, including the *Greyhound* student newspaper, WLOY radio station, GreyComm Television Studios, the Loyolapound.com online magazine, Apprentice House student-run book publishing company, Advertising Club, and Public Relations Student Society of America.

LEARNING OUTCOMES

Upon graduating with a degree in communication from Loyola University Maryland, students will:

- have mastered the technological and communication skills to disseminate information effectively through the deployment of appropriate communication platforms;
- be able to synthesize knowledge using interdisciplinary approaches including sociological, psychological, and cultural, as well as applied business and marketing strategies;
- have utilized research skills to access, analyze, and evaluate information on behalf of appropriate stakeholders and according to specific goals;
- understand and value individual differences and demonstrate awareness of and sensitivity for working effectively in a diverse and changing world by considering professional ethics and social justice within their professional field and the broader community.

MAJOR IN COMMUNICATION

Introductory Courses: All majors take a minimum of four 200-level courses, including the required introductory course for their area of specialization, as follows:

CM203 Introduction to Communication
 CM204 Introduction to Multimedia *or*
 CM205 Introduction to Journalism *or*
 CM226 Introduction to Advertising *or*
 CM227 Introduction to Public Relations
 Two additional CM200-level courses

Intermediate Courses: Majors must take a combination of eight 300- and 400-level courses, which include at least three courses in one specialization. Majors may choose a second specialization.

Advertising/Public Relations Specialization

CM314 Communication Research
 CM345 Global Advertising
 CM350 Advertising Copy Writing
 CM352 Graphics II
 CM354 Writing for Public Relations
 CM355 Advertising Management
 CM356 Case Studies in Public Relations
 CM358 Social Media in Commercial
 Communication

- CM359 Advertising Culture and Identity
 CM384 Book Marketing and Promotion

Digital Media Specialization

- CM311 Story Development and Scripting
 CM312 Web I
 CM322 Graphics I
 CM324 Video I
 CM351 Introduction to Radio and Digital Audio
 CM352 Graphics II
 CM353 Video II
 CM365 Advanced Radio and Audio Production
 CM371 Web II
 CM372 Studio Television Production
 CM374 Documentary Production: Baltimore Stories
 CM375 Video Animation
 CM388 Book Design and Production

Journalism Specialization

- CM301 News Reporting and Writing
 CM316 Travel Reporting
 CM340 Advanced Reporting
 CM360 Literary Journalism
 CM361 Copy Editing
 CM363 The Magazine Article
 CM366 Reporting on Urban Affairs
 CM367 Sports Writing
 CM372 Studio Television Production
 CM382 Book Publishing
 CM383 Broadcast Journalism

General

- CM302 Free Speech, Free Expression
 CM305 Media and the Political Process
 CM306 Popular Culture in America
 CM310 Public Speaking I
 CM330 Stereotypes in U.S. Film and Television
 CM342 Media, Culture, and Society
 CM347 The Documentary Tradition
 CM380 Advanced Study in Communication
 CM385 Special Topics in Communication
 CM390 Public Speaking II
 CM394 Research Experience
 CM421 Communication Internship (150 Hours)
 CM423 Communication Internship (50 Hours)

Senior Capstone Course: Students must take one senior capstone course in their specialization.

- CM400 Senior Capstone in Magazine Publishing
 CM401 Senior Capstone in Web or Print Media
 CM402 Senior Capstone in Video Production
 CM403 Senior Capstone in Advertising
 CM404 Senior Capstone in Public Relations

BACHELOR OF ARTS

Requirements for the major and an example of a typical program are listed below:

Freshman Year

Fall Term

- CM203 Introduction to Communication
 EN101 Understanding Literature
 PL201 Foundations of Philosophy
 WR100 Effective Writing
 Language Core

Spring Term

- CM200-Level Specialization Course
 HS101 Europe and the World Since 1500
 PL200-Level Philosophical Perspectives Course
 Language Core *or*
 Elective
 Math/Science Core

Sophomore Year

Fall Term

- CM200-Level Introductory Course
 CM300-Level Specialization Course
 History Core
 Math/Science Core
 Social Science Core

Spring Term

- CM200-Level Introductory Course
 CM300-Level Specialization Course
 English Core
 Fine Arts Core
 Natural Science Core

Junior Year

Fall Term

- CM300-Level Intermediate Course
 CM300-Level Specialization Course
 TH201 Introduction to Theology
 Nondepartmental Elective
 Elective

Spring Term

- CM300-Level Intermediate Course
 CM300-Level Intermediate Course
 Social Science Core
 Theology Core
 Elective

Senior Year*Fall Term*

CM300-Level Intermediate Course
 CM421 Communication Internship (150 Hours)
 Ethics Core
 Nondepartmental Elective
 Elective

Spring Term

CM400-Level Capstone Course
 Nondepartmental Elective
 Elective
 Elective
 Elective

1. Communication majors must choose one specialization composed of one 200-level course, three 300-level courses, and a senior capstone course in advertising/public relations, digital media, or journalism.
2. Communication majors may choose a second specialization composed of one 200-level course, three 300-level courses, and a senior capstone course.
3. The digital media specialization may be fulfilled with any senior capstone course for which prerequisites have been met.
4. Advertising/public relations students are urged to consider minoring in marketing or business. Digital media students are urged to consider minoring in fine arts. All students are urged to consider minoring in writing.
5. Students are urged to consider American Society (SC103) as their social science core course and Media Ethics (PL316) as their ethics core course.
6. Photojournalism students should choose either a communication major and a visual arts minor with a photography concentration, or a visual arts major with a photography concentration and a communication minor.
7. One three-credit internship may be counted toward the graduation requirement. A one-credit internship does not count toward the graduation requirement.
8. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

INTERDISCIPLINARY MAJOR IN COMMUNICATION

The interdisciplinary major consists of eight courses (listed below), as well as the requirements of a second major field.

- CM203.
- CM204 or CM205 or CM226 or CM227 (depending on the student's area of specialization).
- One additional CM200-level course.
- Four CM300- and 400-level courses.
- One CM400-level senior capstone course. The prerequisites for senior capstone courses are the appropriate 200-level introductory course and one 300-level course in the specialization of the senior capstone course.

MINOR IN COMMUNICATION

The minor consists of seven courses:

- CM203.
- CM204 or CM205 or CM226 or CM227 (depending on the student's area of specialization).
- Four CM300- and 400-level courses.
- One CM400-level senior capstone course. The prerequisites for senior capstone courses are the appropriate 200-level introductory course and one 300-level course in the specialization of the senior capstone course.

COURSE DESCRIPTIONS**CM203 Introduction to Communication (3.00 cr.)**

An introduction to the history, theory, practices, institutions, and impact of modern communications media in the United States, including audience experience of media, the media's impact on society, producing and consuming media, and media industries and careers. Includes readings in primary texts of the field. *Serves as the foundation for the study of communication. Required for all communication majors and minors.*

CM204 Introduction to Multimedia (3.00 cr.)

Drawn from the Western tradition in the arts and philosophy, applied media aesthetics is used to examine how all mass media (including publications, radio, sound recordings, television, motion pictures, video games, and computer applications) communicate sense and meaning. Learning activities include spoken and

written analysis and interpretation of sample works. *IU (Fall/Spring)*

CM205 Introduction to Journalism (3.00 cr.)

An introduction to the American news media including newspapers, magazines, broadcast, and online news. Topics include the history and development of the news media and news media institutions; the political, economic, social, and cultural impact of journalism; the rights, responsibilities, and changing roles of journalists; and examples of classic reporting. This course provides a conceptual foundation for learning about contemporary journalistic practice. *(Fall/Spring)*

CM226 Introduction to Advertising (3.00 cr.)

This course is designed to foster a critical understanding of advertising as an institution and its role in American culture and society. Students develop a framework within which to understand the continuing dialogue between supporters and critics and confront issues related to the institution's ethical conduct, regulatory issues, and social responsibility. The course serves as an introduction to the field of advertising in which students learn how to connect the institution of advertising to its social, political, economic, and cultural impact on society. Students develop the ability to critically assess the role of advertising, and an awareness of ongoing legal and ethical issues that confront the advertising industry.

CM227 Introduction to Public Relations (3.00 cr.)

The role of public relations in society has never been greater. Private and public organizations depend on good relationships with groups and individuals whose opinions, decisions, and actions shape the world in which we live. The course provides a comprehensive overview of the practice of public relations including the history and development of the field; a survey of the use of public relations in business, government, crisis management, and other areas; and an introduction to many of the pragmatic skills needed by public relations practitioners. *(Fall/Spring)*

CM301 News Reporting and Writing (3.00 cr.)

A lab course devoted to learning the basics of news reporting and writing for print and online publication. The emphasis is on learning to report and to write the basic news story types that most entry-level journalists are expected to have mastered. Students learn the best practices associated with professional journalism, including objectivity, fairness, balance, and verification, as well as interviewing techniques and story research. *(Fall/Spring)*

CM302 Free Speech, Free Expression (3.00 cr.)

Through close examination of major U.S. Supreme Court decisions, students explore the contours of free speech and free expression in America. The relationship of free speech to democracy; the need for and possible restrictions on robust debate; and the First Amendment protections for commercial speech are discussed. *IU (Fall/Spring)*

CM305 Media and the Political Process (3.00 cr.)

An in-depth look at the relationship of all forms of media (including journalism, advertising, and public relations) to the political system in the United States. Readings drawn from both the scholarly and popular literature in the field. *IU*

CM306 Popular Culture in America (3.00 cr.)

An upper-level introduction to the issues surrounding popular culture and approaches to studying contemporary popular culture. Students explore the ways in which consumers experience the popular arts and entertainment and the significance of popular culture as both a reflection of, and an influence upon, American attitudes, beliefs, expectations, hopes, and concerns. The course is taught as a colloquium in which various topics are introduced by the instructor and explored in class discussion. Emphasis is placed on primary source artifacts of contemporary American popular arts and techniques for analyzing their social and cultural implications. Other dimensions such as historical and cross-cultural comparisons, discussion of the industries that develop and distribute commercial entertainment and information, and various critical and evaluative theories are included. The goal of the course is to refine the students' abilities to read, evaluate, and synthesize materials from popular culture into their own interdisciplinary analysis. *IU (Spring/Summer)*

CM310 Public Speaking I (3.00 cr.)

Informed by classical rhetoric, students become skilled in the Jesuit tradition of *eloquentia perfecta*: clear thought delivered eloquently. Students research topics, write basic informative and persuasive speeches, practice speaking individually and in teams, and give and receive supportive critiques. This course helps students to build skills and confidence for oral presentations in other classes and the wider world. *(Fall/Spring)*

CM311 Story Development and Scripting (3.00 cr.)

Students explore brainstorming and other strategies for story development, basic story structure, character development, and the natural arc of storytelling as it applies to dramatic, comedic, and nonfiction audio and video productions. Students analyze these structures in professional prototypes and put

them into practice in developing their own script projects for audio, video, and the Web. *(Fall/Spring)*

CM312 Web I (3.00 cr.)

Students survey a range of important cultural issues associated with the integration of web-based information and communication technologies into everyday life, while learning to use and critically evaluate several web publishing formats. *(Fall/Spring)*

CM314 Communication Research (3.00 cr.)

Students learn to analyze and understand the broad range of methods used to systematically evaluate communication processes in advertising, public relations, journalism, and popular culture. Students learn how to design and select methods to conduct in-depth studies in all forms of mass communication and to analyze and understand research data and results. *(Fall/Spring)*

CM316 Travel Reporting (3.00 cr.)

Prerequisite: Restricted to students studying abroad (fall/spring only). Open to all students in the summer. Students explore contemporary forms of travel reporting, developing their own travel stories as well as critiquing those of others. *Offered online.*

CM322 Graphics I (3.00 cr.)

Students learn basic concepts of file formats, bitmap picture editing, vector drawing, and page layout while developing skills in industry-standard computer graphics software tools. *For visual journalists, designers, and media producers.*

CM324 Video I (3.00 cr.)

Students learn digital moviemaking, camera handling, lighting, editing, motion tilting, basic animation, and studio techniques for broadcast television, DVD, Internet streaming, and podcasts. *IF*

CM330 Stereotypes in U.S. Film and Television (3.00 cr.)

Students use critical-cultural approaches to examine how narrative and documentary films, television shows, and music videos have constructed racial, gendered, and class images of U.S. society. They also examine how these images intersect, inform, and influence our perceptions, biases, and behaviors. Students view, discuss, write, and reflect on these issues as they consider appropriate responses to these social constructions, including ways in which the camera can be used to redefine social images and spaces to enhance respect for diversity. *(Fall/Spring)*

CM340 Advanced Reporting (3.00 cr.)

Prerequisite: CM205, CM301. Students practice reporting and writing more complex story types and learn how to report on society's primary institutions and

major social issues. Public affairs emphasis includes government, elections, budgets, criminal justice system, environment, labor and major issues facing urban and suburban communities. *(Spring only)*

CM342 Media, Culture, and Society (3.00 cr.)

Students explore the impact of media on culture and social structure through the close examination of cultural products including books, television shows, music, and advertising. Using a wide range of theoretical constructions, students learn to analyze the social meanings of cultural objects. *IU (Fall/Summer)*

CM345 Global Advertising (3.00 cr.)

Focuses on global marketers, global media companies, and transnational advertising agencies that impact global culture. Students engage in critical study of the variety of distinctive cultural factors that impact global advertising regarding class, racial, and gender divisions within a country. *(Spring only)*

CM347 The Documentary Tradition (3.00 cr.)

A close study of the documentary tradition—including ethnography, propaganda, *cinema vérité*, and postmodernism—that testifies to the tremendous vitality of the form, assesses its current state, and projects the future. Screenings celebrate human dignity and diversity in its many variations of race, gender, ethnicity, national origin, culture, religion, and sexual orientation. Students view, discuss, and write about majors works and apply insights to their own documentary projects. *IF*

CM350 Advertising Copy Writing (3.00 cr.)

Prerequisite: CM226. Students participate in a copywriting workshop aimed at providing practice in writing print advertisements (magazine, newspaper, billboards), radio and television commercials, storyboards, direct mail, and other types of material. Consideration given to how the copywriter interacts with the creative team and the development of a complete campaign.

CM351 Introduction to Radio and Digital Audio (3.00 cr.)

An introduction to the contemporary radio industry, digital platforms, and basic audio production. The course explores fundamental concepts of production theory, aesthetics, and techniques. Students produce proficient and creative audio projects suitable for radio broadcast and multimedia platforms. *(Fall/Spring)*

CM352 Graphics II (3.00 cr.)

Prerequisite: CM204, CM322. Students learn the basics of publication design, layout, and production while using industry-standard computer software tools to create, choose, and manipulate formats, grids, layouts, logo/nameplates, and typography. The overall

goal is to relate effective design to clear and meaningful communication. *(Fall/Spring)*

CM353 Video II (3.00 cr.)

Prerequisite: CM204, CM324. *Recommended Prerequisite:* CM311. An advanced class that focuses on video story telling. Students develop their own movie concepts, write full scripts, recruit and rehearse actors, and shoot and edit the videos for public presentation. *(Fall/Spring)*

CM354 Writing for Public Relations (3.00 cr.)

Prerequisite: CM224. An introduction to the wide range of communications materials developed by public relations professionals. Students learn how to write press releases, speeches, corporate background material, position papers, and internal publications such as newsletters. *(Fall/Spring)*

CM355 Advertising Management (3.00 cr.)

Prerequisite: CM226. Students explore the challenges of account management, account planning, and media planning/buying—functions that are crucial in the advertising industry. The course focuses on developing advertising plans and budgets, conceiving media plans and advertising strategies, and executing media buys.

CM356 Case Studies in Public Relations (3.00 cr.)

Prerequisite: CM227. An in-depth approach to the practical aspects of public relations management. Using real-life examples from the corporate, government, education, and nonprofit sectors, students discover how and why public relations practitioners make decisions and apply their techniques. The psychological, ethical, and legal aspects of public relations communications are covered.

CM358 Social Media in Commercial Communication (3.00 cr.)

Prerequisite: CM226 or CM227. Applies the use of social media (e.g., Facebook and Twitter) to the commercial enterprise. Students explore how social media are utilized in promotion of products/services, delving into the issues of consumer tracking/measurement and search engine optimization (SEO). Students learn industry “best practices” for utilizing social media and plan a social media campaign as part of an integrated approach to the promotion of products and services. *Use of classroom technology is required.*

CM359 Advertising Culture and Identity (3.00 cr.)

Prerequisite: CM226 or written permission of the instructor. Students examine the role of the audience’s identity in the advertising process. Students learn about the potential for advertising messages to shape and reflect the identity of viewers; the role of viewer identity in

determining advertising outcomes; and the effectiveness of how commercial messages are influenced by the personal and social identities of consumers.

CM360 Literary Journalism (3.00 cr.)

Prerequisite: CM205, CM301. A study of journalism as art. The course examines the techniques and methods of reporting and writing literary journalism by close study of prominent examples—books, essays, and articles. *IU (Fall/Spring)*

CM361 Copy Editing (3.00 cr.)

Students become familiar with the newspaper process: copy editing, specifying type, writing headlines, and proofreading. Students work with wire service copy and other raw copy, editing, rewriting, and copy fitting. *(Fall/Spring)*

CM363 The Magazine Article (3.00 cr.)

Prerequisite: CM205. Students are given an overview of magazine publishing and a survey of the various markets for magazine articles; covers general interest, specialized, trade, and company magazines. Offers practice in developing ideas for articles, in querying editors for their interests, and then in outlining, researching, and writing the articles. Students write a variety of articles tailored to discrete audiences or markets. *(Fall/Spring)*

CM365 Advanced Radio and Audio Production (3.00 cr.)

Prerequisite: CM351. *Recommended Prerequisite:* CM311. Students learn the theories and techniques of creative audio productions suitable for radio broadcast and digital media platforms like podcasts. Skills in research, field recording, interviewing, multitrack production and editing are developed to professional standards within the context of contemporary radio and multimedia platforms. Class productions are considered for broadcast and streaming on WLOY radio.

CM366 Reporting on Urban Affairs (3.00 cr.)

Students study examples of outstanding writing on urban affairs in newspapers, magazines, and books. Students then report and write about such key urban issues as development, education, poverty, growth, transportation, housing, employment, quality of life, etc. Special emphasis on cultural diversity. Formats include news, feature, and opinion writing.

CM367 Sports Writing (3.00 cr.)

Prerequisite: CM205. Students start with traditional game coverage and move toward more literary explorations of topics in sports. Students write news, features, opinion pieces, and essays. Readings range from journalistic examples to pieces and books by

such authors as Norman Mailer, George Plimpton, George Will, and Roger Khan.

CM371 Web II (3.00 cr.)

Prerequisite: CM204, CM312. Students extend their knowledge of website design, publishing, aesthetics and concepts through community-focused projects.

CM372 Studio Television Production (3.00 cr.)

Prerequisite: CM324. Students crew live-to-tape studio productions for telecast and streaming on the campus television station. Leadership, teamwork, technological innovations, ethics, and social responsibility are explored. (Fall/Spring)

**CM374 Documentary Production:
Baltimore Stories (3.00 cr.)**

Prerequisite: CM204, CM324. An advanced video production course focused on writing and producing documentaries. Students research, write, shoot, edit, and present to the public. *Supports the Baltimore neighbor stories project. IAF (Fall/Spring)*

CM375 Video Animation (3.00 cr.)

Prerequisite: CM204, CM324. An advanced production class offering hands-on experiences in design and execution of state-of-the-art video animations for broadcast and interactive media applications. *For mass communicators and media artists.*

**CM380 Advanced Study
in Communication (3.00 cr.)**

Prerequisite: Written or electronic permission of the sponsoring faculty member. An upper-level, hands-on project class in professional media, guided by the sponsoring faculty member. *May be repeated for credit with different topics.*

CM382 Book Publishing (3.00 cr.)

Contemporary print media from the publisher's perspective. This course focuses on editorial management, promotion, and manufacturing in all sectors of the publishing industry. For the major course project, students develop a complete business plan and prototype for a new book proposed for publication by Apprentice House. (Fall only)

CM383 Broadcast Journalism (3.00 cr.)

Prerequisite: CM205, CM301. Students learn how to cover, write, photograph, and edit breaking news stories for regularly scheduled news programs on television and radio. Students also learn how to perform on camera both as reporter and anchor. Other electronic genres may include features, investigative reports, analysis, opinion and reviews, the series, and the audio/visual essay.

CM384 Book Marketing and Promotion (3.00 cr.)

Students learn to position books in the marketplace by direct sales and by wholesale distribution to chain and independent bookstores; write news releases; pitch review media; conduct print and electronic publicity campaigns; and plan author events. Projects support books published by Apprentice House in Book Publishing (CM382). (Fall/Spring)

CM385 Special Topics in Communication (3.00 cr.)

Prerequisite: Varies with topic. An upper-level course in communication study. *Topic announced when course is offered. May be repeated for credit with different topics.*

CM388 Book Design and Production (3.00 cr.)

Prerequisite: CM204, CM322. Principles of long-form visual communication are applied to computer-aided book design and layout. Students work with authors and editors to develop and implement cover and internal designs for books published by Apprentice House in Book Publishing (CM382).

CM390 Public Speaking II (3.00 cr.)

Prerequisite: CM310. Building on the foundation of CM310, this course prepares students for oral communication in the professional world. Course topics include job interviews, communication in the workplace, and advanced rhetorical analysis. Students may practice speeches from their major fields of study for career development. Those students interested in Loyola's speech and debate team may practice their competitive events. Students also attend campus lectures to analyze their content and delivery. (Fall/Spring)

CM394 Research Experience (3.00 cr.)

Following the apprenticeship model, students work with professors on on-going qualitative or quantitative research projects. Research activities might include library database searches, development of questionnaires, interviews in the field, online surveys, collection and analysis of data, and research report writing. The course is ideally suited to seniors who can handle a significant amount of independent work. (Fall/Spring)

**CM400 Senior Capstone in Magazine
Publishing (3.00 cr.)**

Prerequisite: CM205, and one 300-level digital media or journalism course. Students work in teams to develop a new magazine. Each team prepares a project prospectus outlining content, business plan, and operations and uses desktop publishing technology to create a full-color magazine prototype. The finished projects are submitted to a national competition. *Required of communication majors with a journalism specialization. (Spring only)*

CM401 Senior Capstone in Web and Print Media (3.00 cr.)

Prerequisite: CM322 and one 300-level digital media course. *Recommended Prerequisite:* CM312, for students intending to work on web projects. Students work in teams to create either small websites or promotional print materials for community clients. Students demonstrate their proficiency and creativity in a variety of digital media. An option for communication majors specializing in digital media. (Fall only)

CM402 Senior Capstone in Video Production (3.00 cr.)

Prerequisite: CM324 and one additional 300-level digital media or journalism course. Students work in teams to produce videos that demonstrate their proficiency and creativity in a variety of genres, such as electronic news, documentary, advertising, or features. An option for communication majors specializing in digital media or journalism. (Spring only)

CM403 Senior Capstone in Advertising (3.00 cr.)

Prerequisite: CM226 and one 300-level advertising/public relations specialization course. A capstone course for the advertising specialization. Students work in a simulated advertising agency environment in order to develop a comprehensive advertising plan and ad campaign on behalf of a client. Students demonstrate their ability to conduct appropriate research, develop advertising strategy, design a media plan, and develop a sales promotion program in service of a comprehensive plan. CM403 or CM404 required for communication majors specializing in advertising/public relations. (Fall/Spring)

CM404 Senior Capstone in Public Relations (3.00 cr.)

Prerequisite: CM227 and one 300-level advertising/public relations specialization course. A capstone course for the public relations specialization integrating all facets of the public relations mix. Students demonstrate their ability to conduct research, develop a public relations program, and execute the plan. Generally, students work in teams to develop a campaign on behalf of a client. CM403 or CM404 required for communication majors specializing in advertising/public relations. (Fall/Spring)

CM421 Communication Internship (150 Hours) (3.00 cr.)

Prerequisite: Junior standing or above and written or electronic permission of the department's internship coordinator. With faculty guidance, students gain hands-on professional experience doing off-campus internships in advertising, broadcasting, journalism, writing, public relations, and print or web publishing at a site in- or out-of-state. Students must keep detailed records and complete online assignments while performing at least 150 hours of work at their chosen site. Course

requirements include scheduled performance evaluations signed by the on-site supervisor. *May be taken once for degree credit; may be repeated for nondegree credit. Internships for degree credit may be paid or unpaid.*

CM423 Communication Internship (50 Hours) (1.00 cr.)

Prerequisite: Junior standing or above and written or electronic permission of the department's internship coordinator. With faculty guidance, students gain hands-on professional experience doing off-campus internships in advertising, broadcasting, journalism, writing, public relations, and print or web publishing. Students must keep detailed records and complete online assignments while performing at least 50 hours of work at their chosen site. Requirements include scheduled performance evaluations signed by the on-site supervisor. *Does not count toward the 120-credit graduation requirement. May be repeated for non-degree credit only. (Pass/Fail)*

Office: Donnelly Science Center, Room 125a

Telephone: 410-617-2464

Website: www.loyola.edu/computerscience

Chair: James R. Glenn, Associate Professor

Professors: David W. Binkley; Arthur L. Delcher (emeritus); Roberta Evans Sabin;

Bernard J. Weigman (emeritus)

Associate Professors: Roger D. Eastman; James R. Glenn; Dawn J. Lawrie

Assistant Professors: Sibren Isaacman; Megan M. Olsen; Mohammad S. Raunak

Instructor: Gregory J. Stefanelli

Affiliate Faculty: David T. Opitz

The Computer Science Department offers two major programs: one leading to a Bachelor of Science (B.S.) in Computer Science, and the other leading to Bachelor of Arts (B.A.) in Computer Science. The suggested first-year programs for these majors are identical, allowing students to postpone choosing between them until their sophomore year.

The B.S. program is intended for students interested in a complete computer science curriculum, enhanced by additional science and math courses. Such a program may lead to graduate school in computer science and/or employment in a highly technical field. The B.S. program is accredited by the Computing Accreditation Commission of ABET (www.abet.org), a specialized accrediting body recognized by the Council on Postsecondary Accreditation (COPA) and the U.S. Department of Education.

The B.A. program is intended for students interested in a computer science degree with the flexibility to explore a double major, a minor, or an individually designed program. Students in this program may wish to combine their computer science studies with a physical science, an artistic discipline, a humanities or communications field, or a business degree. Because of the flexibility given to students, the B.A. program is not accredited by ABET.

LEARNING OUTCOMES

Bachelor of Science

- Students will be proficient in computer languages, operating systems, and hardware.
- Students will be able to design high-quality solutions to problems using today's technology, based on well-established principles of software engineering

process; understand how to participate effectively as a member of a team; and be able to evaluate those solutions by rigorous means.

- Students will understand well the fundamental principles of computer science theory.
- Students will be effective at written and oral communication, able to read and write technical papers and documentation and present results.
- Students will be knowledgeable of general ethical principles, the ethical codes of the computer science discipline, and the social context of computing.

Bachelor of Arts

- Students will be proficient in a computer language and hardware.
- Students will be able to design high-quality solutions to problems in today's technology using well-established principles of software engineering process, understand how to participate effectively as a member of a team, and be able to evaluate those solutions by rigorous means.
- Students will have the mathematical background to implement sound solutions to problems.
- Students will be effective at written and oral communication, able to read and write technical papers and documentation and present results.
- Students will be knowledgeable of general ethical principles, the ethical codes of the computer science discipline, and the social context of computing.

MAJOR IN COMPUTER SCIENCE

BACHELOR OF SCIENCE

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

Freshman Year

Fall Term

CS201 Computer Science I*

MA251 Calculus I*

WR100 Effective Writing
Language Core

Elective

Spring Term

CS202 Computer Science II*
 EN101 Understanding Literature
 HS101 Europe and the World Since 1500
 MA252 Calculus II*
 Language Core *or*
 Elective

Sophomore Year*Fall Term*

CS295/MA295 Discrete Structures*
 CS301 Data Structures and Algorithms I*
 CS371 Computer Engineering I*
 PH201 General Physics I*/†
 PH291 General Physics Lab I*/†
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology

Spring Term

CS302 Data Structures and Algorithms II*
 MA301 Introduction to Linear Algebra*
 PH202 General Physics II*/†
 PH292 General Physics Lab II*/†
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 History Core

Junior Year*Fall Term*

CS451 Programming Languages*
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 ST210 Introduction to Statistics*
 CS Elective*
 Elective

Spring Term

CS466 Operating Systems*
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 English Core
 CS Elective*
 Science Elective*

Senior Year*Fall Term*

CS482 Software Engineering*
 Ethics Core
 Social Science Core
 CS Elective*
 Elective

Spring Term

CS462 Algorithm Analysis *or*
 CS478 Theory of Computation**
 CS496 Computer Science Project I*
 Fine Arts Core
 Social Science Core
 Elective

* Required for major.

** One theory-oriented course required.

† Recommended for major but an equivalent majors-level, two-semester sequence of science courses may be substituted.

1. The three computer science electives for majors must be 400- or graduate-level courses.
2. All electives must be at least three credits. At least three electives must be taken in departments other than computer science.
3. The science elective must be a majors-level course emphasizing quantitative and/or experimental methods in a physical or biological science and not a primarily computational, mathematical, or engineering design course. EG, MA, and ST courses must be approved by the Computer Science Department.
4. A specialty track is offered in software engineering. To complete the track, students must complete all requirements for the computer science major and choose three of their electives as follows: software testing, object-oriented analysis and design, and one elective approved by the track coordinator.
5. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

BACHELOR OF ARTS

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

Freshman Year*Fall Term*

CS201 Computer Science I*
 MA251 Calculus I*
 WR100 Effective Writing
 Language Core
 Elective

Spring Term

CS202 Computer Science II*
 EN101 Understanding Literature
 HS101 Europe and the World Since 1500
 MA252 Calculus II*
 Language Core *or*
 Elective

Sophomore Year*Fall Term*

CS295/MA295 Discrete Structures*
 CS301 Data Structures and Algorithms I*
 CS371 Computer Engineering I*
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 Science Elective (w/Lab)*

Spring Term

CS302 Data Structures and Algorithms II*
 MA301 Introduction to Linear Algebra*
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 History Core
 Science Elective*

Junior Year

PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 CS Elective*
 CS Elective*
 Elective
 Elective

Spring Term

PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 English Core
 CS Elective*
 CS Elective*
 Elective

Senior Year*Fall Term*

CS482 Software Engineering*
 Ethics Core
 Social Science Core
 CS Elective*
 Elective

Spring Term

CS496 Computer Science Project I*
 Fine Arts Core
 Social Science Core
 Elective
 Elective

* Required for major.

1. Computer science electives for majors must be 300-level or above.
2. All electives must be at least three credits. At least three electives must be taken in departments other than computer science.
3. The science electives must be majors-level courses emphasizing quantitative and/or experimental methods in a physical or biological science and not a primarily computational, mathematical, or engineering design course. BL118/BL119, BL121/BL126, CH101/CH105, CH102/CH106, PH201/PH291, and PH202/PH292 meet this requirement. EG, MA, ST, and other courses must be approved by the Computer Science Department.
4. A total of five CS electives are required. At least three must be CS courses and up to two may be CS-related courses, depending on the track chosen. CS-related electives are courses at the 300-level or higher that are substantially different from those offered by the Computer Science Department and include a sufficiently advanced computing component. Students must submit written requests for approval to the track coordinator (see track requirements below).
5. Three specialty tracks are offered: software engineering, interdisciplinary study, and general computer science. To complete a track, students choose their CS and CS-related electives as follows:

Software Engineering: Programming languages, web programming, software testing, database management systems, and one elective approved by the track coordinator.

Interdisciplinary Study: Three CS courses at the 400-level or above and two CS-related electives in a single application area approved by the track coordinator.

General: Four CS electives at the 400-level or above and one CS-related elective approved by the track coordinator, or five CS electives at the 400-level or above.

6. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

MINOR IN COMPUTER SCIENCE

The following courses are required for a Minor in Computer Science:

- CS201 Computer Science I
 CS202 Computer Science II
 CS295 Discrete Structures (same as MA295) *or*
 CS371 Computer Engineering I*
 CS301 Data Structures and Algorithms I
 CS300- or CS400-Level Elective**
 CS400-Level Elective

* Mathematics and statistics majors minoring in computer science must take CS371.

** Engineering majors may not count CS471 as a CS elective.

CERTIFICATE IN PROGRAMMING

The department awards a certificate in computer programming to students who successfully complete CS201, CS202, and CS301.

COMBINED B.S.—M.S. OR B.A.—M.S. PROGRAMS

Students may choose computer science electives from Loyola's master's program in computer science. Two such courses may be counted toward both the bachelor's and master's degrees making it possible to complete the requirements for both degrees within a five-year span. For more information, consult the graduate catalogue.

INTERDISCIPLINARY PROGRAMS

Interdisciplinary majors which include computer science are offered. Interested students should contact the department chair to discuss the requirements (or visit, www.loyola.edu/cs). ABET/CAC accreditation only extends to those interdisciplinary degrees that satisfy all degree requirements for the Bachelor of Science (B.S.) in Computer Science.

COURSE DESCRIPTIONS

CS111 Introduction to Computers with Software Applications (3.00 cr.)

An introduction to computer science and software applications that includes the design and operation of personal computers, representation of data by computers, structure of operating systems, design

and operation of computer networks, concepts of software design and programming, and social and ethical issues. Students get hands-on experience with spreadsheets, database management systems, and high-level programming. *Satisfies one math/science core requirement.*

CS115 Introduction to Computers with Digital Forensics (3.00 cr.)

Prerequisite: MA109 or a score of 56 or better on Part II of the Math Placement Test or one year of high school calculus. An introduction to computer science with an emphasis on techniques and procedures for investigating digital material in conjunction with criminal investigations. Includes the recovery of digital files, network monitoring, and the operation and detection of malware. Students also get hands-on experience with data analysis and organization using spreadsheets and databases. *IFS*

CS118 Computers, Robots and Minds: Introduction to Intelligent Computing (3.00 cr.)

Computing technology is changing the way that people interact, relax, think, and accomplish work. This course is an introduction to computer science focused around robots that have limited reasoning ability and yet can accomplish complex tasks. Hands-on laboratories allow students to gain experience developing logical thinking using a programming language to control a personal robot; conducting field studies to obtain data; storing and accessing data from a database using queries; performing data analysis with spreadsheet formulas; and developing decision analysis models. Students also grapple with social and philosophical implications of intelligent computers, what intelligent machines tell us about the nature of the human mind, and how an understanding of the human mind helps us create intelligent computers. *Satisfies one math/science core requirement.*

CS120 Topics in Introductory Computer Science (3.00 cr.)

An introductory exploration of a topic of current interest in computer science. *May be repeated for credit with different topics.*

CS201 Computer Science I (4.00 cr.)

Introduces elementary programming topics including types, control flow (conditionals and loops), procedural decomposition, and basic data structures (strings and arrays); object-oriented design and implementation; and software testing. Provides a general survey of some of the major areas of computer science, which may include digital logic, software engineering, computer graphics, artificial intelligence, theory of computation, and ethical and societal issues in com-

puting. *First course in the major's sequence. Must be passed with a C- or better to move to the next course.*

CS202 Computer Science II (4.00 cr.)

Prerequisite: CS201. A continuation of CS201. Emphasizes structured programming skills and introduces more advanced programming features including object design and reuse, recursion, and simple data structures using a high-level, object-oriented language. *Must be passed with a C- or better to move to the next course.*

CS218 Computational Thinking: Exploring Computing through Robotics (3.00 cr.)

An introduction to the great ideas of computing through hands-on experiments with robotics. The course explores the nature and limits of computers; engages with the philosophical and social implications of intelligent machines; and asks what the science of computing can tell us about creativity, reasoning, and the human mind. Students gain experience developing logical thinking using a programming language to control small robots; conducting field studies to obtain data; storing and accessing data from a database using queries; and performing data analysis with spreadsheet formulas. *Same course as HN318.*

CS220 Current Topics in Computer Science (1.00 cr.)

Prerequisite: *Varies with topic.* A one-hour introductory exploration of a topic of current interest in computer science. *May be repeated. Does not count toward fulfillment of degree requirements.*

CS295 Discrete Structures (3.00 cr.)

Prerequisite: CS201; MA109 or a score of 56 or better on Part II of the Math Placement Test or one year of high school calculus. Boolean algebra, combinatorics, inductive and deductive proofs, sets, graphs, functions, and recurrence relations. *Same course as MA295. (Fall only)*

CS301 Data Structures and Algorithms I (3.00 cr.)

Prerequisite: CS202; CS295 or MA295 or MA395 (*may be taken concurrently*). Elementary data structures are designed and built according to principles of data encapsulation and abstraction. Associated algorithms are analyzed for efficiency. Introduces a UNIX-based platform and tools for programming. *Must be passed with a C- or better to move to the next course.*

CS302 Data Structures and Algorithms II (3.00 cr.)

Prerequisite: CS301. A continuation of CS301. An introduction to the study of algorithms using imperative programming in the GNU/Linux programming environment. Emphasizes software development tools, software testing, and empirical analysis using advanced data structures and algorithms. Attention is paid to lower level programming concerns such as memory

layout and management. *Must be passed with a C- or better to move to the next course.*

CS371 Computer Engineering I (4.00 cr.)

Prerequisite: CS202. *Corequisite:* CS295 or MA295 or MA395 or equivalent. An introduction to the design and assembler programming of computers. Topics include Boolean algebra, combinatorial and sequential circuit design, and assembly language programming. *(Fall only)*

CS420 Computer Science Research (1–4.00 cr.)

Prerequisite: *Written or electronic permission of the sponsoring computer science faculty member.* Supervised research projects may be taken for credit by qualified students. Requires a preliminary paper outlining the scope of the problem and the associated literature. Requires progress reports and a final research paper.

CS451 Programming Languages (3.00 cr.)

Prerequisite: CS302. A study of important programming language concepts. Topics include imperative, functional, logic, and object-oriented programming as well as new programming paradigms. An introduction to the formal study of programming language specification and analysis. *(Fall only)*

CS455 Graphical User Interface Design and Implementation (3.00 cr.)

Prerequisite: CS301. Covers the design, implementation, and evaluation of graphical user interfaces for computer applications. Topics include the human factors that direct interface design; existing standards for human/computer interaction; event-driven programming in a modern GUI system; and techniques for testing user interface effectiveness.

CS456 Web Programming (3.00 cr.)

Prerequisite: CS202. A review of client-side and server-side web development languages and practices. Covers HTML, CSS, and JavaScript in addition to a variety of server-side scripting languages for processing user input. Also covers the basics of good web design, in terms of making both a usable and a working website.

CS457 Introduction to Computer Networks (3.00 cr.)

Prerequisite: CS202, MA252. Local area networks of computers. An introduction to telecommunications. Network architectures: physical, data link, network, transport and application layers, with detailed attention to Network layers protocols including routing; internetworking (IP); transport layers (TCP); application layer internals including DNS, electronic mail, and the Web.

CS462 Algorithm Analysis (3.00 cr.)

Prerequisite: CS302; MA295 or equivalent. Design of computer algorithms and analysis of their performance. Includes dynamic programming, graph algorithms, and NP-completeness. (*Spring only*)

CS464 Object-Oriented Analysis and Design (3.00 cr.)

Prerequisite: CS302. A survey of object-oriented analysis, design, and programming including encapsulation, information hiding, and inheritance. Several modeling languages and object-oriented programming languages are studied. Also includes a survey of patterns and strategies.

CS466 Operating Systems (3.00 cr.)

Prerequisite: CS302, CS371. Considers processes, process synchronization and mutual exclusion, and techniques for memory allocation, scheduling, and disk management. Surveys current computer operating systems and discusses research in distributed operating systems. (*Spring only*)

CS471 Computer Architecture (3.00 cr.)

Prerequisite: CS371; or EG071, EG360, EG471. Design and understanding of the computer system as a whole unit. Performance evaluation and its role in computer system design; instruction set architecture design, datapath design, and optimizations (e.g., ALU); control design; single cycle, multiple cycle, and pipeline implementations of processor; hazard detection and forwarding; memory hierarchy design; and cache memories, virtual memory, peripheral devices, and input/output. *Same course as EG478.*

CS478 Theory of Computation (3.00 cr.)

Prerequisite: CS295 or MA395 or written permission of the instructor. Basic results on the capabilities, limitations, and applications of formal models of computation. Includes finite state machines, push down automata, grammars, computable and noncomputable functions, and NP-completeness. (*Spring only*)

CS479 Topics in Computer Engineering (3.00 cr.)

Prerequisite: CS371 and senior standing in computer science. An advanced course in computer engineering. *May be repeated for credit.*

CS482 Software Engineering (3.00 cr.)

Prerequisite: CS301 or written permission of the instructor. 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. (*Fall only*)

CS483 Software Testing (3.00 cr.)

Prerequisite: CS302. Techniques for evaluating software and verifying that software conforms to its requirements: static and dynamic analysis, theoretical foundations, and formal proofs; error, fault, and failure classification; test planning; software quality assurance; metrics; consistency.

CS484 Artificial Intelligence (3.00 cr.)

Prerequisite: CS301. An introduction to basic concepts and techniques of artificial intelligence. Topics include search, logic for knowledge representation and deduction, and machine learning. Some current application areas such as natural language, vision, and robotics are surveyed.

CS485 Database Management Systems (3.00 cr.)

Prerequisite: CS301. Concepts and structures necessary to design, implement, and use a database management system: logical and physical organization; various database models with emphasis on the relational model; data description languages; query facilities including SQL; the use of embedded SQL.

CS486 Computer Graphics (3.00 cr.)

Prerequisite: CS301; MA301 or written permission of the instructor. An introduction to the mathematics and algorithms required to create two- and three-dimensional computer images. Covers the modeling and display of objects, scenes, and lighting in high-level computer languages.

CS489 Topics in Computer Science (3.00 cr.)

Prerequisite: Junior or senior standing in computer science or written permission of the instructor. An advanced course in computer science. *May be repeated for credit.*

CS496 Computer Science Project I (3.00 cr.)

Prerequisite: CS482. Students work with an external client on a substantial research or software development project. Students gather project requirements through consultation with their clients and document them in a proposal approved by the client and the course instructor. Classroom discussions focus on social and ethical issues in computer science, as well as reading, critiquing, and presenting technical literature. An oral presentation and a formal paper conclude the course.

CS497 Computer Science Project II (3.00 cr.)

Prerequisite: CS496. A continuation of CS496.

Office: Sellinger Hall, Room 318

Telephone: 410-617-2357

Website: www.loyola.edu/sellinger

Chair: Marianne Ward-Peradoza, Associate Professor

Professors: John D. Burger; Frederick W. Derrick; Thomas J. DiLorenzo; John C. Larson (emeritus); Charles E. Scott; Norman H. Sedgley; Stephen J. K. Walters

Associate Professors: Arleigh T. Bell, Jr. (emeritus); Francis G. Hilton, S.J. (emeritus); John M. Jordan (emeritus); Marianne Ward-Peradoza; Nancy A. Williams

Assistant Professors: James J. Kelly, S.J.; Dennis C. McCornac (visiting); Srikanth Ramamurthy; Andrew Samuel; Jeremy Schwartz; Kerria M. Tan
Affiliate Faculty: R. Andrew Bauer; Mark J. Bock; G. Edward Dickey; Lynne C. Elkes; Sean P. Keehan; Paul Lande; Paul Leroy

Economics is a social science that studies choices made by consumers, owners of physical resources, workers, entrepreneurs, corporations, nonprofit institutions, voters, politicians, and bureaucrats. The economic way of thinking is a powerful tool that illuminates real-world problems and processes. It provides consumers and those in business, government, and nonprofit enterprise with ways to wisely use scarce resources. Economics also provides the basis for the analysis of many social issues such as poverty, unemployment, environmental decay, and alternative economic systems. Because economics stresses the application of logic and reason to the analysis of contemporary and historical aspects of human behavior, economics is an important part of a liberal arts education.

LEARNING AIMS

- Students will demonstrate knowledge of the major concepts, historical and theoretical perspectives, and empirical findings in microeconomics and macroeconomics.
- Students will demonstrate ability to apply economic principles and theories to a range of economic and social problems and issues.
- Students will understand and apply basic research methods in economics, including data analysis and reporting.
- Students will use critical and creative thinking skills and hone communication skills.

MAJOR IN ECONOMICS

The Bachelor of Arts (B.A.) in Economics provides students with a versatile, powerful set of analytic tools for studying the social sciences. Students majoring in economics take five foundation courses and complete a concentration in either general or quantitative economics. The required courses are as follows:

| | |
|-------|-----------------------------|
| EC102 | Microeconomic Principles |
| EC103 | Macroeconomic Principles |
| EC220 | Business Statistics |
| EC301 | Intermediate Macroeconomics |
| EC302 | Intermediate Microeconomics |

General Concentration: This program is appropriate for those who intend to enter professional programs (such as law or public policy schools) or pursue careers as managers or economic analysts in government or business. Students may create interdisciplinary programs combining studies in economics with other areas in the arts and sciences, subject to the approval of the department chair. Requirements for the concentration are as follows:

- Seven upper-level economics courses, four of which may be taken at the 300- or 400-level and three which must be taken at the 400-level. At the discretion of the department chair, certain courses offered by other departments may qualify toward the upper-level requirement.
- Applied Calculus (MA151) or Calculus I (MA251). Students who have taken calculus in high school or have a strong background are encouraged to take MA251.

Quantitative Economics Concentration: This program is appropriate for those who plan to pursue master's or doctoral work in economics and prepare for careers in research and/or teaching. This path is also appropriate for students interested in analytical careers in economics or finance. Requirements for the concentration are as follows:

| | |
|---|--|
| EC305 | Mathematical Economics |
| EC420 | Econometrics |
| EC405 | Game Theory and the Economics of Information <i>or</i> |
| EC425 | Applied Econometric Forecasting |
| Three EC Electives (one of which must be 400-level) | |
| MA251 | Calculus I (fulfills math/science core) |
| MA252 | Calculus II (fulfills math/science core) |
| MA301 | Introduction to Linear Algebra |

Ordinary Differential Equations (MA304), Calculus III (MA351), and Analysis I (MA421) are recommended electives for graduate school prospects.

Students who wish a broad, business-oriented program may elect to pursue the Bachelor of Business Administration (B.B.A.) with a concentration in business economics. The B.B.A. is described under the Sellinger School of Business and Management.

Students are encouraged to talk with an economics advisor early on about which concentration best serves their career objectives.

BACHELOR OF ARTS

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

General Concentration

Freshman Year

Fall Term

EC102 Microeconomic Principles*
 MA151 Applied Calculus* *or*
 MA251 Calculus I*
 WR100 Effective Writing**
 Language Core
 Elective

Spring Term

EC103 Macroeconomic Principles*
 HS101 Europe and the World Since 1500**
 Language Core *or*
 Elective
 Math/Science Core
 Elective

Sophomore Year

Fall Term

EC220 Business Statistics*
 EN101 Understanding Literature
 PL201 Foundations of Philosophy
 TH201 Introduction to Theology** *or*
 Elective
 History Core**

Spring Term

EC301 Intermediate Macroeconomics*/** *or*
 EC302 Intermediate Microeconomics
 PL200-Level Philosophical Perspectives Course
 English Core
 Math/Science Core

Theology Core** *or*
 Elective

Junior Year

Fall Term

EC301 Intermediate Macroeconomics*/** *or*
 EC302 Microeconomics*
 TH201 Introduction to Theology** *or*
 Elective
 Fine Arts Core
 Economics Elective*
 Elective

Spring Term

Theology Core** *or*
 Elective
 Economics Elective*
 Economics Elective*
 Nondepartmental Elective
 Elective

Senior Year

Fall Term

Ethics Core
 Economics Elective*
 Economics Elective*
 Nondepartmental Elective
 Elective

Spring Term

Economics Elective*
 Economics Elective*
 Nondepartmental Elective
 Elective
 Elective

* Required for major.

** Terms may be interchanged.

1. Students who plan to spend all or part of junior year abroad must take EC301 and/or EC302 in the sophomore year. Students will not be allowed to take EC301 or EC302 abroad.
2. Candidates for the B.A. in Economics may substitute Introduction to Statistics (ST210) for Business Statistics (EC220) *if and only if* the student also successfully completes Calculus II (MA252) or Econometrics (EC420).
3. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

Quantitative Economics Concentration**Freshman Year***Fall Term*

EC102 Microeconomic Principles*
 MA251 Calculus I*
 WR100 Effective Writing**
 Language Core
 Elective

Spring Term

EC103 Macroeconomic Principles*
 HS101 Europe and the World Since 1500**
 MA252 Calculus II
 Language Core *or*
 Elective
 Natural Science Core

Sophomore Year*Fall Term*

EC301 Intermediate Macroeconomics*/** *or*
 EC302 Intermediate Microeconomics
 EN101 Understanding Literature
 MA351 Calculus III *or*
 Elective
 PL201 Foundations of Philosophy
 TH201 Introduction to Theology** *or*
 Elective

Spring Term

EC220 Business Statistics* *or*
 ST210 Introduction to Statistics
 EC301 Intermediate Macroeconomics*/** *or*
 EC302 Intermediate Microeconomics
 EC305 Mathematical Economics*
 PL200-Level Philosophical Perspectives Course
 Theology Core** *or*
 Elective

Junior Year*Fall Term*

EC420 Econometrics*
 TH201 Introduction to Theology** *or*
 Elective
 English Core** *or*
 Elective
 Fine Arts Core
 Nondepartmental Elective

Spring Term

MA301 Introduction to Linear Algebra*
 English Core** *or*
 Elective
 History Core
 Theology Core** *or*
 Elective
 Economics Elective*
 Elective

Senior Year*Fall Term*

EC405 Game Theory and the Economics
 of Information* *or*
 Economics Elective
 Ethics Core
 Economics Elective* (400-level)
 Nondepartmental Elective
 Elective

Spring Term

EC425 Applied Economic Forecasting* *or*
 Economics Elective
 MA304 Ordinary Differential Equations *or*
 Elective
 Nondepartmental Elective
 Elective
 Elective

* Required for major.

** Terms may be interchanged.

1. Students who plan to spend all or part of junior year abroad must take EC301 and/or EC302 in the sophomore year. Students will not be allowed to take EC301 or EC302 abroad.
2. Candidates for the B.A. in Economics may substitute Introduction to Statistics (ST210) for Business Statistics (EC220) *if and only if* the student also successfully completes Calculus II (MA252) or Econometrics (EC420).
3. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

MINOR IN ECONOMICS

The following courses are required for the minor:

- EC102 Microeconomic Principles
- EC103 Macroeconomic Principles
- EC301 Intermediate Macroeconomics or
- EC302 Intermediate Microeconomics
- Four EC Electives, one of which must be taken at the 400-level. EC220 approved only if EC420 is completed.

To plan the set of courses that is most appropriate to the student's needs, the student should consult the economics department chair or minor advisor. This minor is not available to B.B.A. students in business economics.

COURSE DESCRIPTIONS

EC102 Microeconomic Principles (3.00 cr.)

Investigates how individuals in market economies make decisions about what goods will be produced, how they will be produced, and for whom they will be produced. Students learn to analyze the impacts of changes in markets; illustrate the concepts of consumer demand and production; and explain the process of profit maximization under various market structures. Topics include the laws of supply and demand; behavior of firms in competitive and noncompetitive markets; functioning of labor and capital markets; poverty and income inequality; economics and the environment; economic systems in other countries. *GT*

EC103 Macroeconomic Principles (3.00 cr.)

Prerequisite: EC102. Introduces macroeconomic equilibrium, its impact on unemployment and inflation, and the effect of economic policy initiatives on that equilibrium. Students learn to predict the qualitative effect on changes in economic aggregates on each other and on GDP. Topics include the business cycle; national income and product accounting; equilibrium in the aggregate demand—aggregate supply model; the multiplier; the national debt; financial intermediaries; money and its creation; fiscal and monetary policy; comparative advantage and the gains from international trade; commercial policy; foreign exchange markets; and the balance of payments. Effects of international transactions are incorporated with each topic. *GT*

EC220 Business Statistics (3.00 cr.)

Prerequisite: MA151 or MA251 or equivalent. MA151 or MA251 may be taken concurrently with written permission of the department chair. Introduces the concepts and application of statistics in management. Students learn to apply estimation and hypothesis testing to

univariate and multivariate business problems. Topics include descriptive statistics and statistical inference; multiple regression; correlation; and trend and seasonal time series analysis. *GT*

EC301 Intermediate Macroeconomics (3.00 cr.)

Prerequisite: EC102, EC103, MA151 or MA251, and sophomore standing or above. Analyzes the economy-wide forces, policies, and institutions that directly determine and otherwise influence long-term economic trends and short-term fluctuations. Students learn the central lessons of contemporary macroeconomics; gain confidence in their ability to discuss economic policies in professional settings; and acquire the skills needed to begin macroeconometric studies. Topics include the key ideas of Nobel Prize winners; national income and product accounting; balance of payments; unemployment; employment; labor force participation; international trade and finance; monetary fiscal policies; facts and theories of long-term economic growth; facts and theories of business cycles; the powerful role of expectations and policy credibility; and modern electronic connections among all types of international markets. *(Fall/Spring)*

EC302 Intermediate Microeconomics (3.00 cr.)

Prerequisite: EC102, EC103, MA151 or MA251, and sophomore standing or above. 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.

EC305 Mathematical Economics (3.00 cr.)

Prerequisite: EC102, EC103, MA151 or MA251. A grade of C or better required in all prerequisites. Investigates the use of applied mathematics in economics and strengthens the mathematical skills of economics majors. Students learn to structure, discuss, and analyze fundamental economics using calculus and linear algebra. Topics include the structure of constrained optimization problems, market equilibrium analysis, comparative statics of economic models, distinction between stocks and flows, and the analysis of dynamic systems.

EC310 American Economic History (3.00 cr.)

Prerequisite: EC102 or written permission of the instructor. Examines the economic forces underlying historical development in America from the pre-Colombian period to modern times. Students develop skills in the use of economic tools of analysis and an enhanced understanding of the application of the laws of economic behavior to events of historical significance. Topics include problems of exploration and migration; the economics of revolution; the institution of slavery; entrepreneurship and development; causes and consequences of the Great Depression; and the economics of political and cultural change. *IU*

EC320 The Political Economy of War (3.00 cr.)

Prerequisite: EC103. The economic causes and consequences of war. Topics include how war transforms economic and political institutions; economic interventionism as a cause of war; laissez-faire as the antitheses of war; the ratchet effect of war on the growth of government; the political economy of the military-industrial-congressional complex; the myths of wartime prosperity and nation building; hidden and not-so-hidden costs of war; how wars are financed; and who benefits from war. *GT*

EC330 Law and Economics (3.00 cr.)

Prerequisite: EC102. An application of the tools of economic analysis to several key areas of the law. Topics include contracts, environmental policy, criminal law and crime deterrence, discrimination in employment and housing, landlord-tenant laws, property law, torts, and zoning.

EC340 Economic Problems of Cities (3.00 cr.)

Prerequisite: EC102. An application of the tools of economic analysis to the most pressing problems of American cities: poverty, crime, diminished employment opportunities, and low educational attainment. Additional topics include housing segregation, welfare policy, homelessness, and urban government. International comparisons are drawn.

EC348 Development Economics (3.00 cr.)

Prerequisite: EC102, EC103. Examines the theory and practice of the economic development of nations. The first segment focuses on the meaning of development. The second segment considers the internal and external forces that encourage or discourage economic development. The course closes with a consideration of special topics such as the link between development, environment, education, and income distribution. *Closed to students who have taken EC448. GT*

EC350 Capitalism and Its Critics (3.00 cr.)

Prerequisite: EC102. Provides students with an opportunity to read and think carefully about some of the

major writings that defend and criticize capitalism, especially on moral and philosophical grounds. Topics for discussion include the industrial revolution; causes and consequences of the Great Depression; economic justice; wealth creation; environmentalism; economics and race; and the social responsibility of business.

EC360 Environmental Economics (3.00 cr.)

Prerequisite: EC102. Examines contemporary issues of environmental quality, natural resource allocation, and conservation from the economic perspective. Students develop an understanding of the history of the environmental movement and learn to analyze environmental issues using economic tools. Topics include benefit-cost analysis, property rights, incentive-based pollution control policies, and a review of government regulatory performance. *GT*

EC370 Cost-Benefit Analysis (3.00 cr.)

Prerequisite: EC102. Presents the foundations and methods of cost-benefit analysis (CBA) used to evaluate environmental, health, and safety regulations. Students learn to develop and use CBA. 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. *GT*

EC380 Sports Economics (3.00 cr.)

Prerequisite: EC102, EC220 (may be taken concurrently). Applies the tools of price theory and statistical analysis to professional and amateur sports. Students develop analytic tools useful in both the management of sports enterprises and the evaluation of strategy in the contests themselves. Topics include demand analysis; pay and performance; economic impact analysis and government subsidies for franchises; discrimination; and the implications of elementary game theory for strategic decision making in sports.

EC390 Growth, Globalization and History (3.00 cr.)

Prerequisite: EC102 or written permission of the instructor. Combines an examination of historical events with basic economic tools and principles to provide a different perspective on European development. Attention is focused on important economic processes that help to shape the European historical record. Students gain an introduction to economic reasoning and methods from the perspective of their relevance to an understanding of history. Students have the opportunity to use economic concepts to obtain a deeper understanding of historical questions. Topics include the effects of European nationalism; the nature and consequences of the Industrial Revolu-

tion; the effects of the Transportation Revolution; the economics of European migration patterns; and the creation of an international economy. *GT*

EC405 Game Theory and the Economics of Information (3.00 cr.)

Prerequisite: EC102, MA151 or MA251. *A grade of C or better required in all prerequisites. Recommended Prerequisite:* EC302. Game theory is the science of strategic thinking; the study of learning how to outdo an adversary, knowing that the adversary is trying to do the same to you. This course introduces students to this science of strategic thinking or game theory. Strategic thinking is practiced at work or at home in order to survive. Business persons and corporations must use competitive strategies to survive. Politicians devise campaigns to get elected and legislative strategies to implement their visions. The course, therefore, includes applications to the business world, finance, management, law-enforcement, and political economy. It also covers applications of game theory to the economics of information (i.e., making strategic choices when there is limited information about your adversaries). Topics such as moral hazard, adverse selection, and strategic bidding in auctions are covered.

EC420 Econometrics (3.00 cr.)

Prerequisite: EC102, EC103, and EC220 or ST210. *A grade of C or better required in all prerequisites.* 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.

EC425 Applied Economic Forecasting (3.00 cr.)

Prerequisite: EC103, EC420 or ST381, MA151 or MA251. *A grade of C or better required in all prerequisites.* Forecasts play a crucial role in the formation of economic policy and business decisions. As a result, accurate predictions of the future are critical for the public and private sector alike. This course introduces students to the techniques used by professional economists in business and government to model the complex processes generating data through time and to make real world forecasts. The steps and methods required to develop a forecast—from understanding the properties of time-series data to forecast evaluation—are defined. Topics include modeling trends, seasonality and cycles, ARMA and ARIMA models, forecast combination, vector-autoregression, and non-linear methods. (*Spring only*)

EC430 Monetary Economics (3.00 cr.)

Prerequisite: EC103. *Recommended Prerequisite:* EC301. Examines micro- and macroeconomic monetary issues, problems, and theory. Students learn to predict the effect of monetary events on financial markets and the real economy. Topics include functions and measures of money; interest rates, present value, and yield; capital asset pricing model; diversification; risk and term structure of interest rates; financial intermediaries; creation and determination of the money supply; the Federal Reserve System; tools, goals, and targets of monetary policy; demand for money; money and real GDP; transmissions mechanisms.

EC435 Public Sector Economics (3.00 cr.)

Prerequisite: EC102. *Recommended Prerequisite:* EC302. Examines the nonmarket provision of goods and services. Students learn to analyze public expenditure and tax policies and investigate their impact on income distribution and resource allocation. Topics include the analysis of collective decision making and the application of cost-benefit analysis.

EC440 International Financial Economics (3.00 cr.)

Prerequisite: EC103. *Recommended Prerequisite:* EC301. Examines the financial side of international economic activity. Topics include balance of payments; foreign exchange; spot markets and forward markets; covered and uncovered interest parity conditions; monetary and portfolio balance models of exchange rate determination; macroeconomic policy in an open economy; under fixed and flexible exchange rates; optimum currency areas; and issues surrounding the European Monetary Union. *GT*

EC446 International Trade (3.00 cr.)

Prerequisite: EC102, EC103. *Recommended Prerequisite:* EC302. Investigates the theory and practice of international trade. The course begins with an analysis of the basis and gains from trade and considers trade policy and obstructions to trade. It reaches focus on special topics such as the relationship between trade and the environment and the development of other economies. *GT*

EC450 Managerial Economics (3.00 cr.)

Prerequisite: EC102, EC103, EC220. Develops expertise in applying microeconomic analysis to practical business management decisions using a combination of economic theory, quantitative tools, and practical exercises. Students identify and analyze aspects of business strategy decisions. Topics include demand and cost, including the theory and how to apply it in a practical way; pricing; competitive strategies; and the impact of the environment of business and governmental actions on business decision making.

EC460 Business and Government (3.00 cr.)

Prerequisite: EC102. *Recommended Prerequisite:* EC302. Examines the nature of business behavior in competitive and noncompetitive markets and the nature and consequences of government regulation of this behavior. Students acquire tools useful in the development of competitive strategies and develop a sophisticated understanding of regulatory institutions and behavior. Topics include collusion, mergers and acquisitions, predatory behavior and monopolization, emerging deregulation of public utilities, and health and safety regulations.

EC470 Pricing Strategy (3.00 cr.)

Prerequisite: EC102, EC103, EC220. Develops expertise in pricing for profitability. Economics and marketing tools are used to consider how firms can successfully price in a variety of situations. Topics include competition, the role of cost in pricing, successful price changes, life cycle pricing, when to negotiate, and price sensitivity. The course is a mix of theory and practical application to frequently occurring business situations. *Same course as MK470. (Fall/Spring)*

EC480 Labor Economics (3.00 cr.)

Prerequisite: EC102. *Recommended Prerequisite:* EC103, EC302. Individuals make decisions on how much to work, where to work, and how to utilize the earnings from their labor. Firms develop compensation systems and make hiring decisions to efficiently extract the most from their workers, and governments make decisions on what policies are required to regulate the labor market. At a micro level, these decisions determine a family's financial resources, whether college is a good investment, and whether women face wage discrimination. At a macro level, these decisions determine the level of poverty, inequality, unemployment, and the generosity of the social safety net. This course introduces students to economic analysis of these decisions and their outcomes. Topics include wage determination and structure; human capital theory and returns to education; unemployment and search theory; unions; immigration; minimum wage; and social assistance programs.

EC490 Health Economics (3.00 cr.)

Prerequisite: EC102. *Recommended Prerequisite:* EC302. Examines the basic concepts and models of health economics. Students learn to understand and critique the health care industry and proposed policies. Topics include the institutional and economic structure of the health care industry; the incentives provided by the market, government, and insurance; the private and public demand; production; and the political economy of health care.

EC496 Independent Study in Stata for Economists (1.00 cr.)

Prerequisite: EC420 (*may be taken concurrently*). An independent laboratory course in the use of Stata. Stata is a statistical software package that is widely used throughout the government, business, industrial, scientific, and academic sectors. Proficiency in using Stata for data management, analysis, and reporting is developed. The focus is on developing Stata computer experience and extensive project work while reviewing business statistics and econometrics. *Closed to students who have taken or plan to take ST365.*

EC497 Independent Study in SAS for Economists (1.00 cr.)

Prerequisite: EC420 (*may be taken concurrently*). An independent laboratory course in the use of Statistical Analysis System (SAS). SAS is a statistical software package that is widely used throughout the government, business, industrial, scientific, and academic sectors. Proficiency in using SAS for data management, analysis, and reporting is developed. The focus is on developing SAS computer experience and extensive project work while reviewing business statistics and econometrics. *Closed to students who have taken or plan to take ST365.*

EC498 Economics Independent Study (1–3.00 cr.)

Prerequisite: EC102, EC103, EC220, *junior or senior standing in economics (B.A. or B.B.A.), and written or electronic permission of the instructor.* An individual research project with an economics faculty member in a specific area of mutual interest. The student must begin with a written plan for the project and conclude with a written research report and presentation. Arrangements for supervision with a faculty member must be made prior to registration. *Ordinarily, no more than one independent study may be counted toward the major requirements.*

EC499 Economics Internship (3.00 cr.)

Prerequisite: EC102, EC103, EC220, *junior or senior standing in economics (B.A. or B.B.A.), and written or electronic permission of the instructor.* Provides students with preparation for careers in business, law and public policy through practical work experience, rigorous study of the economic theories related to the internship, and individual reflection for career planning. Ordinarily, interns spend approximately 10 hours per week at the internship site and spend additional time each week meeting with the faculty sponsor and producing the required academic components. Arrangements for supervision with a faculty member must be made prior to registration. *Only one internship course may count toward graduation requirements.*

Office: Donnelly Science Center, Room 127a
Telephone: 410-617-2464
Website: www.loyola.edu/engineering

Chair: Robert T. Bailey, Associate Professor

Professors: Wayne L. Elban; Bernard J. Weigman (emeritus)

Associate Professors: Robert T. Bailey; Glenn S. Kohne; Robert B. Pond, Jr.

Assistant Professors: Raenita A. Fenner; Suzanne E. Keilson

The department offers the Bachelor of Science in Engineering (B.S.E.). The program provides a strong background in fundamental engineering subjects, with the opportunity to concentrate in computer, electrical, mechanical, or materials engineering. Course choices for concentrations begin in the second half of the sophomore year. The engineering program is accredited by the Engineering Accreditation Commission of ABET, www.abet.org.

Educational Objectives: The Department of Engineering of Loyola University Maryland strives to produce graduates who function as successful professionals in diverse engineering disciplines and enterprises; develop creative, entrepreneurial, and cost-effective solutions to contemporary problems of increasing scope and complexity as their careers progress; assume increasing responsibilities of technical and/or managerial leadership in their work organizations; pursue lifelong learning through a variety of means including graduate education, continuing education, professional training, on-the-job training, and career development; and provide services to their professions and communities, drawing upon their Jesuit educational experience to serve the needs of humankind.

Development and Integration of the Design Experience into the Curriculum: The elements of engineering design are presented and coordinated in a sequence of courses that build on each other and demand increasingly sophisticated analysis and design skills. Several design activities are assigned to first-year students in introductory engineering courses (EG101 or EG103) to stimulate critical thinking about designing. Significant design components are contained in several engineering courses taken in the sophomore and junior years. For instance, design elements are covered in Linear Circuits Analysis and its laboratory (EG331/EG031). Additionally, design-related engineering issues and experiences are encountered in

Experimental Methods (EG390) and Engineering Systems Analysis (EG441).

All seniors participate in a two-semester capstone design experience (EG497/EG498). Seniors are responsible for the conceptualization and preparation of a detailed proposal, including problem statement and specifications for a large-scale, open-ended design project in the fall semester. The completion, testing, and evaluation of the project occur in the spring semester. Projects follow realistic constraints, considering factors of economics, fabricability, life cycle management, ethics, industrial and public health and safety, environmental issues, social relevance, politics, and aesthetics. Consideration of alternate design solutions is required. Periodically, engineering professionals speak to the design class to acquaint students with actual engineering design experiences. The design proposals and results are presented each semester to the faculty and to the department's Industrial Advisory Board, and each project result is displayed on the department's webpage.

Each design project includes relevant aspects of the student's discipline and concentration. The technical knowledge and skills required to complete the project are derived from the 300- and 400-level engineering courses taken previously or concurrently with the senior design course. Members of the engineering faculty provide technical advice on projects as needed.

Transfer under the Associate of Science in Engineering (ASE) Program: The state of Maryland has developed a program to ease the process of transferring into computer and electrical engineering programs at Loyola University Maryland. A student who completes two years of study and is awarded a state-approved Associate of Science in Engineering (A.S.E.) from a Maryland community college is eligible for transfer into Loyola's engineering program. The engineering courses taken as part of the associate degree will be accepted by Loyola University Maryland as a block. Loyola also has an extensive set of liberal arts "core" requirements that have been specifically crafted to meet the learning aims of the University. These requirements are generally more extensive than the general education requirements at other institutions, and the transfer of nonengineering courses taken while earning the associate degree will be evaluated on a case-by-case basis relative to meeting those requirements.

MAJOR IN ENGINEERING

The course requirements are identical for all concentrations in the freshman year and the first semester of the sophomore year. Course selection for concentrations begins in the second half of the sophomore year, when a group of courses will send the student toward computer engineering and electrical engineering concentrations, or another group of courses will direct the student toward mechanical engineering and materials engineering concentrations. In the first semester of the junior year and all subsequent semesters, the student is required to select engineering courses in one chosen concentration. The program of study is shown below for the freshman year and the first semester of the sophomore year.

In order to graduate within four years, students who are considering majoring in engineering must take the following mathematics and science prerequisite courses during their first year:

- MA251 Calculus I
- MA252 Calculus II
- PH201 General Physics I
- PH202 General Physics II
- PH291 General Physics Lab I
- PH292 General Physics Lab II

BACHELOR OF SCIENCE**Freshman Year***Fall Term*

- EG101 Introduction to Engineering*
- MA251 Calculus I*
- PH201 General Physics I*
- PH291 General Physics Lab I*
- WR100 Effective Writing**
- Language Core

Spring Term

- HS101 Europe and the World Since 1500**
- MA252 Calculus II*
- PH202 General Physics II*
- PH292 General Physics Lab II*
- Language Core (if needed)
- Social Science Core‡

Sophomore Year*Fall Term*

- CH101 General Chemistry I*
- CH105 General Chemistry Lab I*
- EG031 Linear Circuit Analysis Lab*
- EG120 MATLAB Tools for Engineering and Science*
- EG301 Statics*
- EG331 Linear Circuit Analysis*
- MA351 Calculus III*
- PL201 Foundations of Philosophy

Computer Engineering and Electrical Engineering Concentrations

The course requirements are identical for all engineering concentrations through the first semester of the sophomore year. The course requirements for the second semester of the sophomore year are the same for computer engineering and electrical engineering concentrations. Courses for individual concentrations in computer engineering and electrical engineering begin in the first semester of the junior year.

Sophomore Year*Spring Term*

- EN101 Understanding Literature
- EG032 Electronics Lab*
- EG071 Digital Logic and Computer Systems Lab*
- EG130 Spreadsheet Tools for Engineering and Science*
- EG333 Signals and Systems*
- EG432 Electronics*
- EG471 Digital Logic and Computer Systems*
- MA301 Introduction to Linear Algebra*

Junior Year*Fall Term*

- EG360 Object-Oriented Engineering Design*
- EG381 Probability and Statistics*
- EG390 Experimental Methods*
- MA395 Discrete Methods*
- Engineering Concentration Elective*
- Engineering Elective*

Spring Term

- EG051 Materials Science Lab*
- EG351 Introduction to Engineering Materials*
- EG441 Engineering Systems Analysis*
- PL200-Level Philosophical Perspectives Course*
- English Core**
- History Core**
- Engineering Concentration Elective*

Senior Year

Fall Term

EG497 Engineering Design Project I*
 TH201 Introduction to Theology
 Fine Arts Core**
 Social Science Core†
 Engineering Concentration Elective*
 Nondepartmental Elective†

Spring Term

EG498 Engineering Design Project II*
 Ethics Core**
 Theology Core
 Engineering Concentration Elective*
 Nondepartmental Elective†
 Nondepartmental Elective†

The engineering elective may be any 300- or 400-level engineering course (except EG495) for which prerequisite/corequisite requirements have been satisfied and may be taken at any time during the final four semesters. The engineering concentration and nondepartmental electives may be taken in any order allowed by prerequisites, but consideration should be given to the effect this will have on selection of a capstone design project in EG497/EG498 during the senior year. The senior design topic should be derived from the 300- and 400-level engineering courses taken prior to beginning the senior design course sequence. These courses and the 400-level engineering courses taken during the senior year provide the technical basis for the project. The junior and senior years should be planned during the second semester of the sophomore year when a formal concentration, from one of the four (4) engineering concentrations, is selected. Concentration electives in computer engineering and electrical engineering are listed below:

Computer Engineering: (choose four)

EG474 Introduction to Microprocessor-Based Systems
 EG476 Electronic Digital Circuits
 EG477 Data Networks
 EG478 Computer Architecture
 EG479 Special Topics in Computer Engineering

Electrical Engineering: (choose four)

EG481 Communications
 EG483 Control Systems
 EG485 Digital Signal Processing
 EG487 Electromagnetics
 EG489 Special Topics in Electrical Engineering

With the approval of the department chair, other engineering courses may be pursued through the Baltimore Students Exchange Program (BSEP). Electives must be at the junior/senior level, and care must be taken to ensure that institutional course prerequisites are satisfied. A formal plan of study should be formulated as soon as a student selects a concentration. Study abroad programs may be possible, depending on the courses that are available. Study abroad programs require review and approval of the student's major advisor.

Mechanical Engineering and Materials Engineering Concentrations

The course requirements are identical for all engineering concentrations through the first semester of the sophomore year. The course requirements for the second semester of the sophomore year are the same for mechanical engineering and materials engineering concentrations. Courses for individual concentrations in mechanical engineering and materials engineering begin in the first semester of the junior year.

Sophomore Year

Spring Term

EG051 Materials Science Lab*
 EG130 Spreadsheet Tools for Engineering and Science*
 EG302 Dynamics*
 EG351 Introduction to Engineering Materials*
 EG380 Thermodynamics*
 MA301 Introduction to Linear Algebra*
 MA304 Ordinary Differential Equations*

Junior Year

Fall Term

EG320 Solid Mechanics Laboratory*
 EG381 Probability and Statistics*
 EG390 Experimental Methods*
 EG420 Solid Mechanics*
 EN101 Understanding Literature
 Engineering Concentration Elective*
 Engineering Elective*

Spring Term

EG426 Computer-Aided Simulation and Design*
 EG441 Engineering Systems Analysis*
 PL200-Level Philosophical Perspectives Course*
 English Core**
 History Core**
 Engineering Concentration Elective*

Senior Year*Fall Term*

EG497 Engineering Design Project I*
 TH201 Introduction to Theology
 Fine Arts Core**
 Social Science Core‡
 Engineering Concentration Elective*
 Nondepartmental Elective†

Spring Term

EG498 Engineering Design Project II*
 Ethics Core**
 Theology Core
 Engineering Concentration Elective*
 Nondepartmental Elective†
 Nondepartmental Elective†

The engineering elective may be any 300- or 400-level engineering course (except EG495) for which prerequisite/corequisite requirements have been satisfied and may be taken at any time during the final four semesters. The engineering concentration and nondepartmental electives may be taken in any order allowed by prerequisites, but consideration should be given to the effect this will have on selection of a capstone design project in EG497/EG498 during the senior year. The senior design topic should be derived from the 300- and 400-level engineering courses taken prior to beginning the senior design course sequence. These courses and the 400-level engineering courses taken during the senior year provide the technical basis for the project. The junior and senior years should be planned during the second semester of the sophomore year when a formal concentration, from one of the four (4) engineering concentrations, is selected. Concentration electives in mechanical engineering and materials engineering are listed below:

Mechanical Engineering: (choose four)

EG421 Fluid Mechanics
 EG422 Heat and Mass Transfer
 EG423 Engineering Materials and Manufacturing Processes
 EG424 Mechanical Design
 EG429 Special Topics in Mechanical Engineering

Materials Engineering: (choose four)

EG452 Electrical and Magnetic Properties of Materials
 EG453 Structure of Solids
 EG454 Mechanical Properties of Materials
 EG455 Transformations in Solids
 EG459 Special Topics in Materials Engineering

With the approval of the department chair, other engineering courses may be pursued through the Baltimore Students Exchange Program (BSEP). Electives must be at the junior/senior level, and care must be taken to ensure that institutional course prerequisites are satisfied. A formal plan of study should be formulated as soon as a student selects a concentration. Study abroad programs may be possible, depending on the courses that are available. Study abroad programs require review and approval of the student's major advisor.

* Required for major.

** Terms may be interchanged.

† Math-science area not excluded.

‡ EC102/EC103 strongly recommended.

1. Engineering cannot be taken as an interdisciplinary major.
2. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

MINOR IN ENGINEERING

Six three-credit courses are required:

EG101 Introduction to Engineering (*or PHI65*)
 EG301 Statics
 EG331 Linear Circuit Analysis
 EG351 Introduction to Engineering Materials
 EG441 Engineering Systems Analysis

Select the sixth course from the following:

EG333 Signals and Systems
 EG360 Object-Oriented Engineering Design (*or CS464*)
 EG380 Thermodynamics (*or PH317*)
 EG420 Solid Mechanics
 EG421 Fluid Mechanics
 EG423 Engineering Materials and Manufacturing Processes
 EG432 Electronics
 EG452 Electrical and Magnetic Properties of Materials (*or PH417*)
 EG453 Structure of Solids
 EG454 Mechanical Properties of Materials
 EG471 Digital Logic and Computer Systems
 EG4xx Any other EG400-level course with prerequisites

1. Prerequisites for EG301, EG331, and EG351 include General Physics I (PH201), General Physics Lab I (PH291), General Physics II (PH202), General

Physics Lab II (PH292), Calculus I (MA251), and Calculus II (MA252).

2. Any college-level statistics course may be substituted for the EG381 prerequisite for EG441, provided Calculus II (MA252) has been completed.
3. A three-credit research or internship experience in an engineering discipline or another engineering course may be substituted for EG101 (as approved by the department chair).
4. Laboratory corequisites are waived for EG331, EG351, EG420, EG432, and EG471.
5. EG130 corequisite is waived for EG351.

COURSE DESCRIPTIONS

EG031 Linear Circuit Analysis Lab (1.00 cr.)

Corequisite: EG331. A laboratory course that accompanies and enhances the learning objectives of EG331. Ohm's law, Kirchhoff's laws, equivalent circuits, and linear analysis theorems/techniques are reinforced by building and testing physical circuits. The transient response and steady-state response of fundamental first- and second-order circuits are measured and explored. Also, transfer functions are measured for simple filtering circuits. Use of common electrical laboratory equipment, laboratory safety protocols, error analysis, and technical writing are also addressed.

EG032 Electronics Lab (1.00 cr.)

Corequisite: EG432. A laboratory course that accompanies EG432. Experiments involve measuring I-V characteristics of semiconductor diodes, using diodes as wave shapers, evaluation of piecewise linear transfer characteristic, measuring BJT characteristic curves, measuring BJT performance as a voltage amplifier, determining frequency response of BJT amplifier, and other selected topics.

EG051 Materials Science Lab (1.00 cr.)

Corequisite: EG130, EG351. A laboratory course that accompanies EG351. Students perform hands-on experiments and/or analyses of experimental data that help visualize and reinforce basic materials science concepts. Topics include crystallography; mechanical properties determination and computer-based material property correlations; phase diagrams/solidification structures; metallographic sample preparation/examination; and the effect of temperature on deformation/fracture behavior of materials. Emphasizes analysis of results and developing conclusions in response to questions in written laboratory exercises.

EG071 Digital Logic and Computer Systems Lab (1.00 cr.)

Corequisite: EG471. A laboratory course that accompanies EG471. Experiments include basic logic gates; combinatorial logic design; N-bit adder/subtractor circuits; parity generation and detection; flip flops; sequential design and implementation of state machines; special counters and registers; and applications of programmable chips. Electronic circuit design software is used to aid the design and testing of the circuits.

EG101 Introduction to Engineering (3.00 cr.)

An introduction to engineering as a discipline and a profession. The processes of design, creative problem solving, and innovation to benefit society are studied using case studies, readings, discussions, teamwork, design contests, and student workbooks. Emphasis is given to the historical and societal contexts of engineering design and its impact on our society for computer, electrical, mechanical, and materials engineering. Skills necessary for success such as creativity, teamwork, and communication are developed. Introductions to the tools and requirements of the four engineering degree concentrations are provided. *Fulfills the second natural science core requirement. Open to majors and nonmajors. Engineering majors may substitute EG495 and other courses as approved by the department chair. (Fall/Spring)*

EG103 Engineering and Society: Engineering, Design, and Creative Problem Solving in the Built World (3.00 cr.)

The pyramids and Gothic cathedrals as well as transportation, communication, and sanitation systems are just some examples of our engineered world. Students explore what makes engineering unique from the sciences—the elements of design and creative problem-solving. Emphasis is given to the historical and social contents of engineering design and its impact on our society. Students also explore the connections engineering has to visual thinking—graphic and industrial design. *Fulfills the second natural science core requirement. Open to majors and nonmajors. Engineering majors may substitute EG495 or another course with the approval of the department chair. (Fall only)*

EG120 MATLAB Tools for Engineering and Science (1.00 cr.)

An introduction to the MATLAB environment intended for beginning users. Topics include working with the MATLAB user interface; entering commands and creating variables; analyzing vectors and matrices; visualizing; vector and matrix data; and writing programs with logic and flow control. *No prior programming experience required.*

EG130 Spreadsheet Tools for Engineering and Science (1.00 cr.)

An introduction to the use of spreadsheets for logging, organizing, graphing, and presenting data. Statistical analysis, curve fitting, and solutions to equations are considered. Engineering and scientific problems are addressed through lectures, demonstrations, and the use of spreadsheets in a computer laboratory.

EG301 Statics (3.00 cr.)

Prerequisite: MA251, PH201. Engineering mechanics treatment of rigid bodies at rest or moving at constant velocity. Covers force vectors, equilibrium of a particle, force system resultants, equilibrium of a rigid body, simple structural analysis, internal forces, friction, center of gravity and centroid, and moments of inertia.

EG302 Dynamics (3.00 cr.)

Prerequisite: EG301, MA252. Engineering mechanics treatment of accelerated rigid bodies. Covers kinematics and kinetics of a particle and planar kinematics and kinetics of a rigid body. Includes work and energy methods and impulse and momentum considerations.

EG320 Solid Mechanics Laboratory (2.00 cr.)

Prerequisite: EG051, EG351. *Corequisite:* EG390, EG420. A lecture-laboratory course providing an empirical and theoretical foundation for selected topics in the mechanics of materials. Topics include mechanical properties testing techniques; experiments in elastic and plastic deformation; stress; strain and instability measurements; engineering design of load cells; experimental and theoretical study of stress concentration and statically indeterminate structures; introduction to failure criteria; elastic curve theory; development and assessment of Euler buckling theory; stress and strain transformations; and the derivation and use of Mohr's circle.

EG331 Linear Circuit Analysis (3.00 cr.)

Prerequisite: MA252, PH202 or written permission of the instructor. MA252 may be taken concurrently with written permission of the department chair. *Corequisite:* EG031. Basic techniques of lumped-parameter circuit analysis are presented. Signal waveforms, electrical element models, and Kirchoff's laws are exercised. Mesh equations, node equations, and techniques based on the properties of circuit linearity are used extensively. The utility of Norton and Thevenin equivalent circuits, proportionality, and superposition are presented. The transient and steady-state responses of second-order energy storage circuits are explored. The course concludes with sinusoidal steady-state analysis and the role of phasors in circuit analysis.

EG333 Signals and Systems (3.00 cr.)

Prerequisite: EG031, EG331. An introduction to the underlying concepts found in the study of signal processing, communications, control theory, electromagnetics, etc. Fundamental mathematical models and properties for both continuous-time and discrete-time signals and systems are presented. Properties of discrete and continuous linear time-invariant systems are presented. Analysis techniques and properties of the Fourier series and the Fourier transform for discrete-time and continuous-time signals are explored in detail.

EG351 Introduction to Engineering Materials (3.00 cr.)

Prerequisite: PH202, PH292. *Corequisite:* EG051, EG130. Covers fundamentals of materials science, including bonding, crystal structure, x-ray diffraction, mechanical behavior, defects in solids, phase diagrams, phase transformations, and electrical behavior. Emphasizes the properties of ferrous and nonferrous metals and alloys, ceramics, polymers, and composites and their engineering applications.

EG360 Object-Oriented Engineering Design (3.00 cr.)

The study of objects and object-oriented programming as used to produce solutions to modern day computer engineering problems. Topics include TCP/IP communications, inter-process communications, GUI design, database interfaces, and engineering design best practices.

EG380 Thermodynamics (3.00 cr.)

Prerequisite: MA251, PH201. Examines the relationships among heat, work, and various other forms of energy in engineering applications. Covers thermodynamic systems, property evaluation, phase changes, equations of state, the first and second laws of thermodynamics, the Carnot cycle, entropy, and power and refrigeration cycles.

EG381 Probability and Statistics (3.00 cr.)

Prerequisite: MA252. Random experiments, probability, random variables, probability density functions, expectation, descriptive statistics, confidence intervals, hypothesis testing, and simple linear regression. *Degree credit will not be given for more than one of EG381 or ST210 or ST265 or ST381. Same course as ST381. IFS (Fall only)*

EG390 Experimental Methods (2.00 cr.)

Prerequisite: EG031, EG130, MA351, PH202. A lecture-laboratory course covering the fundamentals of engineering experimentation and experimental design including data acquisition and analysis. Emphasizes standardization, uncertainty analysis, and widely used

measurement sensors, as well as the techniques of delivering and writing an engineering report.

EG420 Solid Mechanics (3.00 cr.)

Prerequisite: EG301, EG351. *Corequisite:* EG320. A lecture and problem-solving course providing a theoretical and applied foundation for engineering mechanics treatment of deformable solid bodies; how external applied forces produce internal stress, deformations, or deflections; and whether these situations are stable or perpetrate one of several failure modes. Covers stress, strain, mechanical properties of materials, axial load, torsion, bending, transverse shear, combined loadings, stress transformation, design of beams and shafts, and an introduction to statically indeterminate methods.

EG421 Fluid Mechanics (3.00 cr.)

Prerequisite: EG301, MA252. Examines fluids at rest and in motion in engineering applications. Covers fluid statics; kinematics and dynamics of inviscid and viscous fluid flows; integral continuity, momentum, and energy analyses; boundary layers; turbulence; scale modeling and similitude; conduit flows; simple turbomachinery; and lift and drag.

EG422 Heat and Mass Transfer (3.00 cr.)

Prerequisite: EG380, MA304. Examines heat and mass transfer in engineering applications. Covers steady-state and transient conduction, internal and external convection, radiation transfer, heat exchanger design, and heat and mass transfer analogies.

EG423 Engineering Materials and Manufacturing Processes (3.00 cr.)

Prerequisite: EG051, EG351. Covers the major methods of shaping and treating engineering materials to optimize their use. Examines metal casting, glass-working, polymer processing, composite materials and assembly, powder metallurgy forming, bulk deformation shaping, sheet metal forming, and machining operations. Introduces the origin and avoidance of manufacturing defects.

EG424 Mechanical Design (3.00 cr.)

Prerequisite: EG302, EG420. The application of the mechanics of materials and other engineering principles to the design of mechanical elements. Covers deflection and impact, failure criteria, safety factors and reliability, fatigue, and design of various mechanical elements such as shafts, rolling-element bearings, gears, belts, springs, threaded fasteners, power screws, clutches, and a brief treatment of brakes and chains.

EG426 Computer-Aided Simulation and Design (3.00 cr.)

Prerequisite: EG420. The design of mechanical elements and assemblies using computer-based drafting and simulation tools. Covers three-dimensional solid computer model development and applied finite-element analysis. Emphasizes the creation of detailed design drawings and professional design documentation, as well as the application of computer-aided design (CAD) tools during the engineering design process.

EG429 Special Topics in Mechanical Engineering (3.00 cr.)

Prerequisite: Written or electronic permission of the department chair. Selected special topics in mechanical engineering such as applied computational fluid dynamics, mechanics of structures, or thermal systems design. *May be repeated for credit with different topics.*

EG432 Electronics (3.00 cr.)

Prerequisite: EG031, EG331. *Corequisite:* EG032. An introduction to the theory of operation of active components. Active components introduced include operational amplifiers, diodes, bipolar junction transistors (BJTs), and metal-oxide-semiconductor field effect transistors (MOSFETs). Structure, physical operation, current-voltage characteristics, small-signal operation, basic amplifier configurations, and biasing of amplifier circuits for MOSFETs and BJTs are presented. Fundamental concepts of semiconductor physics are also discussed.

EG434 Digital Signal Processing I (3.00 cr.)

Prerequisite: EG333. This course begins with a review of discrete-time signals and systems. The z-transform is treated in detail. Sampling and quantization of continuous-time signals, including sample-rate conversions, is explored. Transform analysis of a linear time-invariant system is treated in detail. Some MATLAB exercises are included.

EG436 Digital Signal Processing II (3.00 cr.)

Prerequisite: EG381, EG434. This course begins with a thorough discussion of structures for the implementation of nonrecursive and recursive systems. Filter design techniques for nonrecursive and recursive systems are covered. The Discrete Fourier Transform (DFT) is defined and methods for its efficient computation are derived. The course concludes with Fourier analysis of signals using the DFT. MATLAB is used extensively in realistic design assignments.

EG441 Engineering Systems Analysis (3.00 cr.)

Prerequisite: EG381. Considers complete system life cycle engineering issues. Introduces the use of mathematical models to analyze and optimize real world systems. Studies deterministic systems, microeconomics, forecasting, and reliability and decision analyses. Case studies and projects may be used.

EG452 Electrical and Magnetic Properties of Materials (3.00 cr.)

Prerequisite: EG051, EG351. Studies the electrical properties of conductors and semiconductors, including the quantum mechanical basis of modern electronic devices. Develops the magnetic and optical properties of modern materials and their applications.

EG453 Structure of Solids (3.00 cr.)

Prerequisite: EG051, EG351. Covers properties of x-rays, crystallography, and x-ray diffraction. Develops understanding of x-ray equipment. Laboratory techniques in x-ray diffraction and analysis are treated along with applications to crystal structure characterizations.

EG454 Mechanical Properties of Materials (3.00 cr.)

Prerequisite: EG051, EG301, EG351. Covers stress-strain relationships for materials, crystallographic aspects of plastic deformation, dislocation theory, fracture, and materials testing techniques.

EG455 Transformations in Solids (3.00 cr.)

Prerequisite: EG051, EG351, EG380. Covers equilibrium multicomponent systems and their phase diagrams, transport phenomena, and nucleation and growth processes.

EG459 Special Topics in Materials Engineering (3.00 cr.)

Prerequisite: Written or electronic permission of the department chair. Selected special topics in materials engineering such as failure analysis, microstructural characterization, or steel metallurgy. *May be repeated for credit with different topics.*

EG471 Digital Logic and Computer Systems (3.00 cr.)

Corequisite: EG071. Number systems, logic gates, integrated circuits, combinatorial logic design, flip flops, registers, and the design of sequential systems. Emphasizes state machines and state diagrams. Applications are taken from large digital systems in general and digital computer systems in particular. Design projects are used to illustrate techniques throughout the course.

EG474 Introduction to Microprocessor-Based Systems (3.00 cr.)

Prerequisite: EG071, EG360 (may be taken concurrently), EG471. The design and organization of everything inside a microprocessor. Covers hardware topics such as memory address registers, data registers, the instruction register, the program counter, the stack pointer, the control unit, the status register, multiplexing, and the internal architecture of a CPU. Assemblers, editors, and simulation software are used to explore the instruction set and addressing modes of a complex instruction set computer (CISC). Elements of assembly language programming, including the structure of data and algorithm implementation. Programming assignments are carried out on a 16-bit microprocessor.

EG476 Electronic Digital Circuits (3.00 cr.)

Prerequisite: CS371; or EG071, EG331, EG432, EG471. NMOS Inverter, CMOS Inverter, CMOS Multivibrator, MOS RAM/ROM, BJT switching, TTL family characteristics and behavior, ECL, Discrete BJT Multivibrator circuits, and A/D and D/A circuit design. Design and testing of complex sequential state machines including machine controllers, modulator/demodulator circuits, and CPUs using HDL.

EG477 Data Networks (3.00 cr.)

Prerequisite: EG071, EG333, EG471. The course begins with an overview of data and computer communications including an introduction to the TCP/IP protocol architecture. The area of data communication is surveyed including data transmission, transmission media, data encoding, data communication interface, data link control, and multiplexing. Wide area networking, including both circuit switched and packet switched implementation, is covered. Local area networking technology and implementations are reviewed. The course concludes with a look at Internet protocols, transmission control protocols, and security issues.

EG478 Computer Architecture (3.00 cr.)

Prerequisite: CS371; or EG071, EG360, EG471. Design and understanding of the computer system as a whole unit. Performance evaluation and its role in computer system design; instruction set architecture design, datapath design, and optimizations (e.g., ALU); control design; single cycle, multiple cycle, and pipeline implementations of processor; hazard detection and forwarding; memory hierarchy design; and cache memories, virtual memory, peripheral devices, and input/output. *Same course as CS471.*

EG479 Special Topics in Computer Engineering**(3.00 cr.)**

Prerequisite: Written or electronic permission of the department chair. Selected special topics in computer engineering such as computer interfacing, programmable logic devices, or computer system design. *May be repeated for credit with different topics.*

EG481 Communications**(3.00 cr.)**

Prerequisite: EG333. *Corequisite:* EG381. Analog and digital communications systems: characterization of communication channels, bandwidth, and signal distortion; developing modulation and demodulation techniques (amplitude, frequency, phase modulation, and pulse code); ASK, FSK, PSK, PCM, and delta modulation; sample and hold, source encoding, matched filtering, digital modulations, and error control coding.

EG483 Control Systems**(3.00 cr.)**

Prerequisite: EG331, MA351. Analysis and design of feedback control systems. Examples are drawn from electrical and mechanical systems as well as other engineering fields. Mathematical modeling of systems, stability criteria, root-locus, and frequency domain design methods. The design material introduced in the lectures is supported both by computer-aided and hands-on exercises.

EG484 Analog Communication Systems**(3.00 cr.)**

Prerequisite: EG333. *Corequisite:* EG381. The course begins with a review of signals and systems. Linear continuous wave modulation theory and system implementation are examined. Exponential continuous wave modulation theory and system implementation also are examined. The sampling theorem and pulse modulation systems are surveyed. The course concludes with a survey of current implementations of communication systems.

EG485 Digital Signal Processing**(3.00 cr.)**

Prerequisite: EG333. *Corequisite:* EG381. Sampling and quantization of continuous-time signals. Signal representation, Fourier series, Fourier transform, discrete-time systems, convolution, discrete-time Fourier transform, fast Fourier transforms, digital filter design, random signals, and z-transform. Includes MATLAB exercises on transform properties and their use in modulation and filtering.

EG486 Digital Communication Systems**(3.00 cr.)**

Prerequisite: EG484. The course begins with a review of probability and random variables. This material is then applied to random signals and noise. Noise in analog modulation and baseband digital transmission are examined. Digitization techniques for analog messages and networks as well as channel coding and encryption are examined. The course concludes with a survey of bandpass digital transmission.

EG487 Electromagnetics**(3.00 cr.)**

Prerequisite: EG331, MA351. Provides an introduction to electromagnetic fields and waves. Electrostatic fields in free space, magnetostatic fields in free space, and transmission lines are discussed. Specific topics include Coulomb's law, electric potential, Biot-Savart law, Ampere's law, time-varying electromagnetic fields, transient transmission lines, and transmission lines at sinusoidal steady-state.

EG489 Special Topics in Electrical Engineering**(3.00 cr.)**

Prerequisite: Written or electronic permission of the department chair. Selected special topics in electrical engineering such as image processing, wireless communications, or control theory. *May be repeated for credit with different topics.*

EG490 Forensic Studies Experience**(3.00 cr.)**

Prerequisite: Written or electronic permission of a sponsoring faculty member. A capstone experience in forensic studies in which a student may arrange an internship, independent study, or research experience with a faculty sponsor to engage in an in-depth exploration of a topic associated with forensic or criminal investigation. *Generally completed during senior year; students should secure a faculty sponsor and obtain the approval of the forensic studies director by the end of junior year. Same course as BL498, CH498, PH498, and SC498. IFS*

EG495 Engineering Research**(1–3.00 cr.)**

Prerequisite: Written or electronic permission of a sponsoring faculty member. Prior to the course, a proposal is required that defines the nature and the scope of the research, as well as a plan for executing the research. A laboratory notebook, progress reports, and a final research paper are required. *May not be used as the 300- or 400-level engineering elective. May be repeated for credit.*

EG497 Engineering Design Project I**(3.00 cr.)**

Prerequisite: EG390 and at least one EG400-level course. The first half of the senior design project requiring individual demonstrations of project management skills and capabilities in design. Includes selection of a design project relevant to societal needs and generation of a detailed design and performance specification including a project workbook, Gantt chart for the second semester, a budget, giving an oral presentation to the Industrial Advisory Board and faculty, and creating a paper proposal and a webpage for the project. Project teams of three to five students are required.

EG498 Engineering Design Project II (3.00 cr.)

Prerequisite: EG497. The second half of the senior design project requiring the application of project engineering tools and the realization, testing, and characterization of the project. Includes manufacturing and testing the project; using a workbook and Gantt chart; controlling funds against a budget; giving an oral presentation to the Industrial Advisory Board and faculty; and creating a summary paper and webpage that describe the project and its results.

EG499 Engineering Internship (1–3.00 cr.)

Prerequisite: Written or electronic permission of the department chair. Students gain a better understanding of engineering through work experience. Student interns are required to work in an engineering environment under the guidance of an on-site supervisor for a minimum of 50 hours. The location may be in- or out-of-state and on a paid or unpaid basis. Course requirements include a weekly work log and scheduled performance evaluations signed by the on-site supervisor. A final summary report of internship activities and accomplishments is required. *Does not count toward graduation requirement. May be repeated for credit.*

Office: Humanities Center, Room 242f

Telephone: 410-617-2418

Website: www.loyola.edu/english

Chair: Mark Osteen, Professor

Professors: Carol N. Abromaitis; David C. Dougherty (emeritus); Juniper Lee Ellis; Charles B. Hands (emeritus); Robert S. Miola; Mark Osteen; Thomas E. Scheye

Associate Professors: Jean Lee Cole; Bryan L. Crockett; Kathleen Forni; Paul Lukacs; Gayla McGlamery; Nicholas A. Miller; James J. Miracky, S.J.; Brian Norman

Assistant Professors: Melissa A. Girard; Giuseppina Iacono Lobo; Timothy D. Michael

Affiliate Faculty: Sondra Guttman; Louis Hinkel, Jr.; Julius S. Lobo

The chief goal of the English Department is literacy, which means more than just the ability to read and write. It means being fully at home with language, being able to enter into critical dialogue with the writers we read, and being able to use our native language to organize and present our own thoughts and feelings.

Courses in the English Department introduce students to a variety of the most excitingly literate men and women of the past and present. These courses aim to train the student to read accurately and imaginatively, to think critically, to write clearly and forcefully, and to enjoy the potential for creative play afforded by our rich and complex language. They cultivate habits of critical inquiry, serious reflection, aesthetic appreciation, and considered response. Critical writing is a key component of practically every English course.

LEARNING AIMS

In addition to the goals for the core program, all of which apply to the major program, the English Department sets the following as goals for its majors:

- Students will develop a basic knowledge of literary history, including an understanding of how authors write with an awareness of those who have written before them and how works of literature affect and reflect the cultural environments in which they are written.
- Students will recognize that texts can be approached in multiple ways.

- Students will learn to write about literature with precision, depth, and clarity, especially by structuring cogent and persuasive written arguments using the skills necessary to both primary textual analysis and academic literary research.

- Students will develop a lifelong habit of reading literature for the pleasure of intellectual and emotional engagement by cultivating their understanding of the ways diverse works speak to us personally and directly.

MAJOR IN ENGLISH

In addition to the University core requirement in English, majors take a minimum of 10 upper-division classes. One of these must be English Literary History Before 1800 (EN300), which students are urged to take early in their careers as majors. Four of the remaining courses must be chosen from courses covering primarily literature written before 1800 (EN300–359), and five from courses covering primarily English, American, and postcolonial literature written after 1800 (EN340–399). Two of the required minimum of 10 upper-division classes must be seminars.

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. The Senior Honors Seminar (EN409) counts as an upper-level seminar in the major. Each year the chair determines, on the basis of course material, whether EN409 counts as a pre- or post-1800 course. Whether the Senior Honors Thesis (EN410) may count as one of the 10 required upper-division courses is subject to the approval of the chair.

Students choosing an interdisciplinary major take a minimum of five upper-division English classes while at the same time fulfilling the interdisciplinary requirements of a second department. Two of the five required English classes must cover primarily literature written before 1800, and two must cover primarily literature written after 1800. One of the five required courses must be a seminar.

BACHELOR OF ARTS

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

Freshman Year*Fall Term*

EN101 Understanding Literature
WR100 Effective Writing
Language Core
Social Science Core
Elective

Spring Term

EN200-Level Core Course
HS101 Europe and the World Since 1500
Language Core *or*
Elective
Math/Science Core
Elective

Sophomore Year*Fall Term*

EN300 English Literary History Before 1800
PL201 Foundations of Philosophy
TH201 Introduction to Theology *or*
Elective
Math/Science Core
Social Science Core

Spring Term

Upper-Division English
PL200-Level Philosophical Perspectives Course
History Core
Math/Science Core
Theology Core *or*
Nondepartmental Elective

Junior Year*Fall Term*

TH201 Introduction to Theology *or*
Elective
Upper-Division English
Upper-Division English
Nondepartmental Elective
Elective

Spring Term

Upper-Division English
Upper-Division English
Theology Core *or*
Nondepartmental Elective
Nondepartmental Elective
Elective

Senior Year*Fall Term*

Upper-Division English
Upper-Division English
Ethics Core
Elective
Elective

Spring Term

Upper-Division English
Upper-Division English
Fine Arts Core
Elective
Elective

1. All students must take EN101 before taking a 200-level core course.
2. EN101 and one EN200-level core course are the prerequisites for all EN300- and 400-level courses.
3. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

MINOR IN ENGLISH

- Understanding Literature (EN101)
- One EN200-level core course
- Five upper-division English courses; normally two are in preromantic literature and two are in post-romantic literature

COURSE DESCRIPTIONS

EN097 English Internships in Public Schools (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. Qualified juniors and seniors may enrich their education by teaching English in a public school. Interns ordinarily are English majors, have completed at least six upper-division courses, and have a QPA of at least 3.000. During the internship semester, they spend 10 hours per week in a public school, working closely with a mentor who is an experienced teacher, under the supervision of the school's English department. Interns are responsible for keeping journals, meeting regularly with the internship coordinator, and producing a final reflection on the internship experience. *These internships are limited to Baltimore-area public schools, during the fall or spring semester only. Students are advised to begin preparing for the internship at least one month prior to registration during the semester before the internship takes place.*

EN098 English Internships in Private Schools (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. Qualified seniors may enrich their education by teaching English in a private school. Interns ordinarily are English majors, have completed at least eight upper-division courses, and have a QPA of at least 3.000. During the internship semester, they spend 10 hours per week in a private school, working closely with a mentor who is an experienced teacher, under the supervision of the school's English department. Interns are responsible for keeping journals, meeting regularly with the internship coordinator, and producing a final reflection on the internship experience. *These internships are limited to Baltimore-area private schools, during the fall or spring semester only. Students should begin preparing for the internship at least one month prior to registration during the semester before the internship takes place.*

EN099 English Internships (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. Qualified students can enrich their education by taking advantage of available English department internships in areas such as publishing, public relations, and advertising. Internships in law offices, judicial chambers, and governmental agencies also are available. Internships give students an opportunity for intensive, hands-on experience in possible career options. Interns work closely with a faculty member to design a course which provides them with an opportunity to learn skills specific to a career. *Internships are ordinarily limited to fall or spring semesters and to Baltimore-based companies, firms, or philanthropic organizations. Summer or out-of-town internships will be approved only under extraor-*

dinary circumstances and require the written approval of the department chair. Students should begin planning for the internship at least one month before registration during the semester before the internship takes place. Positions are unpaid. May be taken once for degree credit, but does not count toward the English major or minor.

EN101 Understanding Literature (3.00 cr.)

An introduction to literature and literary analysis, focusing primarily on poetry and short fiction. The course teaches critical concepts and methods. It is writing intensive, with an emphasis placed on students' ability to develop clear and persuasive arguments in prose.

EN180 Introduction to Film and Literature (3.00 cr.)

Introduces cinematic techniques and critical methods by exploring the relationships between film and literature. The course may be organized around themes, genres, or periods; writing assignments range from screenplay treatments to a research paper. *IF*

EN200 Major Writers: Special Topics (3.00 cr.)

Prerequisite: EN101. A study of selected works written in English from two or more historical periods. *Offered in Rome only. (Fall/Spring)*

EN201 Major Writers: English Literature (3.00 cr.)

Prerequisite: EN101. A study of selected works written by major English writers from two or more historical periods, ranging from the Middle Ages to the twentieth century. The course may be organized chronologically, thematically, or by genre. Specific readings and periods covered vary with the instructor. Recent topics include, "Creating the Modern," "Eros and the Poetic Tradition," and "Growing Up Modern."

EN203 Major Writers: American Literature (3.00 cr.)

Prerequisite: EN101. A study of selected works written by major American writers, focusing primarily on the nineteenth and twentieth centuries. The course may be organized chronologically, thematically, or by genre. Specific readings vary with the instructor. Recent topics include, "America: The Journey" and "Three Decades of NYC." *Students who take EN203 may not count EN366 toward their English major. IU*

EN204 British and American Literature: Coming of Age in Times of Conflict (3.00 cr.)

Prerequisite: EN101. *Recommended Prerequisite:* WR100. Acquaints students with a variety of British and American literary forms: poetic (contemporary poetry), dramatic (film/visual arts), and epic (novel/memoir). Several texts are set in Southeast Asia and explore

social, ethical, cultural, and political issues related to the theme of coming of age in times of conflict. *Offered in Bangkok only.*

EN205 Major Writers: Shakespeare (3.00 cr.)

Prerequisite: EN101. Readings of selected plays by England's greatest dramatist. In this approach designed specifically for the non-English major, the focus is on the human and artistic elements of Shakespeare's world. Readings include selected tragedies and comedies; histories and sonnets may be read as well. Performance and film adaptations may be considered. At least one brief research paper is required. *Students majoring in English, or seriously contemplating such a major, should take EN310 or EN311 rather than EN205.*

**EN211 Major Writers:
Classical Mythology (3.00 cr.)**

Prerequisite: EN101. A study of the traditional stories of the Greeks and Romans as expressed in their literature and art, with an emphasis on the literature's background, value, and influence. *Art elective for elementary education majors. Same course as CL211. IG/II*

**EN212 Major Writers:
The Classical Epics (3.00 cr.)**

Prerequisite: EN101. A study of the epic poetry of Homer and Virgil in translation, with an emphasis on the poetry's background, value, and influence. The course may include a short survey of other epics. *Same course as CL212.*

EN213 Major Writers: Greek Drama (3.00 cr.)

Prerequisite: EN101. A study of selected plays in English translation by Aeschylus, Sophocles, Euripides, and others, with an emphasis on the literature's background, value, and influence. Specific readings vary with the instructor. *Same course as CL213.*

EN214 The Ancient Novel (3.00 cr.)

Prerequisite: EN101. A study of the ancient novel in English translation, with particular emphasis on Apuleius and Petronius—master stylists and literary innovators who chronicled life in the Roman Empire at its most diverse, complex, and decadent. *Same course as CL214.*

**EN218 Major Writers: The Golden Age
of Rome (3.00 cr.)**

Prerequisite: EN101. A study of selected works in translation by some of Rome's greatest writers, with special emphasis on Virgil, Ovid, and Livy. The course may be organized chronologically or thematically. Specific readings vary with the instructor. *May be offered in Rome. Same course as CL218. II*

**EN300 English Literary History
before 1800 (3.00 cr.)**

Prerequisite: EN101, one EN200-level core course. A survey of some of the most important preromantic authors in English literature in their historical context, thus offering students a coherent overview, as well as an introduction to individual writers and texts. *Required for English majors.*

EN301 Chaucer (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An intensive study of *The Canterbury Tales* and *Troilus and Criseyde*. Also includes selected readings from Chaucer's other works. *IM*

EN302 Medieval Love (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A survey of the major authors and works of the period, exclusive of Chaucer. Readings may include medieval drama, especially the English mystery plays; lyric love and religious poetry; romances; and major works such as *Sir Gawain and the Green Knight*, *Pearl*, and William Langland's *Piers Ploughman*. *IG/IM*

**EN303 Topics in Italian Influence
on Major English Writers (3.00 cr.)**

Prerequisite: EN101, one EN200-level core course. Students explore how Italian culture, writing, and history effected major English writers and literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic. Offered in Rome only.*

EN304 Arthur and Other Heroes (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. Beginning with the Teutonic hero Beowulf, this course traces the development and changes in the story of the Arthurian heroes. Topics include chivalry, the conflict of medieval values, and the different depictions of the major characters of the legends. *IM*

EN305 Masterpieces in World Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A study of selected literary masterworks, mainly in the western tradition. Students read works from a variety of major figures who represent different periods and cultures. The course may be organized chronologically, thematically, or by genre.

EN306 Topics in Medieval Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An intensive study of an author, theme, or movement in medieval literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic. IM*

EN307 Seminar in Medieval Literature (3.00 cr.)
Prerequisite: EN101, one EN200-level core course. A close and intensive study of a theme, issue, problem or author in medieval literature. Recent topics include, “Reinventing the Middle Ages,” “Medieval Heroism,” and “Medieval Passion.” *Topic announced each time the course is offered. May be repeated once for credit with different topic. IM*

**EN308 Critical Methodologies (Pre-1800):
 Special Topics (3.00 cr.)**
Prerequisite: EN101, one EN200-level core course. A study of an author, theme, genre, or movement, with particular emphasis placed on the differences between distinct critical approaches to the topic at hand. Roughly half of the class material consists of primary texts, and roughly half consists of critical works. Recent topic: “The Sublime, the Beautiful, and the Picturesque.” *Topic announced each time course is offered.*

EN310 Shakespeare I (3.00 cr.)
Prerequisite: EN101, one EN200-level core course. The achievement of Shakespeare, primarily the tragedies, set against the background of his time and the works of his contemporaries.

EN311 Shakespeare II (3.00 cr.)
Prerequisite: EN101, one EN200-level core course. The achievement of Shakespeare, primarily the comedies, set against the background of his time and the works of his contemporaries.

EN312 Seminar in Shakespeare (3.00 cr.)
Prerequisite: EN101, one EN200-level core course. A close and intensive study of a theme, issue, or problem in Shakespearean literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN313 Renaissance Literature (3.00 cr.)
Prerequisite: EN101, one EN200-level core course. A study of Renaissance poetry, drama, and prose, with primary emphasis on English literature but possible consideration of influential continental traditions and masterworks. Readings may include Dante, Petrarch, Erasmus, Castiglione, Machiavelli, Rabelais, Montaigne, More, Marlowe, Sidney, Spenser, Shakespeare, Jonson, and Milton.

EN317 Seminar in Renaissance Literature (3.00 cr.)
Prerequisite: EN101, one EN200-level core course. A close and intensive study of a theme, issue, problem or author in Renaissance literature. Recent topic: “Shakespeare’s Rivals.” *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN320 Milton (3.00 cr.)
Prerequisite: EN101, one EN200-level core course. Through epic and tragedy, Milton reigns supreme in English. After a brief excursion through his lyrics, this course focuses on his major works—*Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*.

**EN322 Seventeenth-Century Poetry
 and Prose (3.00 cr.)**
Prerequisite: EN101, one EN200-level core course. A survey of the major poets and prose writers between the Renaissance and the Restoration, excluding Milton. Poets covered usually include Donne, Jonson, Herbert, and Marvell; prose writers usually include Bacon, Browne, Hobbes, Burton, and Donne.

**EN325 Topics in Seventeenth-Century
 Literature (3.00 cr.)**
Prerequisite: EN101, one EN200-level core course. An intensive study of an author, theme, or movement in seventeenth century literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN327 Seminar in Seventeenth-Century
 Literature (3.00 cr.)**
Prerequisite: EN101, one EN200-level core course. A close and intensive study of a theme, issue, problem, or author in seventeenth-century literature. Recent topic: “Love’s Alchemy: The Poetry and Prose of John Donne.” *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

**EN328 Seminar in Literature and Catholicism
 (Pre-1800) (3.00 cr.)**
Prerequisite: EN101, one EN200-level core course. A close and intensive study of a theme, issue, problem, or author who wrote before 1800, reflecting literary representations of Catholic thought and/or practice. *Topic announced each time the course is offered. May be repeated once for credit with different topic. IC*

EN329 Poetry and Drama, 1660–1800 (3.00 cr.)
Prerequisite: EN101, one EN200-level core course. A survey of poetry and drama from the Restoration through the end of the eighteenth century. Readings typically are from Congreve, Dryden, Etherege, Gay, Farquhar, Goldsmith, Johnson, Pope, Sheridan, Swift, Thomson, and Wycherly, with attention to both the development of drama following its suppression as well as satire and the sublime in poetry.

EN330 The Long Eighteenth Century (3.00 cr.)
Prerequisite: EN101, one EN200-level core course, and HSI01. The long eighteenth century (1688–1832) was on its well-polished surface a period of aristocratic dominance and Augustan calm. Yet beneath the surface

seethed enormous forces of change—in government and empire, in the arts and letters, and in industry and society. This interdisciplinary course jointly taught by faculty in the Departments of English and History challenges students to read eighteenth-century literature from John Dryden to Jane Austin in the context of eighteenth-century history—and vice versa. *Same course as HS324.*

EN332 Literature and the Catholic Imagination (Pre-1800) (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A study of literature that reflects the sacramental vision of Catholic thought before 1800. *Topic announced each time course is offered. May be repeated once for credit with different topic. IC*

EN334 Novels of the Eighteenth Century (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. Prose fiction from Swift to Austen, including Defoe, Richardson, Fielding, Sterne, Smollett, Johnson, Walpole, and others.

EN335 Topics in Eighteenth-Century Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An intensive study of an author, theme, or movement in eighteenth-century literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN336 Seminar in Literature and Film (Pre-1800) (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a theme, issue, problem, or author before 1800 involving both literature and film. *Topic announced each time the course is offered. May be repeated once for credit with different topic. IF*

EN337 Seminar in Eighteenth-Century Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a movement, issue, problem, or figure in eighteenth-century literature. Recent topics include, “Jane Austen and Her World” and “Humor in the Long Eighteenth Century.” *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN338 Intensive Independent Study (Pre-1830) (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. Written or electronic permission of the instructor is required. A close and rigorous study of a literary theme, problem, or author before 1830. *May be repeated once for credit with different topic.*

EN339 Seminar in Literary Topics before 1800 (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a literary theme, topic, problem, or author before 1800. Recent topics include, “The Mirror of Love” and “The Art of Biblical Literature.” *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN345 Literary Criticism and Theory (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An examination of major schools, movements, and trends in modern literary criticism. Emphasis is placed on the competing practical claims made by literary and critical theory.

EN346 Seminar in Literary Criticism and Theory (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a movement, issue, problem, or figure in literary criticism and theory. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN347 Seminar in Romantic Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a theme, issue, problem or author in romantic literature. Recent topics: “It’s Not Easy Being Green” and “Excess and the Monstrous.” *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN350 The Romantic Movement (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A study of British literature written during the revolutionary era, 1780–1830, with special attention paid to the poetry and poetic theory of the age. Major figures include Blake, Wordsworth, Coleridge, Byron, Percy Bysshe Shelley, and Keats.

EN354 Topics in Romanticism (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An intensive study of an author, theme, or movement in romantic literature. Recent topics include, “Romantic Objects” and “Vision and the Visionary.” *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN360 The Nineteenth-Century English Novel (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. Covers the evolution of the novel from Jane Austen through the Age of Reform. Authors studied may include Dickens, Thackeray, Trollope, the Brontes, Hardy, and Eliot. Some reading of applied theory.

EN361 Topics in Victorian Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An intensive study of an author, theme, or movement in Victorian literature. Recent topic: "Crime, Mystery, and Detection." *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN362 Victorian Poetry: Madmen, Saints, and Sinners (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A study of the topics and controversies that engaged Victorian imaginations, and the poetic forms that poets chose or invented to explore them. Poets studied include Tennyson, Robert Browning, Arnold, Hopkins, Elizabeth Browning, Christina Rossetti, Meredith, Hardy, and others.

EN363 Seminar in Victorian Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a theme, issue, problem or author in Victorian literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN364 Literature and the Catholic Imagination (Post-1800) (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A study of literature that reflects the sacramental vision of Catholic thought since 1800. Recent topic: "Tolkien and Lewis." *Topic announced each time course is offered. May be repeated once for credit with different topic. IC*

EN365 Seminar in Literature and Catholicism (Post-1800) (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a theme, issue, problem, or author or group of writers who wrote after 1800, reflecting literary depictions of Catholic thought and/or practice. *Topic announced each time the course is offered. May be repeated once for credit with different topic. IC*

EN366 American Literature to the First World War (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A survey of primarily nineteenth-century American literature, with special emphasis on the writers of the American Renaissance and the rise of American realism. *Students who take EN203 may not count EN366 toward their English major. IU*

EN367 Topics in American Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An intensive study of an author, theme, or movement in American literature. Recent topic: "Representing Segregation." *Topic announced each time the course is offered. May be repeated once for credit with different topic. IU*

EN368 Critical Methodologies (Post-1800):**Special Topics (3.00 cr.)**

Prerequisite: EN101, one EN200-level core course. A study of an author, theme, genre, or movement, with particular emphasis placed on the differences between distinct critical approaches to the topic at hand. Roughly half of the class material consists of primary texts, and roughly half consists of critical works. Recent topic: "Banned Books." *Topic announced each time course is offered.*

EN369 The Novel in America (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. This course examines the novel's development as a literary genre in the United States and its relationship to and influence on American society and history. *IU*

EN370 Modern British and American Fiction (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. The development of English and American fiction from 1900 to 1950, with an emphasis on the evolution of an aesthetic that values poetic composition and experimentation with narrative methods above traditional concepts of narrative structure. Authors studied may include Conrad, Dos Passos, Faulkner, Hemingway, Joyce, Lawrence, and Woolf.

EN371 Contemporary Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An examination of the key themes, movements, and authors in literature since 1950.

EN372 Modern British and American Poetry (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An intensive study of a coherent revolution in taste that challenged almost every traditional concept of style, theme, attitude, and structure in poetry. Extensive attention to Yeats, Pound, Eliot, Williams, and Stevens. Other authors are studied as well.

EN373 African American Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A study of African American literature, with special attention to placing literary expression in the context of slavery, segregation, civil rights, and the black diaspora. The course may survey the development of a black literary tradition, or it may focus on an important era, movement, writer, or issue in that tradition. *IAF*

EN374 Modern Drama (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. Charts the two major streams of naturalism and absurdism in twentieth century drama. Also examines significant developments in contemporary theater. With the exception of works by such influential playwrights

as Chekhov and Brecht, the course focuses on modern and contemporary plays by British, Irish, and American authors.

EN376 Postcolonial Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An introduction to writing about the colonized world, from the perspectives of colonized peoples, in order to locate the sources and discuss the conditions of postcolonial thought. *GT*

EN377 Topics in Twentieth-Century Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An intensive study of an author, theme, or movement in twentieth-century literature. Recent topic: "Literature of the City." *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN378 Race and Ethnicity in American Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An examination of the impact of race and ethnicity in the formation of American literature from the colonial period to the present. Selections include autobiography, poetry, and fiction by authors from a variety of racial and ethnic backgrounds. Special attention is given to the impact of slavery, immigration, and the civil rights movement on literary expression. *IAF/IU*

EN379 Gender in American Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A study of the representation of gender in American literature. Authors studied may include Fern, Hawthorne, Melville, Warner, James, Gilman, Crane, Barnes, Hemingway, Morrison, and Hwang. Literary readings are supplemented by foundation readings in literary and cultural theory. *IG/IU*

EN380 The History of Narrative Cinema (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An exploration of the origins and development of narrative film, covering the technology of the moving image from sixteenth-century flipbooks to contemporary digital media. Focus is on cinema's importance as a storytelling medium and includes investigation of narrative genres, national film movements, the influence of the classical Hollywood style, and related topics. *IF*

EN382 Topics in Literature and Film Studies (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An intensive study of a theme, issue, movement, or tradition in literature and film. Recent topics include, "Shades of Black: *Film Noir* and Post-War America" and "England Swings: Literature, Film, and Culture in the 1960s."

Topic announced each time the course is offered. May be repeated once for credit with different topic. IF

EN383 Seminar in Modern Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a theme, issue, problem, or author in modern literature. Recent topics include, "Drama" and "History and Memory in Twentieth-Century Literature." *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN384 Topics in Postcolonial Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An intensive study of an author, theme, or movement in postcolonial literature, often focusing on literature from a specific geographical area. Recent topic: "Travel Literature." *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN385 Seminar in Postcolonial Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a theme, issue, problem, or author in postcolonial literature. Recent topic: "Travel Literature." *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN386 Seminar in Literature and Film (Post-1800) (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a theme, issue, problem, or author after 1800 involving both literature and film. Recent topics include, "The Cinema of Alfred Hitchcock," "Nineteenth-Century Novels into Film," and "From Berlin to Hollywood: German Directors and Classic American Film." *Topic announced each time the course is offered. May be repeated once for credit with different topic. IF*

EN387 Seminar in Contemporary Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a theme, issue, problem, or author in contemporary literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN388 Seminar in Multiethnic American Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a writer, theme, issue, movement, or tradition in the multiethnic literature of the United States. Recent topic: "Impersonating Race." *Topic announced each time the course is offered. May be repeated once for credit with different topic. IU*

EN389 Seminar in Literature and Gender (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a writer, theme, issue, movement, or tradition involving literary representations of gender. Recent topic: "Dead Women Walking." *Topic announced each time the course is offered. May be repeated once for credit with different topic. IG*

EN397 Seminar in American Literature (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a theme, issue, problem, or author in American literature. Recent topic: "The Book in America." *Topic announced each time the course is offered. May be repeated once for credit with different topic. IU*

EN398 Intensive Independent Study (Post-1800) (3.00 cr.)

Prerequisite: EN101, one EN200-level core course, and written or electronic permission of the instructor. A close and rigorous study of a literary theme, problem, or author after 1800. *May be repeated once for credit with different topic.*

EN399 Seminar in Literary Topics after 1800 (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. A close and intensive study of a literary theme, problem, or author after 1800. Recent topics include, "Narcissistic Fiction" and "Blue Notes: The Literature of Jazz." *Topic announced each time the course is offered. May be repeated once for credit with different topic.*

EN400 The Aperio Seminar (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An intense experiential learning course in which a small group of students edit and prepare a manuscript or collection for publication. The work is then published in book form by Loyola's Apprentice House as part of the Aperio Series. Recent publications: an edition of Shakespeare's *Measure for Measure* and *Music at the Crossroads: Lives and Legacies of Baltimore Jazz*. *By invitation only.*

EN405 Capstone Project in American Studies (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. As the capstone experience for the American Studies minor, each student develops an independent research project, internship, or service-based project, to be advised by two professors from different departments and presented at an end-of-year American Studies Symposium. The project constitutes the culmination of the student's work in American Studies and provides an opportunity for the student to bring together the perspectives of two different disciplines on a research area of particular interest. A project proposal must be submitted

to and approved by the American Studies committee prior to registration for either the fall or spring semesters of senior year. The project must contain both a research and a formal writing component (the equivalent of a 20–25 page research paper). *IU*

EN409 Senior Honors Seminar (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An intensive study of an author, topic, or theme, the specifics of which will be determined by the instructor. Students are required to make extensive use of both primary and secondary materials. Recent topics include, "Modern Classic Revisions," "First Signifiers: How to Read the World," and "Literature of the American West." *By invitation only.*

EN410 Senior Honors Thesis (3.00 cr.)

Prerequisite: EN101, one EN200-level core course. An intensive study of an author, topic, or theme, culminating in a written thesis and an oral defense. Students are expected to confront scholarship and do research at an advanced level. *By invitation only.*

Office: DeChiaro College Center, Room W035E

Telephone: 410-617-2031

Website: www.loyola.edu/finearts

Chair: Janet A. Headley, Professor

Professors: Janet A. Headley; Martha C. Taylor; Anthony D. Villa

Associate Professors: Mary Beth Akre; James R. Bunzli; James E. Dockery (emeritus); Janet Maher; Barnaby Nygren; Ronald Pearl; Daniel Schlapbach

Assistant Professors: Natka Bianchini; Kerry Boeye

Affiliate Faculty: Letty Bonnell; Kevin Gift;

Lisa Green-Cudek; Christopher Lonegan; Daniel R. McDavitt; Carol Miller-Frost; Lake Newton; Mary Skeen; Christopher Walker; Lars Westby

Theatre Manager: Stuart Dawkins

The Fine Arts Department offers a major, a minor, and an interdisciplinary major in art history, performing arts, and visual arts. Students interested in visual arts may pursue concentrations in photography or studio arts. Students interested in performing arts may pursue concentrations in music or theatre (within the area of fine arts). Internships are available throughout the department. Students seeking internships should contact a faculty director in the semester prior to the internship.

The department offers an optional senior project course for majors; this is the equivalent of an honors thesis in other humanities departments. Students interested in undertaking a senior project must consult with faculty in the appropriate discipline during their junior year to develop their proposed projects. Students present their proposals to the fine arts faculty for approval during the spring semester of their junior year, register for credit in the first semester of their senior year, and work on the project throughout both semesters of the senior year. The senior project culminates in an on- or off-campus exhibition, presentation, or performance. For additional information on senior projects, consult the link on the department's website.

It is possible to pursue some interdisciplinary majors within the department (i.e., art history and visual arts majors may be combined), and the department will allow departmentally-approved courses to double-count, so long as both department chairs agree. For more information on cross-listed courses, fine arts students should consult the department chair.

MAJOR IN ART HISTORY

LEARNING AIMS

Students majoring in art history will demonstrate mastery in the following five areas:

- Visual literacy demonstrated through formal and comparative analyses of works of art
- Knowledge of the terminology, methodology and historiography of the discipline
- Knowledge of the major artists, monuments, and artistic periods of Western art; familiarity with at least one non-Western tradition
- The ability to conduct scholarly research, as demonstrated by responsible use of scholarly sources, both electronic and printed
- The development of critical reading, writing, and thinking skills that enable the student to construct a complex contextual analysis of a work of art

BACHELOR OF ARTS

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

Freshman Year

Fall Term

AH110 Survey of Art: Paleolithic to Gothic

WR100 Effective Writing

Language Core

Math/Science Core

Elective

Spring Term

AH111 Survey of Art: Renaissance to Modern

EN101 Understanding Literature

HS101 Europe and the World Since 1500

Language Core *or*

Elective

Nondepartmental Elective

Sophomore Year

Fall Term

AH200-Level Course (or higher)
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 English Core
 History Core
 Nondepartmental Elective

Spring Term

AH200-Level Course (non-Western, diversity course)
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 Math/Science Core
 Social Science Core
 Nondepartmental Elective

Junior Year

Fall Term

AH300-Level Course (or higher)
 PT270 Basic Digital Photography *or*
 SA224 Two-Dimensional Design
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 Social Science Core
 Nondepartmental Elective

Spring Term

AH300-Level Course (or higher)
 AH300-Level Course (or higher)
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 Math/Science Core
 Elective

Senior Year

Fall Term

AH300-Level Course (or higher)
 AH300-Level Course (or higher)
 Ethics Core
 Elective
 Elective

Spring Term

AH300-Level Course (or higher)
 AH412 Senior Project in Art History *or*
 AH300-Level Course (or higher)
 Elective
 Elective
 Elective

* Terms may be interchanged.

1. Art history majors take AH110, AH111, PT270 or SA224, and nine upper-division courses. Majors must take one 200-level, non-Western course (which fulfills the diversity core requirement); no more than two 200-level courses may count toward the major. Students must take one upper-division course in classical or medieval art, one in Renaissance or baroque art, and one in art postdating the eighteenth century.
2. Interdisciplinary art history majors take AH110, AH111, and five upper-division courses (200-level or above). Students must take one upper-division course in classical or medieval art, one in Renaissance or baroque art, and one in art postdating the eighteenth century. Students are strongly encouraged to take a course in non-Western art to fulfill their diversity core requirement.
3. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

MAJOR IN FINE ARTS

MUSIC CONCENTRATION

Learning Aims

Students who elect a music concentration will demonstrate a mastery in the following five areas:

- Aural literacy—defined as an ability to recognize the elements of musical language: pitch, rhythm, and harmony, and the ability to manipulate those elements in a coherent manner
- Stylistic literacy—the ability to recognize, analyze, and understand the genesis of the major stylistic periods
- Instrumental literacy—the ability to perform music in an expressive and stylistically appropriate manner at a reasonably advanced level
- Ensemble ability—the ability to work cooperatively towards a musical/interpretive goal with other musician
- Writing skills—the ability to write cogently about music

Bachelor of Arts

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

Freshman Year*Fall Term*

MU201 Music Fundamentals
 MU203 Mozart to Mahler: Music of the Classical and Romantic Periods
 MU205 Musicianship I
 MU211 Jazz Ensemble I *or*
 MU220 Chamber Ensemble I *or*
 MU227 Loyola Singers I *or*
 MU230 Classical Guitar Ensemble I *or*
 MU231 Steel Pan Ensemble I
 MU219 Applied Music (1 hour)
 WR100 Effective Writing
 Language Core
 Math/Science Core

Spring Term

HS101 Europe and the World Since 1500
 MU206 Musicianship II
 MU211 Jazz Ensemble I *or*
 MU220 Chamber Ensemble I *or*
 MU227 Loyola Singers I *or*
 MU230 Classical Guitar Ensemble I *or*
 MU231 Steel Pan Ensemble I
 MU219 Applied Music (1 hour)
 MU302 Structure of Music: Theory I
 Language Core *or*
 Elective
 Math/Science Core

Sophomore Year*Fall Term*

EN101 Understanding Literature
 MU207 Musicianship III
 MU219 Applied Music (1 hour)
 MU310 Structure of Music: Theory II
 MU311 Jazz Ensemble II *or*
 MU320 Chamber Ensemble II *or*
 MU321 Loyola Singers II *or*
 MU330 Classical Guitar Ensemble II *or*
 MU331 Steel Pan Ensemble II
 PL201 Foundations of Philosophy
 TH201 Introduction to Theology *or*
 Math/Science Core

Spring Term

MU208 Musicianship IV
 MU219 Applied Music (1 hour)
 MU300-Level Music History Course
 MU311 Jazz Ensemble II *or*

MU320 Chamber Ensemble II *or*
 MU321 Loyola Singers II *or*
 MU330 Classical Guitar Ensemble II *or*
 MU331 Steel Pan Ensemble II
 PL200-Level Philosophical Perspectives Course
 History Core (300-Level)
 Social Science Core
 Theology Core

Junior Year*Fall Term*

MU311 Jazz Ensemble II *or*
 MU320 Chamber Ensemble II *or*
 MU321 Loyola Singers II *or*
 MU330 Classical Guitar Ensemble II *or*
 MU331 Steel Pan Ensemble II
 MU319 Applied Music (1 hour)
 TH201 Introduction to Theology
 English Core
 MU300-Level Elective
 Nondepartmental Elective
 Nondepartmental Elective

Spring Term

MU300-Level Music History Course
 MU311 Jazz Ensemble II *or*
 MU320 Chamber Ensemble II *or*
 MU321 Loyola Singers II *or*
 MU330 Classical Guitar Ensemble II *or*
 MU331 Steel Pan Ensemble II
 MU319 Applied Music (1 hour)
 Upper-Level Music Course
 Theology Core
 Nondepartmental Elective
 Elective

Senior Year*Fall Term*

AH111 Survey of Art: Renaissance to Modern *or*
 DR260 Introduction to Dance *or*
 DR350 Acting I *or*
 ED428 The Teaching of Music
 MU311 Jazz Ensemble II *or*
 MU320 Chamber Ensemble II *or*
 MU321 Loyola Singers II *or*
 MU330 Classical Guitar Ensemble II *or*
 MU331 Steel Pan Ensemble II
 MU319 Applied Music (1 hour)
 Ethics Core
 MU300-Level Elective
 Elective
 Elective

Spring Term

MU311 Jazz Ensemble II *or*
 MU320 Chamber Ensemble II *or*
 MU321 Loyola Singers II *or*
 MU330 Classical Guitar Ensemble II *or*
 MU331 Steel Pan Ensemble II
 MU319 Applied Music (1 hour)
 MU412 Senior Project in Music *or*
 Upper-Level Music Course
 Nondepartmental Elective
 Elective
 Elective
 Elective

1. Music majors take MU201, MU203, MU302, MU310, and eight upper-division courses. Of the remaining eight courses, a minimum of three must be music history courses (MU301, MU303, MU306, MU306, MU307, or MU309), and one must be a theory course (MU324, MU325, or MU326).

2. Music students choose a particular area of concentration: an instrument, voice, theory/composition, or music history. All students are admitted to upper-level applied and ensemble courses through the music jury process.

Those concentrating on an instrument usually take one-hour lessons (MU219 or MU319). Those concentrating in theory, composition, or music history are required to take half-hour lessons at the minimum (MU218 or MU318). Students who enter the program after freshman year may be given credit for lower division applied music at the discretion of the department chair, usually after an audition. Students who wish to complete a degree in music education should consult with music faculty to discuss course requirements.

3. Music majors must take 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 Musicianship. After declaring the music major, students are required to enroll in an ensemble and an applied music course each semester they attend Loyola.
4. The following courses are taken in addition to the regular five-course load since they are not three-credit courses: ear training (MU101, MU102, MU103, MU104); applied music (MU218, MU219, MU318, MU319); and ensembles (MU200, MU211, MU220, MU230, MU231, MU300, MU311, MU320, MU330, MU331). Students register for these courses during the regular registration period. Ensemble requirements are satisfied by taking Chamber

Ensemble, Jazz Ensemble, Classical Guitar Ensemble, Steel Pan Ensemble. or Loyola Singers.

5. **A nonrefundable fee is charged for all Applied Music courses which is paid directly to the instructor at the first lesson.** A semester jury is required of all applied music students beginning with their second semester of applied music study.
6. **Students who wish to enter Loyola as a fine arts major concentrating in music should submit a clearly marked audition CD or tape or call the department to arrange an audition.**
7. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

THEATRE CONCENTRATION**Learning Aims**

Students with a theatre concentration will demonstrate a mastery in the following areas:

- An advanced literacy in the terminology, conventions, and collaborative methodology of theatre, including knowledge of theatre practice, as well as the methodology, historiography, and conventions of the theatre scholar
- Historical, literary, and theoretical literacy defined as an ability to identify and recognize the major periods of theatre history from ancient Greek theatre to contemporary world theatre, and familiarity with wide array of performance styles and dramatic genres, as well as knowledge of the representative works and playwrights of each genre, major movements in dramatic theory, and representative discourses
- A heightened aesthetic sensibility through participation in the interpretive creative process of live theatre in a variety of different capacities and critical reflection on the work of others, as well as a mastery of textual analysis utilizing plays as dynamic blueprints for theatrical action and cultural expression
- Communication and information literacy, defined as the ability to conduct scholarly research in the discipline, including the use of scholarly sources and academic databases, the understanding of primary and secondary sources, and the ability to construct and sustain an argument supported by critical sources and communicate that argument to a defined audience via oral or written means

Bachelor of Arts

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

Freshman Year*Fall Term*

DR251 Experience of Theatre
 WR100 Effective Writing
 Language Core
 Math/Science Core
 Social Science Core

Spring Term

DR100 Stagecraft
 EN101 Understanding Literature
 HS101 Europe and the World Since 1500
 Language Core *or*
 Elective
 Math/Science Core

Sophomore Year*Fall Term*

DR250 Introduction to Theatre History
 DR350 Acting I
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 English Core
 Math/Science Core

Spring Term

DR270 Scene Design
 DR275 Theatre Practicum (#1)
 DR351 Directing I
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 History Core
 Social Science Core

Junior Year*Fall Term*

DR275 Theatre Practicum (#2)
 Upper-Division Theatre Literature/History Course
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 Theatre Elective
 Nondepartmental Elective
 Elective

Spring Term

DR354 Acting II
 Upper-Division Theatre Performance Course
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 Theatre Elective
 Nondepartmental Elective

Senior Year*Fall Term*

DR275 Theatre Practicum (#3)
 Upper-Division Theatre Performance Course
 Theatre Elective
 Theatre Elective
 Elective
 Elective

Spring Term

DR374 Theatre Production Internship
 Ethics Core
 Theatre Elective
 Nondepartmental Elective
 Elective

1. Fine arts majors with a theatre concentration must take six required courses (DR100, DR250, DR251, DR350, DR351, DR374) and five theatre electives. They must also complete three one-credit hours of Theatre Practicum (DR275). No more than one of the following courses counts toward the major: DR260, DR261, DR263, DR278, DR279, DR280, DR281, DR282.
2. Interdisciplinary fine arts majors with a theatre concentration take five required courses (DR100, DR250, DR251, DR350, DR351, DR374), DR275/ three times, and two theatre electives.
3. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

MAJOR IN VISUAL ARTS

PHOTOGRAPHY CONCENTRATION

Learning Aims

Students with a photography concentration will demonstrate a mastery in the following five areas:

- Technical command of the photographic medium. Students should be able to make confident, informed decisions regarding composition, exposure and print quality using both analog and digital technology.
- Command of the skills necessary to evoke their personal visions.
- Heightened visual sensibility. Students should learn to see both with their eyes and their cameras and make astute compositional decisions in their photographs.
- Knowledge of the history of the photographic medium and how it relates to the history of the other fine arts.
- Fluent knowledge of the vocabulary of photographic aesthetics. Through their photographs, critiques, and written evaluations, students should demonstrate an ability to articulate their intentions about their own work and criticisms about the work of others using objective terminology.

Bachelor of Arts

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

Freshman Year

Fall Term

PT270 Basic Digital Photography
 PT319 History of Photography
 WR100 Effective Writing
 Language Core
 Math/Science Core

Spring Term

EN101 Understanding Literature
 HS101 Europe and the World Since 1500
 PT375 Silver Processes
 SA224 Two-Dimensional Design
 Language Core *or*
 Elective

Sophomore Year

Fall Term

PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 PT300-Level Course
 English Core
 History Core
 Art History Course

Spring Term

PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 PT300-Level Course
 Math/Science Core
 Social Science Core
 Nondepartmental Elective

Junior Year

Fall Term

PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 Social Science Core
 Nondepartmental Elective
 Elective
 Elective

Spring Term

PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 PT300-Level Course (or higher)
 Math/Science Core
 Nondepartmental Elective
 Elective

Senior Year

Fall Term

PT400 Professional Practices for Artists *or*
 PT412 Senior Project in Photography
 PT300-Level Course (or higher)
 PT300-Level Course (or higher)
 Ethics Core
 Nondepartmental Elective
 Elective

Spring Term

PT300-Level Course (or higher)
 PT300-Level Course (or higher)
 Elective
 Elective
 Elective

1. Visual arts majors with a photography concentration take AH111, PT270, PT319, PT375, PT400 or PT412, SA224, one additional art history course, and seven additional upper-division photography courses. No more than one of the following may count towards the major: PT278, PT279, PT280, PT281, PT282.
2. Interdisciplinary visual arts majors with a photography concentration take AH111, PT270, PT319, PT375, PT400 or PT412, and three additional upper-division photography courses.
3. Visual arts students with a photography concentration are strongly encouraged to take computer science to fulfill one of the math/science core requirements.
4. Students interested in photojournalism should declare a visual arts major with a photography concentration and a communication minor, or a communication major with a journalism specialization and a photography minor.
5. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

STUDIO ARTS CONCENTRATION

Learning Aims

Students with a studio arts concentration will demonstrate a mastery in the following areas:

- Familiarity with the concepts and materials of the visual arts and the ability to communicate and analyze the significance of their own work and the works of others
- Acquisition of technical skills in drawing, painting, printmaking, mixed media art, three-dimensional art, and digital technology
- A mastery of the creative and manual skills required for solving two- and three-dimensional design problems
- The ability to conduct a critical dialogue between personal work and the larger art historical tradition
- A sound preparation for entering the professional work force or pursuing graduate study

Bachelor of Arts

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

Freshman Year

Fall Term

AH111 Survey of Art: Renaissance to Modern
 SA224 Two-Dimensional Design
 WR100 Effective Writing
 Language Core
 Math/Science Core

Spring Term

EN101 Understanding Literature
 HS101 Europe and the World Since 1500
 PT270 Basic Digital Photography
 SA225 Drawing
 Language Core *or*
 Elective

Sophomore Year

Fall Term

PL201 Foundations of Philosophy
 SA300-Level Course (SA310–325)*
 TH201 Introduction to Theology
 English Core
 History Core

Spring Term

PL200-Level Philosophical Perspectives Course
 SA352 Collage, Assemblage, and the Found Object* *or*
 SA353 Book Arts and Artists' Books *or*
 SA354 Mixed Media: Drawing and Painting
 Math/Science Core
 Social Science Core
 Theology Core

Junior Year

Fall Term

SA303 Life Drawing* *or*
 SA304 Drawing with Color *or*
 SA342 Drawing from Observation *or*
 SA343 Drawing: A Conceptual Approach
 SA321 Printmaking: Relief and Intaglio* *or*
 SA322 Printmaking: Screenprint and Nontraditional Lithography *or*
 SA323 Printmaking: Alternative Processes
 Social Science Core
 Nondepartmental Elective
 Elective

Spring Term

AH200-Level Course (or higher)
 SA365 Clay* *or*
 SA366 Three-Dimensional Design
 Math/Science Core
 Theology Core *or*
 Nondepartmental Elective

Senior Year*Fall Term*

SA360 Digital Mixed Media* *or*
 SA361 Digital Image
 SA400 Professional Practices for Artists *or*
 SA412 Senior Project in Studio Art
 Ethics Core
 Nondepartmental Elective
 Elective

Spring Term

SA300-Level Course
 SA300-Level Course
 Nondepartmental Elective
 Elective
 Elective

* Terms may be interchanged.

1. Visual arts majors with a studio arts concentration take AH111, PT270, SA224, SA225, SA400 or SA412; one additional art history course (AH320 recommended); and nine additional studio arts courses, of which one must be taken from each of the following sequences: drawing (SA303–304, SA342–343), painting (SA310–315), printmaking (SA321–323), mixed media (SA352–355), digital (SA360–361), and three-dimensional (SA365–366). The three remaining courses may be selected from any SA300- or 400-level course.
2. Visual arts interdisciplinary majors with a studio arts concentration take SA224, SA225, four additional upper-division studio arts courses, and one art history course.
3. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

MINOR IN ART HISTORY

AH110 Survey of Art: Paleolithic to Gothic
 AH111 Survey of Art: Renaissance to Modern
 Four upper-division courses (200-level or higher)

Students are strongly encouraged to take a course in non-Western art, which fulfills the diversity requirement.

MINOR IN MUSIC

MU201 Music Fundamentals
 MU203 Mozart to Mahler: Music of the Classical and Romantic Periods
 MU302 Structure of Music: Theory I
 Three upper-division courses
 Four semesters of Applied Music (two lower- and two upper-division)
 Ensembles (two lower- and two upper-division)
 Two semesters of Musicianship

MINOR IN PHOTOGRAPHY

PT270 Basic Digital Photography
 PT319 History of Photography *or*
 One art history course
 PT375 Silver Processes
 Four additional upper-division photography courses

MINOR IN STUDIO ARTS

SA224 Two-Dimensional Design
 SA225 Drawing
 Four additional upper-division studio arts courses
 One art history course

MINOR IN THEATRE

DR100 Stagecraft
 DR250 Introduction to Theatre History
 DR251 Experience of Theatre
 DR275 Theatre Practicum (1 credit; taken three times)
 DR350 Acting I
 DR351 Directing I

COURSE DESCRIPTIONS

ART HISTORY

AH110 Survey of Art: Paleolithic to Gothic (3.00 cr.)

A broad overview of art from the Paleolithic age to the Gothic era, focusing on Egyptian, Greek and Roman, early Christian, and medieval art and architecture. *Same course as CL241.*

AH111 Survey of Art: Renaissance to Modern (3.00 cr.)

A survey of major artistic styles from the beginning of the Renaissance to the modern era. *Fulfills fine arts core requirement.*

AH200 Women in Art (3.00 cr.)

Since antiquity, women have been among the most popular subjects for painters and sculptors, most of whom have been male. Examines the multiple roles that have been assigned by male artists to women in art, both positive and negative—as objects of beauty (and sometimes passivity), and as images of power (and sometimes powerlessness). In the final course segment, students explore the self-consciously feminist response of modern artists to the representation of women in art. *IG*

AH202 African Art (3.00 cr.)

An introduction to the great variety of both the ancient and living arts of Africa focusing primarily on those traditions in sub-Saharan Africa. An overview of African art exploring its distinctive genesis, history, and evolution by emphasizing such traditional media as sculpture, architecture and fiber, and body arts. Looking at African art in its cultural context reveals its importance as an integral part of African society, as well as awakening an awareness of the great beauty, refinement, and aesthetic appeal of the arts of Africa. *IAF/IG*

AH203 The Arts of East Asia (3.00 cr.)

Examines East Asian civilization through the visual arts. Discusses selected masterpieces of Chinese, Korean, and Japanese painting, calligraphy, sculpture, bronzes, ceramics, and architecture. Through analytical study of these objects, students come to an understanding of the shapes and shaping of East Asian civilization and the characteristics that distinguish the separate traditions of China, Korea, and Japan. *IA*

AH204 Islamic Art (3.00 cr.)

A survey of the rich and diverse artistic heritage from the seventh century to the present. A wide range of media is covered, including architecture, calligraphy, ceramics, textiles, and manuscript illumination. Reli-

gious and secular art is examined within its historical context in Spain, North Africa, the Middle East, and central and south Asia. *IA*

AH207 African American Art (3.00 cr.)

This survey of African American art begins in the slave communities of eighteenth-century colonial America, continues with African American artists' adaptations of Western art in the nineteenth century, and ends with the political and aesthetic concerns of black artists in the twentieth century. Examples of architecture, decorative arts, folk art, painting, sculpture, graphic arts, and photography demonstrate how African American artists have enriched the art and culture of America. The social and political place of African Americans throughout America's history is also explored to provide a context for the struggle these artists experienced in pursuing their careers. *IAF/IU*

AH210 Survey of Architectural History (3.00 cr.)

An examination of major architectural monuments from ancient Egypt to the present. Explores the relation between the appearance and function of buildings, the use of ornament in relation to materials, and the social and symbolic importance of architecture.

AH215 Discovering Difference:**Art in the Age of Exploration (3.00 cr.)**

The two centuries following Columbus's "discovery" of the New World in 1492 were marked by an unprecedented degree of interchange between formerly unconnected cultures. In both Europe and the New World, this contact had wide ranging implications in terms of politics, economics, food ways, science, religion, and art. Using art and visual culture as points of entry, this course examines the history and implications of this interchange during the age of exploration. *Same course as HN315.*

AH306 Ancient Egypt: Cultural Crossroads**in Africa (3.00 cr.)**

Investigates the development of Egyptian visual arts in the ancient world, and the spread of Egyptian culture to such diverse cultures as the Mesopotamians of the ancient Near East and the Nubians and Kushites of the southern Sudan and eastern Horn of Africa. Visits to the Walters Art Museum and the Johns Hopkins Archaeological Museum will provide opportunities to study a broad range of Egyptian art from its coalescence in the Neolithic era (c. 4000 B.C.E.) to its final years as a province of Rome (30 B.C.E.).

AH308 Art of Ancient Greece (3.00 cr.)

A survey of Greek art and architecture from the Bronze Age to the Hellenistic Era. Among the topics considered are Mycenaean tombs and palaces, the development of temple architecture, and the ways

in which polytheistic religion shaped life in ancient Greece. *Same course as CL308.*

AH309 Art of Ancient Rome (3.00 cr.)

A survey of Roman art and architecture from the emergence of the Etruscan Civilization to the fall of the empire. Topics include the forging of a new Roman culture from Italic and Greek origins, the invention of new construction techniques, and the appropriation of art for propagandistic purposes. *A section of this course is offered in Rome. Same course as CL309. II*

AH310 Early Medieval Art (3.00 cr.)

An exploration of European art beginning with the earliest emergence of Christian art in the mid-third century through the flowering of magnificent church architecture in the twelfth century. Brilliant mosaics; sculpture in stone, ivory, and bronze; glittering reliquaries holding saints' bones; monasteries; and illuminated manuscripts are among the types of artworks examined. Students investigate how Christianity and the growing influence of Germanic ethnic groups transformed the artistic heritage of the Roman Empire during this period, and how pilgrimage, aesthetic theories of beauty, the fear of idolatry, assertions of sacred and secular power, and other contextual factors shaped artworks.

AH312 The Renaissance in Italy (3.00 cr.)

Investigates art's reflection of the rise of humanism, the rebirth of interest in antiquity, and a new concentration on the earthly world in thirteenth- to sixteenth-century Italy. Studies art and patronage in Republican Florence, Papal Rome, and the ducal courts of Northern Italy, from the time of Giotto to the High Renaissance of Leonardo and Michelangelo, and on to Mannerism and the Counter-Reformation. *IC/II/IM*

AH313 Renaissance Art in Northern Europe (3.00 cr.)

A study of the developing humanism of the fifteenth century in Flanders where the manuscript tradition of painting developed into the naturalistic and symbolic painting of the late Gothic period, as well as the increasing influence of Italian art on Northern Europe in the sixteenth century. *IC/IM*

AH314 From Caravaggio to Rembrandt: Art of Baroque Europe (3.00 cr.)

Originating in late sixteenth-century Italy, the Baroque soon spread, influencing the production of painting, sculpture, and architecture throughout Western Europe. The course examines the rise of the Baroque in the workshop of Caravaggio, traces the development of the style throughout Europe, and culminates with the works of Rembrandt and the Dutch School. *IC/II*

AH315 Art of the Revolutionary Era:

Europe, 1780–1848 (3.00 cr.)

Explores the radical politics of art in France from 1780 to 1848 and the concurrent emergence of landscape painting and portraiture as art forms that reflected the values of the growing middle class in England, Germany, France, and Spain.

AH316 Realism and Impressionism (3.00 cr.)

Throughout the second half of the nineteenth century, artists such as Courbet, Manet, and Monet struggled to free themselves from older art forms in an effort to become "modern," to capture the life and spirit of their own times. Investigates the artistic transformation that occurred in an era of rapid social change as artists struggled with new avenues for marketing their works (through dealers and galleries), mined new urban spaces and newly created suburbs, and combed the diminishing countryside for their images. *IG*

AH317 Modern Art in Europe: 1880–1945 (3.00 cr.)

At the end of the nineteenth century, artists prized self-expression over centuries-old conventions for art. Examines the dreamy world-weariness of Symbolist artists at the end of the nineteenth century; the assault on conventional art forms by artists such as Picasso, Matisse, and Duchamp in the early twentieth century; and the Surrealist effort to capture and objectify the subjective in art.

AH318 American Art:

Art for a Democracy (3.00 cr.)

Although American artists looked to European models for their inspiration, their art consistently reflected the complexities of American culture. In America, English aristocratic portraits were transformed into Puritan celebrations of hard-earned and therefore, well-deserved wealth; American architects responded to the practical demands of climate and materials at hand; painters of American life glorified the wilderness even as it was disappearing; the democratic process was both glorified and satirized. Examines the American response to European art as it was assimilated and transformed by American artists from the seventeenth century to the Great Depression. *Same course as HS356. IU*

AH319 History of Photography (3.00 cr.)

An examination of the major technical and aesthetic movements in the history of photography since its invention. Covers the works of major artists working in this medium as well as the major styles. *Students in this class will not be expected to produce photographs. Same course as PT319.*

AH320 Contemporary Art, 1945 to the Present (3.00 cr.)

In the aftermath of World War II and with the advent of the Abstract Expressionists, American artists seemingly pioneered the successive waves of postpainterly and hard-edged abstraction, Pop and performance art, conceptual art, and earthworks. Explores the diversity of European and American art from 1945 to the present.

AH322 Michelangelo (3.00 cr.)

Michelangelo Buonarroti (1475–1564) was arguably the most important artistic figure of the sixteenth century. Active as a painter, sculptor, architect, draftsman, and poet, Michelangelo greatly influenced the development of art in Italy (and Europe) both during and after his life. Works such as David and the Sistine Chapel ceiling are examined in the context of the political, religious, artistic, and philosophical concerns of the time. Michelangelo's art also is examined in relation to that of his predecessors, contemporaries, and followers, so that students may come to understand not only his art but his impact on the art of the Renaissance and, more broadly, on Western European art. *II*

AH325 Gothic Art and Architecture (3.00 cr.)

Beginning around Paris in the mid-twelfth century, this course investigates the emergence and development of Gothic—a style of art and architecture that dominated Western Europe for centuries and offered new ways of envisioning the world and the divine. Gothic is studied in its social contexts across a range of media, from towering churches to manuscripts in local collections. *IC/IM*

AH326 The Crusades in Medieval Visual Culture (3.00 cr.)

Explores the crusades as a catalyst for artistic encounter between western European, Byzantine, and Islamic cultures in the Holy Land and the Mediterranean from the eleventh through the fourteenth centuries. The investigation of the richly varied art and architecture of this period—which includes intricately carved ivory boxes, scintillating mosaics, and imposing castles—provides critical insights into the complex historical processes of cultural conflict and convergence.

AH349 Baltimore: Its History and Architecture (3.00 cr.)

An examination of the history of Baltimore since its foundation in 1727: its growth as a center of trade and industry, its tumultuous nineteenth century politics, and especially its industrial decline and unexpected revival in the twentieth century. The city's historic buildings and neighborhoods are the principal focus of the course, and students are encouraged to leave campus to study them. Novels and feature

films about Baltimore are also used to study the city's history. *Same course as HS349. IU*

AH351 American Urban Culture: A Tale of Four Cities (3.00 cr.)

Students explore the growth of cultural institutions in four American cities—Baltimore, Boston, New York, and Philadelphia—in the late eighteenth and nineteenth centuries. For much of the time under consideration, the elite and the citizenry in each of these cities competed to establish exemplary cultural institutions that would be emulated—or envied—by other cities. Early urban planning, religious edifices, monuments, parks, museums and libraries, and department stores are among the topics considered. *Same course as HS351. IU*

AH400 Methodology and Historiography (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. Through readings, discussions, museum and gallery visits, students examine the diverse methodologies of art history and the history of the discipline from its emergence in America in the 1930s to the present. *Strongly recommended for art history majors and minors.*

AH402 Special Topics in Art History (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. An intensive investigation of a special topic, artist, limited span of time, or a particular artistic “problem” in the history of art. *Combines a lecture and seminar format. May be repeated for credit with different topics.*

AH403 Internship: Art History (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. Students interested in an internship in the history of art or museum studies should contact the instructor. *May be repeated for nondegree credit.*

AH404 Summer Internship: Art History (1.00 cr.)

Prerequisite: Written or electronic permission of the instructor. Taken by art history majors and minors participating in off-campus internships in museums, galleries, auction houses, or other art-related venues. *Does not count toward the 120-credit degree requirement. (Summer only)*

AH405 Prints and Printmaking: A History of Printmaking in the West (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. Examines the history of European and American prints from the early fifteenth century up to the present day. Prints are viewed in their historical, artistic, material, and cultural contexts, and numerous meetings are held in the print room of the Baltimore Museum of Art. The course uses critical theory and features practical demonstrations of printmaking techniques.

AH412 Senior Project in Art History (3.00 cr.)
Prerequisite: Senior standing and written or electronic permission of the department. Students develop an advanced research project under the direction of a faculty member. Work on the project continues throughout both semesters of the student's senior year. *Proposals for senior projects must be approved by the fine arts faculty during the spring semester of the student's junior year.*

AH490 Capstone Project in American Studies (3.00 cr.)

Prerequisite: Written permission of the instructor. As the capstone experience for the American Studies minor, each student develops an independent research project, internship, or service-based project, to be advised by two professors from different departments and presented at an end-of-year American Studies Symposium. The project constitutes the culmination of the student's work in American Studies and provides an opportunity for the student to bring together the perspectives of two different disciplines on a research area of particular interest. A project proposal must be submitted to and approved by the American Studies committee prior to registration for either the fall or spring semesters of senior year. The project must contain both a research and a formal writing component (the equivalent of a 20–25 page research paper). *IU*

THEATRE

DR100 Stagecraft (3.00 cr.)

Students apprentice on set construction, scene painting, lighting, and running crews. This entails hands-on, supervised work on the Evergreen Players' main-stage productions. Participants work with the professional set and lighting designers of Loyola productions.

DR210 American Musical Theatre: Uptown and Down (3.00 cr.)

Studies the variety found in American musical theatre, including musical drama, opera, and musical comedy. Through readings, recordings, and video tapes, students investigate this lively art. At least one live performance is viewed during the semester. *Same course as MU210. IU*

DR250 Introduction to Theatre History (3.00 cr.)

The evolution of theatre as an art form is explored, from ancient Greek to contemporary performance. Major theatrical genres/movements, playwrights, directors, actors, and designers are covered. An emphasis is placed on the link between society and theatre, focusing on key moments in the Theatre's development. Includes attendance at theatre productions on campus and in the Baltimore/Washington area. *Fulfills fine arts core requirement. (Theatre tickets cost approximately \$50.)*

DR251 Experience of Theatre (3.00 cr.)

Students experience theatre by performing different roles associated with theatrical production. Students act as readers, audience members, actors, reviewers, playwrights, directors, and designers. An emphasis is placed on students understanding and experiencing all aspects of the theatrical process. Includes attendance at theatre productions on campus and in the Baltimore/Washington area. *Fulfills fine arts core requirement. (Theatre tickets cost approximately \$50.)*

DR260 Introduction to Dance (3.00 cr.)

Students are introduced to a variety of dance styles including ballet, modern, and some social and ritual dance. In addition to training students in dance technique, improvisation, and composition, the course is also recommended to actors for training in movement. Includes visits to dance performances and screening of dance videos.

DR261 Dance Movement and Technique (3.00 cr.)

Prerequisite: DR260 or written permission of the instructor. Students continue to study concepts and principles of dance as they apply to dance technique (ballet, modern, and jazz composition and improvisation). Dance history and styles are integrated into class and form the core of written assignments. Students broaden their knowledge of dance through movement, readings, video, writings, attendance at dance performances, and performance.

DR263 Modern Dance Technique (3.00 cr.)

Students study modern dance technique based on the concepts of movement developed by modern dance pioneers. Students learn several modern dances during the semester and have an opportunity to perform them.

DR264 Movement as Medium (3.00 cr.)

Prerequisite: DR260 or written permission of the instructor. Movement is a medium of expression used by artists from across the realms of visual arts, theatre, dance, and music. Students investigate avant-garde directors and collaborations; traditional physical theatre such as mime, clowning, minstrelsy, and slapstick; and performance art. Readings and discussions are integrated with videos, guest artists, and applied movement experiences.

DR265 Modern Dance (3.00 cr.)

Students are introduced to a varied modern and postmodern dance vocabulary. Core strength, range of movement, and principles of structural alignment are emphasized. Students are challenged to move on and off balance and shift weight, direction, and level. Selected readings and videos address the major forces and figures in the development of modern dance.

DR270 Scene Design (3.00 cr.)

Studies problems of design and the use of the design imagination through projects involving various styles and periods. Emphasis is placed on the use of research techniques involving the preparation of designer elevations through basic design techniques, ground plans, models, and drawing skills. Concentration on the design process and the director-designer relationship is also covered.

DR271 Costume Design (3.00 cr.)

Provides students with the tools for designing costumes for theatrical productions. Several areas are covered, including research techniques, script analysis, designer/director relationship, organizational paperwork, and rendering techniques. Students design costumes for scripts of varying periods and genres. *A textbook and art supplies are required.*

DR275 Theatre Practicum (1.00 cr.)

A practicum requires supervised, hands-on experience in a particular area of theatrical production for a main-stage Evergreen Players, Poisoned Cup, or Spotlight Players production. Areas of concentration include acting, directing, set construction, lighting, prop and costume construction, stage management, and running crews. The faculty supervisor details responsibilities, and grading is pass/fail. *Fine arts majors, minors, and interdisciplinary majors with a concentration in theatre must take three practicums, each in a different area. May be repeated twice for credit.*

DR278 History of Film (3.00 cr.)

Explores the evolution of film from the development of silent films through contemporary works. Major directors and movements are investigated. *Same course as PT278. IF*

DR279 Silent Cinema (3.00 cr.)

Examines the formation of what is now the Hollywood industry—the development of the major studios and the star system. Discussions of major actors and directors center on films that highlight their strengths and weaknesses, as well as the difficulty experienced in making the transition to sound films. *Same course as PT279. IF/IU*

DR280 Classic Hollywood Film (3.00 cr.)

A course dedicated to the golden age of Hollywood. From the silent era to the advent of sound and color, this class examines some of the great films of the 1920s through the 1950s. Among the topics discussed are the roles of directors, costumers, cameramen, lighting directors, and actors. *Same course as PT280. IF/IU*

DR281 Films of Alfred Hitchcock (3.00 cr.)

Alfred Hitchcock was known as the “Master of Suspense.” From *Rebecca* to *Psycho*, this cinematic giant gave us some of our most treasured films. Students explore what makes Hitchcock—*Hitchcock*—the director’s extraordinary ability to manipulate an audience, his patent conventions, camera angles, and running themes. *Same course as PT281. IF*

DR300 Shakespeare in Performance (3.00 cr.)

A theatrical approach to the study of Shakespeare’s plays. Students explore the performance history of individual plays, different directorial interpretations, and key Shakespearean actors of stage and screen. The focus is on the acting, design, and directing elements of interpretation and analysis.

DR301 Improvisation (3.00 cr.)

Focuses on listening and responding, freeing the instrument, and collaborative problem solving in the creation of spontaneous performances. Improvisation is also applied to rehearsal of scripted material and actor training. Topics include scene building, character development, comedy, and storytelling. The final project is a public performance.

DR309 Opera and Theatre (3.00 cr.)

Many operas are based on great literary and dramatic sources. Details the transformation of these works from spoken drama to musical setting. Traces the works’ origins citing direct parallels, dissimilarities, omissions, condensations, and the musical conventions of opera. Addresses the association of librettist and composer. Compares various performances, both historic and current, and discusses the benefits and drawbacks of opera on film. *Same course as MU309.*

DR350 Acting I (3.00 cr.)

How does an actor prepare a performance? Through training of the physical and vocal instrument as well as exercises in concentration, perception, imagination, improvisation, emotion, and expression, students acquire the skills needed to analyze and perform scenes.

DR351 Directing I (3.00 cr.)

Prerequisite: DR350. How does a director prepare a performance? Each step of directing—from play selection to casting; from rehearsal techniques to final costume, set, lighting, and sound design—is investigated and practiced. In addition to in-class composition and scene-work, students cast and stage scenes for the Loyola community.

DR354 Acting II (3.00 cr.)

Prerequisite: DR350 or an audition with the theatre faculty. This class focuses on advanced scene work and period

technique. Students choose monologues and scenes from a range of historical styles.

DR355 Theatre Criticism (3.00 cr.)

Prerequisite: DR251. Observing, discussing, and writing about contemporary performance. Topics include techniques for seeing performance in preparation for writing about it, research that supports critical writing, and formats for critiques/reviews in various publications. Students also read and analyze performance criticism being published in contemporary newspapers, magazines, and journals. Students attend productions in the Baltimore/Washington area.

DR356 Directing II (3.00 cr.)

Prerequisite: DR351. An in-depth, hands-on study of directing which builds on DR351. Students work with professional designers and hone their skills in all parts of the directing/production process. The course culminates in the public performance of a fully produced, one-act play directed by each student in the class as part of the Evergreen Players' regular season. (*Spring only*)

DR357 Dramatic Adaptation and New Play Development (3.00 cr.)

Topics include techniques for adapting nondramatic texts for stage performance and special problems associated with specific source materials. Students collaborate to write a dramatic adaptation and initiate work on an individual adaptation project.

DR359 Playwriting (3.00 cr.)

Students develop the necessary skills to write effectively for the theatre. Students are encouraged to find their own voices through scene work assignments that are performed and directed in class. The final project is the completion of a one-act play.

DR361 Voice and Movement (3.00 cr.)

A studio course in vocal/physical training for the performer. Topics include vocal/physical freedom, the concept of neutral, versatility and expression, and a growing sense of the voice/body/text connection. Students acquire skills in on-going vocal/physical improvement and apply course concepts to specific performance settings.

DR362 Special Topics in Dramatic History/Literature (3.00 cr.)

Students focus on a specific period, genre, or playwright such as American theatre, contemporary performance, Brecht, Absurdism, or farce. *May be repeated for credit with different topics.*

DR363 Special Topics in Performance (3.00 cr.)

Students focus on a specific style of performance such as Shakespearean performance, mask work, or comedy of manners. *May be repeated for credit with different topics.*

DR364 Solo Performance (3.00 cr.)

Prerequisite: DR350. The history, theory, and creation of the one-person show. Topics include historical and contemporary solo performances; biographical solo works; multicharacter solo works; autobiography in solo performances; and the development of frames, concepts, and approaches to the solo format. Students present part of a work-in-progress to the Loyola community.

DR365 Stage Management (3.00 cr.)

Prerequisite: DR251 or written permission of the instructor. A thorough analysis of the technical, organizational, and interpersonal aspects of stage management. The focus is on preparing for, running, and archiving rehearsals and performances. Students observe productions, create a prompt book, and complete a major technical management project on a Loyola production. Additional topics include theatre staff and their relationship to the stage manager, theatrical unions, and basic crisis management.

DR366 Special Topics in Scenic Design (3.00 cr.)

Students focus on specific approaches to scenic design, such as computer rendering (Photoshop and Vectorworks) and studio design for theatre, television, and movie production. *May be repeated for credit with different topics.*

DR374 Theatre Production Internship (3.00 cr.)

A project based on major involvement in a Loyola theatre production as an actor, director, assistant director/dramaturg, designer, or stage manager. In addition to full involvement in the rehearsal process, this course involves preproduction research/preparation and a postproduction seminar presentation.

DR412 Senior Project in Theatre (3.00 cr.)

Prerequisite: Senior standing and written or electronic permission of the department. Students develop an advanced project under the direction of a faculty member. Work on the project continues throughout both semesters of the student's senior year. *Proposals for senior projects must be approved by the fine arts faculty during the student's junior year.*

MUSIC

MU110 Class Piano (3.00 cr.)

Group instruction in piano technique and repertoire for the beginning student. Covers basic skills including music reading. Students work both in groups and individually. *Restricted to beginning students.*

MU118 Voice Class I (1.00 cr.)

Prerequisite: An audition with the voice program director. An introduction to basic skills for beginning singers, including mechanics of breathing and posture, knowledge of vocal anatomy, health and care of the voice, vocal exercises and warm-ups, performance skills, and basic sight-singing skills (solfeggio). Songs are individually assigned. *A fee is charged for private instruction and is payable directly to the instructor. Enrollment limited to six students.*

MU119 Voice Class II (1.00 cr.)

Prerequisite: MU118. A continuation of MU118 with more emphasis on sight-singing skills, song preparation, communication of text, application of vocal techniques for assigned songs, stage deportment and dress, and performance anxiety management. Includes individual work with students during class and a recital for invited guests at the end of the semester. *A fee is charged for private instruction and is payable directly to the instructor. Enrollment limited to six students.*

MU120 Classical Guitar Class (3.00 cr.)

Group instruction in technique and repertoire of the classical guitar. Emphasis is on music reading and securing a good foundation for further study. *Restricted to beginning students.*

MU201 Music Fundamentals (3.00 cr.)

Develops in the student an awareness of some of the systems within music: acoustical, tonal, rhythmic, melodic, harmonic, and formal, and how they relate in an inseparable way to make music. An integrated approach—hearing, seeing, writing, and performing—is the goal. *Fulfills fine arts core requirement.*

MU203 Mozart to Mahler: Music of the Classical and Romantic Periods (3.00 cr.)

Most of the repertoire heard today in the concert hall or on recordings is taken from the span of time from Mozart to Mahler. Why do these composers and their works endure? How are the parts of their compositions put together to make a satisfying whole? Attempts to answer these questions through a study of masterworks from the Classical and Romantic periods. Emphasis on developing a more perceptive and informed listener. *Fulfills fine arts core requirement.*

MU205 Musicianship I (1.50 cr.)

Prerequisite: MU201 (may be taken concurrently) or written permission of the instructor. Using systematic approaches to sight singing and aural dictation, students develop skills to perform music more accurately and musically. Students also develop the ability to dictate melodic and harmonic intervals, rhythms, whole melodies, chord qualities, and harmonic progressions.

MU206 Musicianship II (1.50 cr.)

Prerequisite: MU205. A continuation of MU205.

MU207 Musicianship III (1.50 cr.)

Prerequisite: MU206. A continuation of MU206.

MU208 Musicianship IV (1.50 cr.)

Prerequisite: MU207. A continuation of MU207

**MU209 Special Topics:
Musical Training (1–3.00 cr.)**

Prerequisite: Written or electronic permission of the music director. Intensive private instruction in more than one instrument. *May be repeated eight times for credit.*

**MU210 American Musical Theatre:
Uptown and Down (3.00 cr.)**

Studies the variety found in American musical theatre, including musical drama, opera, and musical comedy. Through readings, recordings, and video tapes, students investigate this lively art. At least one live performance is viewed during the semester. *Same course as DR210. IU*

MU211 Jazz Ensemble I (1.50 cr.)

Prerequisite: An audition with the instructor. The Loyola Jazz Ensemble is open to all instrumentalists by audition. Repertoire includes standard jazz and fusion. Students are given opportunities for solo playing and should be able to read a chart. *May be repeated for credit.*

MU217 Scenes for Singers (1.50 cr.)

Prerequisite: An audition with the instructor. Instruction to develop ensemble skills in solo singers and in pianists interested in working with singers. Participants are assigned partners with whom they prepare chamber duets and trios by composers such as Schumann, Mendelssohn, and Vivaldi. Some American musical theatre repertoire may be included. Weekly meetings (1.5 hours) and an additional 1.5-hour rehearsal are required, with a recital given at the end of the semester. *A fee is charged for private instruction and is payable directly to the instructor. May be repeated for credit.*

MU218 Applied Music (1/2 hour) (1.00 cr.)

Private instruction in musical instruments and voice. Each lesson is one-half hour per week with independent practice as prescribed by the teacher. All applied

music courses are set up through, and require the permission of, the music director. *A fee is charged for private instruction and is payable directly to the instructor. May be repeated for credit.*

MU219 Applied Music (1 hour) (2.00 cr.)

Private instruction in musical instruments and voice. Each lesson is one hour per week with independent practice as prescribed by the teacher. All applied music courses are set up through and require the permission of the music director. *A fee is charged for private instruction and is payable directly to the instructor. May be repeated for credit.*

MU220 Chamber Ensemble I (1.50 cr.)

Prerequisite: An audition with the instructor. Provides performance opportunities for instrumentalists who wish to play as soloists or as members of small groups (two to eight players). Concerts are performed both on and off campus. *May be repeated for credit.*

MU221 Loyola Singers I (1.50 cr.)

Prerequisite: An audition with the instructor. The Loyola Singers is a mixed ensemble that performs a varied and challenging program of choral music from all stylistic periods. Some solo opportunities are available. The choir performs several times throughout the semester at venues both on- and off-campus. *May be repeated for credit.*

MU230 Classical Guitar Ensemble I (1.50 cr.)

Designed for classical guitarists to perform in small groups of two to eight players. Participants are grouped according to level of ability, and music from the classical repertoire is rehearsed and studied. There are performance opportunities each semester. *Open to students, faculty, and staff by audition. May be repeated for credit.*

MU231 Steel Pan Ensemble I (1.50 cr.)

Prerequisite: An audition with the instructor. Repertoire from Trinidad and Tobago. Panorama, transcription, calypso, soca, latin, jazz, ragtime, classical, and island favorites are performed with a full steel pan orchestra. *May be repeated for credit.*

MU301 Passion and Grace: Music of the Seventeenth and Eighteenth Centuries (3.00 cr.)

In 1600, the musical baroque was born. This new genre featured music of unprecedented emotion and passion. As it grew, new forms were added; it eventually evolved into the classical style which emphasized grace, poise, and balance. This remarkable development is traced with a focus on Monteverdi, Bach, Haydn, and Beethoven.

MU302 Structure of Music: Theory I (3.00 cr.)

Recommended Prerequisite: MU201 or written permission of the department chair. Music theory encompasses the study of melodic and harmonic practices common in the eighteenth and nineteenth centuries. Focuses on comprehension through the development of skills including exercises, drills, ear-training, sight-singing, and analysis as well as lecture.

MU303 American Jazz (3.00 cr.)

Traces the origin and development of a truly American musical phenomenon: jazz. Topics include pre-jazz, ragtime, New Orleans and Chicago jazz, big band, bop, and contemporary styles. Discusses the effect of jazz on the popular music of the time.

MU304 Music and Medicine (3.00 cr.)

The intersection of music and medical history is examined. Topics include: Why was music considered a medicine against plague? Why were opera composers fascinated by tuberculosis? How did Barney the Dinosaur and Bruce Springsteen become instruments of torture? *Open to all students. Music majors and minors have additional technical readings and assignments.*

MU305 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.

MU306 World Music: Common Ground, Separate Sound (3.00 cr.)

Music is a worldwide phenomenon; however, there is no common musical language. Each culture develops its own instruments and musical traditions which reflect that culture's needs and resources. Indeed, the very function of music changes from culture to culture. This course focuses on the music of non-Western cultures, principally India, Pakistan, Bali, West Africa, and the altiplano region of Peru/Ecuador.

MU307 Music of the Romantic Period (3.00 cr.)

A comprehensive survey of nineteenth century Western art music, including social, political, and philosophical issues of the period which impacted the composers and their lives. Grading based on a series of listening/written exams as well as class participation.

MU309 Opera and Theatre (3.00 cr.)

Many operas are based on great literary and dramatic sources. Details the transformation of these works from spoken drama to musical setting. Traces the works' origins citing direct parallels, dissimilarities, omis-

sions, condensations, and the musical conventions of opera. Addresses the association of librettist and composer. Compares various performances, both historic and current, and discusses the benefits and drawbacks of opera on film. *Same course as DR309.*

MU310 Structure of Music: Theory II (3.00 cr.)

Prerequisite: MU302. Third music theory course in the curriculum. Students begin working with advanced techniques of analysis and composing short works. Topics include modulation, melodic development, composition in two and three voices, canon, and fugue.

MU311 Jazz Ensemble II (1.50 cr.)

Prerequisite: Two semesters of MU211 and an audition with the instructor. A continuation of MU211. *May be repeated for credit.*

MU312 Jazz Improvisation I (3.00 cr.)

Prerequisite: MU201 or MU302 or MU310 or written permission of the department chair. Helps the student become a more musical improviser principally in the jazz idiom through a four-pronged approach which involves listening, theory, practice, and performance. Students study, play, and transcribe great jazz solos and invent new melodies. Covers the development of a basic vocabulary for improvising. Examines rhythm in jazz and improvisation in the Major, Dorian, Mixolydian modes and the Blues scale.

MU313 Music Performance Workshop (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. Explores effective programming, preparation, and performance. Topics include choosing repertoire, arranging, rehearsal techniques, and program annotation. The course culminates in an on-campus performance. *Counts once toward the music major or minor; may be repeated for free elective credit. (Spring only)*

MU315 Conducting (3.00 cr.)

Students study the art of conducting. Topics include score preparation, conducting, and rehearsal techniques. Students work with choral and/or instrumental ensembles in preparation for performance.

MU318 Applied Music (1/2 hour) (1.00 cr.)

Prerequisite: Two semesters of MU218 or MU219 and a passed jury. A continuation of MU218 or MU219. *A fee is charged for private instruction and is payable directly to the instructor. May be repeated for credit.*

MU319 Applied Music (1 hour) (2.00 cr.)

Prerequisite: Two semesters of MU218 or MU219 and a passed jury. A continuation of MU218 or MU219. *A fee is charged for private instruction and is payable directly to the instructor. May be repeated for credit.*

MU320 Chamber Ensemble II (1.50 cr.)

Prerequisite: Two semesters of MU220 and an audition with the instructor. A continuation of MU220. *May be repeated for credit.*

MU321 Loyola Singers II (1.50 cr.)

Prerequisite: Two semesters of MU 221 and an audition with the instructor. A continuation of MU221. *May be repeated for credit.*

MU322 Jazz Improvisation II (3.00 cr.)

Prerequisite: MU312. A continuation of the development of the student as a more musical improviser. Examines II, V, I progressions; basic jazz forms and rhythm changes; the Locrian and Aeolian modes; and the minor, diminished, and whole tone scales.

MU323 Jazz Combo (1.50 cr.)

Prerequisite: An audition with the instructor. *Corequisite:* MU211 or MU311. An instrumental jazz group of four to eight players, representing the top jazz musicians on campus. The combo performs repertoire from lead sheets, requiring performers to create arrangements collectively and to develop a musically mature improvisational language. Members must be active in the jazz ensemble. *May be repeated for credit.*

MU324 Composition (3.00 cr.)

Prerequisite: MU302. Student study the process of musical composition by examining master works and by completing a series of composition assignments and original works. Assignments progress from basic melody writing, through two- and three-part writing, to multivoiced works for piano or small ensemble.

MU325 Counterpoint (3.00 cr.)

Prerequisite: MU302. Students study the art of imitative and nonimitative counterpoint by studying examples of polyphonic music from the baroque to the present. Exercises focus on specific aspects of contrapuntal writing and the creation of original contrapuntal works.

MU326 Songwriting and Arranging (3.00 cr.)

Prerequisite: MU201 or MU302 or MU310. Students study the popular idiom of songwriting. Topics include melody writing, lyric setting, the melody/harmony connection, the production of a lead sheet, copyright procedures, and basic arranging. The works of such popular songwriters as Gershwin and Porter are considered.

MU327 Repertory Choir (1.50 cr.)

Prerequisite: An audition with the instructor. *Corequisite:* MU221 or MU321. The Repertory Choir is a smaller ensemble that specializes in a repertoire of specific genres, periods, and composers selected each semester. The choir frequently performs ensemble from

musical theatre. Participants must also be active members of the Loyola Singers. *May be repeated for credit.*

MU330 Classical Guitar Ensemble II (1.50 cr.)

Prerequisite: Two semesters of MU230 or an audition with the instructor. Designed for classical guitarists to perform in small groups of two to eight players. Participants are grouped according to level of ability, and music from the classical repertoire is rehearsed and studied. There are performance opportunities each semester. *Open to students, faculty, and staff by audition. May be repeated for credit.*

MU331 Steel Pan Ensemble II (1.50 cr.)

Prerequisite: MU231. A continuation of MU231. *May be repeated for credit.*

MU350 Electronic Music Studio I (3.00 cr.)

Prerequisite: MU201 or MU302 or MU310 or written permission of the department chair. Use of digital and analog synthesizers and samplers to create and modify original sounds. These new timbres will then be used in both preexisting and original pieces of music. Students work in the studio both in and out of class.

**MU351 Electronic Music Studio II:
Digital Recording
from Tracking to Mastering (3.00 cr.)**

Prerequisite: MU350. Focuses on the application of advanced techniques in digital recording. Students complete musical assignments in live stereo recording, studio tracking, mixing, equalization, the use of effects, and mastering. A fully mixed and mastered CD is assigned as a culminating project.

MU412 Senior Project in Music (3.00 cr.)

Prerequisite: Senior standing and written or electronic permission of the department. Students develop an advanced project under the direction of a faculty member. Work on the project continues throughout both semesters of the student's senior year. *Proposals for senior projects must be approved by the fine arts faculty during the spring semester of the student's junior year.*

PHOTOGRAPHY

PT270 Basic Digital Photography (3.00 cr.)

Students acquire an understanding of and appreciation for both the technical and aesthetic aspects of reading and making photographs. Among the numerous techniques explored are composition, file size management, electronic retouching, fine printing, and electronic presentation. *Students are expected to supply a digital camera with at least a six megapixel capacity and the ability to control aperture and shutter speed. Fulfills fine arts core requirement.*

PT278 History of Film (3.00 cr.)

Explores the evolution of film from the development of silent films through contemporary works. Major directors and movements are investigated. *Same course as DR278. IF*

PT279 Silent Cinema (3.00 cr.)

Examines the formation of what is now the Hollywood industry—the development of the major studios and the star system. Discussions of major actors and directors center on films that highlight their strengths and weaknesses, as well as the difficulty experienced in making the transition to sound films. *Same course as DR279. IF/IU*

PT280 Classic Hollywood Film (3.00 cr.)

A course dedicated to the golden age of Hollywood. From the silent era to the advent of sound and color, this class examines some of the great films of the 1920s to through the 1950s. Among the topics discussed are the roles of directors, costumers, cameramen, lighting directors, and actors. *Same course as DR280. IF/IU*

PT281 Films of Alfred Hitchcock (3.00 cr.)

Alfred Hitchcock was known as the “Master of Suspense.” From *Rebecca* to *Psycho*, this cinematic giant gave us some of our most treasured films. Students explore what makes Hitchcock—*Hitchcock*—the director's extraordinary ability to manipulate an audience, his patent conventions, camera angles, and running themes. *Same course as DR281. IF*

PT319 History of Photography (3.00 cr.)

An examination of the major technical and aesthetic movements in the history of photography since its invention. Covers the works of major artists working in this medium as well as the major styles. *Students in this class will not be expected to produce photographs. Same course as AH319.*

PT353 Book Arts and Artists' Books (3.00 cr.)

Prerequisite: SA224 or written permission of the instructor. Students are introduced to the materials, techniques, concepts, and equipment used in the craft of making traditional and nontraditional books. They learn folding, stitching, enclosing, and binding methods while creating three-dimensional works that literally or metaphorically reference the structure of books and address contemporary ideas about visual content. *Same course as SA353.*

PT360 Digital Mixed Media (3.00 cr.)

Prerequisite: PT270 or SA224. A combination studio and digital photography course in which the computer is used as a tool and an integral part of the creative process, but work is achieved through mixed media studio methods. Two- and three-dimensional projects

may include installation and/or virtual works that exist only on the Internet. *Some prior computer experience recommended. Same course as SA360.*

PT361 Digital Image (3.00 cr.)

Prerequisite: PT270. Examines the ways in which the computer and various software programs can be used to modify and enhance an image as a visual statement for artistic and photojournalistic use. *Same course as SA361.*

PT362 Advanced Digital Imaging (3.00 cr.)

Prerequisite: PT361. Students closely examine preproduction camera controls such as multiple exposure, compression formats, and camera raw and the post-production tools of Adobe Photoshop. The aesthetics and ethics of digital imaging are studied in depth.

PT375 Silver Processes (3.00 cr.)

Prerequisite: PT270. An introduction to black and white silver photography. Students do their own darkroom work. Exposure, development, and printing are explored in the darkroom. Basic studio lighting for still lifes, portraits, and figure photography is covered. *Students are required to furnish a 35 millimeter camera.*

PT376 Directed Workshop (3.00 cr.)

Prerequisite: PT270. Designed to allow students to pursue an interest in a specific area of photography such as sports, portraits, landscape, nature, etc. Weekly critiques of ongoing projects and a final exhibition portfolio required. *May be repeated twice for credit.*

PT377 Landscape and Nature Photography (3.00 cr.)

Prerequisite: PT270. An intensive workshop in photographing the landscape and elements from it as an expression of personal statement. *Some weekend field trips required.*

PT378 Alternative Photographic Processes (3.00 cr.)

Prerequisite: PT270. A study of the early processes by which photographic images were recorded and displayed, including cyanotype, ambrotype, and Van Dyck brown. Students make their own cameras and emulsions and coat their paper in addition to taking the original photographs. Explores the aesthetic and expressive possibilities of the older processes.

PT379 Color Photography (3.00 cr.)

Prerequisite: PT270. Students study the history and production of color photographic processes, both film and digital. Students explore making color photographs using digital cameras. Color theory, history and practice is studied through numerous readings and image analyses.

PT380 Studio Lighting (3.00 cr.)

Prerequisite: PT270. Aims at expanding students' visual awareness and their ability to create fine art imagery through the controlled use of studio lighting. Students work in analog or digital as they explore a variety of light sources from natural light, to hot lights, to professional strobe lights in a studio environment. Working mainly in black-and-white photography, digital students have the option to transition to color photography as the class progresses.

PT381 Photojournalism (3.00 cr.)

Prerequisite: PT270. Photography in print media as illustration and narrative vehicle: the photo-essay and photo-documentary. Basic graphics in print journalism.

PT382 Interactive Photographic Presentations (3.00 cr.)

Prerequisite: PT270. An introduction to the techniques of working with combined audio and visual media. Students produce multimedia presentations of various lengths using two or more media (for example: music and slides, music and the spoken word, slides and live or recorded poetry). Emphasis on the creativity of the resulting works and the way in which the various media are combined to produce an effective, organic presentation. *Counts toward music or photography concentrations.*

PT383 The Photographic Essay (3.00 cr.)

Prerequisite: PT270. Under the instructor's direction, students develop a body of photographic images exploring, in depth, a specific photographic subject. Frequent classroom critiques of the ongoing project, technical demonstrations, and museum/gallery visits.

PT386 Video Art (3.00 cr.)

Prerequisite: PT270. An examination of the aesthetics and history of video art, as well as a study of the techniques of video production. Students produce numerous short and long video works that are published online and screened in a public venue. *IF*

PT390 Artist's Survival Seminar (1.00 cr.)

A seminar for photography and studio arts majors. Students learn how to take slides, build their portfolios, and mat and frame their works with an aim at securing an exhibition for their works. *Required for visual arts majors with a concentration in photography. Recommended for photography minors. Same course as SA390. (Pass/Fail)*

PT391 Image and Text (3.00 cr.)

Prerequisite: PT270. Explores the dynamic relationship between photographic imagery and text. Students study the history of art that combines text and visual imagery. They also explore in their own work

the ways that text as an interactive, subversive, or antithetical element can conspire with the photographic image to construct or deconstruct opinions and provoke new responses.

PT393 Portraiture (3.00 cr.)

Prerequisite: PT270. 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 projects that explore different ways of making portraits. Instruction includes slide presentations on the history and aesthetics of portrait photography.

PT394 The Human Subject (3.00 cr.)

Prerequisite: PT270. Throughout history the human image has been the most important subject through which artists have expressed their personal visions. Students have an opportunity, through the use of lighting and composition, to study the human form as an artistic, photographic subject. *Students considering enrollment in this course are strongly encouraged to register for The Nude in Art (AH301) prior to, or along with, this course.*

PT395 Moving Pictures, Still Pictures (3.00 cr.)

Prerequisite: PT270. Concentrates on the historical and aesthetic relationships that are present throughout the histories of both media. Movie clips, slides, and still photographs are shown and discussed. Assignments focus on narrative, passage of time, point of view, dramatic artifice, and stylistic and formal aspects of cinematography and still photography.

PT400 Professional Practices for Artists (3.00 cr.)

Students are introduced to the working world of the professional artist. Students begin to create a cohesive body of work that is critiqued throughout the semester. They learn to frame artwork, enter at least one exhibition, and attend at least one off-campus opening. At the end of the semester, they will have produced a CD of their best work, along with accompanying professional materials. *Required for all visual arts majors who are not enrolled in PT412; recommended for visual arts minors. Normally taken in the fall semester of the senior year. Same course as SA400.*

PT403 Advanced Photography (3.00 cr.)

Prerequisite: PT375. An intensive study of advanced black and white techniques in the studio, darkroom, and on location. Emphasizes final print quality, technically and aesthetically.

PT411 Professional Photographic Practices (3.00 cr.)

Prerequisite: PT270 or written permission of the instructor. An introduction to the business of photography, including finding and working with clients, copyright laws, portfolio creation and presentation, and image storage systems.

PT412 Senior Project in Photography (3.00 cr.)

Prerequisite: Senior standing and written or electronic permission of the department. Students develop an advanced project under the direction of a faculty member. Work on the project continues throughout both semesters of the student's senior year. *Proposals for senior projects must be approved by the fine arts faculty during the spring semester of the student's junior year.*

PT482 Special Projects in Journalism and Photojournalism (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. An introduction to the type of research necessary for investigative reporting, for the production of television documentaries and for the public relations and industrial audio/visual presentations. Since the well researched script is the basis of such work, equal importance will be given to research, writing, and production of visuals. In some cases, students may be allowed to register as a team. *May be repeated once for credit.*

STUDIO ARTS

SA224 Two-Dimensional Design (3.00 cr.)

A study of the essential elements of design as they apply to a two-dimensional level: line, shape, color theory, texture, and integrity. A variety of materials appropriate for two-dimensional projects will be used. *Fulfills fine arts core requirement. Prerequisite for most studio arts courses. Requirement for visual arts majors with a concentration in studio arts and studio arts minors.*

SA225 Drawing (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 visual arts majors with a concentration in studio arts and studio arts minors.*

SA303 Life Drawing (3.00 cr.)

Prerequisite: SA225 or written permission of the instructor. Skeletal and muscle sketches help familiarize students with the structure of the human form and lead into studies from the nude model. Pencil, charcoal, ink, and pastel.

SA304 Drawing with Color (3.00 cr.)

Prerequisite: SA225 or written permission of the instructor. Color as a vehicle for drawing and composing expressive imagery using colored pencils and inks. Subject matter drawn from nature and man-made forms.

SA310 Introduction to Painting (3.00 cr.)

Prerequisite: SA224 or written permission of the instructor. An introduction to basic painting techniques and theory. Students work both from life and conceptually.

SA311 Watercolor (3.00 cr.)

Prerequisite: SA224 or SA225. An exploration of the techniques of watercolor painting. Through various projects involving composition, perspective, color theory, and creative experimentation, landscape, still life, figure, and abstraction take on a new meaning.

SA312 Abstract Painting (3.00 cr.)

Prerequisite: SA224. Looking at the tradition of abstraction from cubism, neoplasticism, abstract expressionism, color field painting, and minimalism, students create original works that focus on form, color, and texture. Through a series of painting explorations, critiques, field trips, and examination of work by Jackson Pollock and others, students gain a better understanding of what is meant by "content in abstraction."

SA313 Portraits and the Figure (3.00 cr.)

Prerequisite: SA224 or SA225 or written permission of the instructor. A study of the human head and figure and their structures in pencil, charcoal, and color. Students work from live models, photography, and drawings of old and modern masters.

SA315 Landscape (3.00 cr.)

Prerequisite: SA224. Explores drawing and painting the landscape. Deals with naturalistic ideas, light being a primary concern. Students improve drawing and painting skills and media, including oil, as they work in the classroom and at locations around the Loyola community. Slide lectures and a museum visit supplement outdoor sessions.

SA321 Printmaking: Relief and Intaglio (3.00 cr.)

Prerequisite: SA224 or SA225 or written permission of the instructor. Students are introduced to the materials, techniques, concepts, and equipment used in relief and intaglio printing methods, including linocut, woodcut, acid-free etching, and/or collagraph (sealed collage plates); processes may be mixed. Both water- and oil-based black and white and color inks are used. *Prior drawing or painting experience is recommended.*

SA322 Printmaking: Screenprint and Nontraditional Lithography (3.00 cr.)

Prerequisite: SA224 or SA225 or written permission of the instructor. An introduction to the materials, techniques, concepts, and equipment used in planographic and stencil printing methods. The nontraditional lithographic method uses images that are exposed on light-sensitive polyester and lithography plates that can be printed uniquely, in multiple layers, and in editions. Silkscreen allows the printing of solid colors through hand-cut stencils mounted on fabric.

SA323 Printmaking: Alternative Processes (3.00 cr.)

Prerequisite: SA224 or written permission of the instructor. An introduction to the materials, techniques, concepts, and equipment used in the practice of printmaking, with an emphasis on mixed media methods and mono-type—the closest printmaking form to painting. Processes that can be done without a press and some transfer methods are included. Water- and oil-based, black and white, and color inks are used. *Some prior drawing or painting experience is recommended.*

SA342 Drawing from Observation (3.00 cr.)

Prerequisite: SA225 or written permission of the instructor. Students learn to translate the visual world into drawn images using traditional materials and tools but with a contemporary approach. Wet and dry media and color are used.

SA343 Drawing: A Conceptual Approach (3.00 cr.)

Prerequisite: SA225 or written permission of the instructor. Students learn the qualities of line, tone, and color which convey mood and surface effects. Formal understanding of drawing concepts combine with personal expression to develop a block of work that reflects the inner world of the artist.

SA352 Collage, Assemblage, and the Found Object (3.00 cr.)

Prerequisite: SA224. Through the use of found and altered materials, students are led from varied technical approaches for creating collages on/of paper through a range of conceptual approaches to design and content. Includes the altering and constructing of relief and three-dimensional, preexisting materials into works of art (assemblages and found object sculpture). Art historical references coincide with the projects. A field trip to gather odd ephemera and inexpensive objects that can be "repurposed" is included.

SA353 Book Arts and Artists' Books (3.00 cr.)

Prerequisite: SA224 or written permission of the instructor. Students are introduced to the materials, techniques, concepts, and equipment used in the craft of making traditional and nontraditional books. They learn

folding, stitching, enclosing, and binding methods while creating three-dimensional works that literally or metaphorically reference the structure of books and address contemporary ideas about visual content. *Same course as PT353.*

SA354 Mixed Media: Drawing and Painting (3.00 cr.)

Prerequisite: SA224. Through research and projects, students learn to combine traditional drawing and painting techniques with various media including wood, metal, photography, and collage.

SA355 Mixed Media: Color (3.00 cr.)

Prerequisite: SA224. Through the practice of color usage with paint and other media, students come to an understanding of color relationships and interdependencies, as well as their effects on form, placement, and saturation. Theory is developed with experiential learning and investigation.

SA360 Digital Mixed Media (3.00 cr.)

Prerequisite: PT270 or SA224. A combination studio and digital photography course in which the computer is used as a tool and an integral part of the creative process, but work is achieved through mixed media studio methods. Two- and three-dimensional projects may include installation and/or virtual works that exist only on the Internet. *Some prior computer experience recommended. Same course as PT360.*

SA361 Digital Image (3.00 cr.)

Prerequisite: PT270. Examines the ways in which the computer and various software programs can be used to modify and enhance an image as a visual statement for artistic and photojournalistic use. *Same course as PT361.*

SA365 Clay (3.00 cr.)

Prerequisite: SA224 or SA366. 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.

SA366 Three-Dimensional Design (3.00 cr.)

Prerequisite: SA224 or written permission of the instructor. Students learn to recognize and use the elements that embody a three-dimensional work of art, defining and using those principles in a variety of media. The problem-solving nature of this course includes both conceptual and observations-based assignments.

SA390 Artist's Survival Seminar (1.00 cr.)

A seminar for studio arts and photography majors. Students learn how to take slides, build their portfolios, write resumes, and mat and frame their works with an aim at securing an exhibition for their works.

Required for visual arts majors with a concentration in studio arts. Recommended for studio arts minors. Same course as PT390. (Pass/Fail)

SA400 Professional Practices for Artists (3.00 cr.)

Students are introduced to the working world of the professional artist. Students begin to create a cohesive body of work that is critiqued throughout the semester. They learn to frame artwork, enter at least one exhibition, and attend at least one off-campus opening. At the end of the semester, they will have produced a CD of their best work, along with accompanying professional materials. *Required for all visual arts majors who are not enrolled in SA412; recommended for visual arts minors. Normally taken in the fall semester of the senior year. Same course as PT400.*

SA402 Special Topics in Studio Arts (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. An intensive study of an area of studio art that is not regularly offered as a course. *May be repeated for credit with different topics.*

SA412 Senior Project in Studio Arts (3.00 cr.)

Prerequisite: Senior standing and written or electronic permission of the department. Students develop an advanced project under the direction of a faculty member. Work on the project continues throughout both semesters of the student's senior year. *Proposals for senior projects must be approved by the fine arts faculty during the spring semester of the student's junior year.*

Office: Sellinger Hall, Room 400
Telephone: 410-617-5557
e-mail: mward3@loyola.edu
Website: www.loyola.edu/globalstudies

Director: Marianne Ward-Peradoza,
 Associate Professor of Economics

Global Studies Committee: Michelle Gawerc
 (Sociology), Sara Scalenghe (History), Carsten Vala
 (Political Science), Marianne Ward (Economics)

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

LEARNING OUTCOMES

Global studies graduates will be able to:

- apply the basic approaches of economics, history, political science, and sociology to global issues;
- find and effectively use social scientific information about global issues;
- demonstrate extensive knowledge about countries and regions around the world;
- speak and write effectively about key globalizing processes;
- critique various arguments and theories regarding global issues;
- speak and write in some depth about a particular topic of international or global relevance;
- explain how the United States fits into the global context;

- demonstrate the skills and knowledge needed for entry-level positions and for advanced study in a wide range of globally-oriented fields;
- demonstrate the a capacity for viewing themselves as global citizens, as persons "in solidarity" with the world.

MAJOR IN GLOBAL STUDIES

The major has five main components: a foundational component; an analytical component; a topical component; a capstone senior seminar and project; and required participation in the study abroad program or an international service experience or an internationally-related internship. Each component is described below:

Foundational Component (6 required courses):

These courses introduce students to social scientific approaches to global issues and to the basics of quantitative analysis.

| | |
|-------|---|
| EC102 | Microeconomic Principles |
| EC103 | Macroeconomic Principles |
| EC220 | Business Statistics <i>or</i> |
| ST110 | Introduction to Statistical Methods and Data Analysis <i>or</i> |
| ST210 | Introduction to Statistics |
| HS101 | Europe and the World Since 1500 |
| PS350 | Introduction to Comparative Politics |
| SC102 | Societies and Institutions |

Analytical Component (4 courses): These courses deepen and expand the analytical perspectives and knowledge bases addressed in the foundational courses. They are broadly comparative or global in focus. Students choose one course from each departmental grouping listed below:

Economics

| | |
|-------|--|
| EC348 | Development Economics (<i>preferred</i>) |
| EC440 | International Financial Economics |
| EC446 | International Trade |

History (non-Western): HS300-level courses also satisfy the second core requirement in history; only HS400-level courses count as core credit for students in the Honors Program.

| | |
|-------|--------------------------------|
| HS370 | The Jesuits in Asia Since 1542 |
| HS371 | East Asia in the Modern World |
| HS373 | Africa: Past and Present |
| HS374 | East Asia on Film |

- HS379 Latin America and the United States Since Independence
- HS380 History of South Asia in the Twentieth Century
- HS382 Jesuits and Empire from the Society's Beginnings to its Suppression
- HS383 The Cross and the Sword: Christianity and the Making of Colonial Latin America
- HS384 Modern Latin America
- HS386 Soldiers and Guerrillas in Modern Latin America
- HS388 Conquest and Colonization in Africa: 1884–1965
- HS389 Women and Social Change in Modern Africa
- HS392 Introduction to Latin American and Latino Studies
- HS393 The Making of the Modern Middle East
- HS394 Colonialism and Nationalism in the Middle East and North Africa
- HS444 War and Revolution: East Asia, 1937–1954
- HS446 Modern Latin American Cities
- HS448 Women and Gender in the Middle East
- HS461 Seminar: The African Diaspora
- HS480 Seminar: Cold War in Southern Africa
- HS482 Asian Studies Seminar
- HS486 Seminar: The Great Age of the European Reconnaissance: Travel and Discovery
- HS487 Seminar: Comparative Revolutions in Latin America
- HS488 Seminar: Political Violence and Terrorism in the Modern World

Political Science

- PS357 The Politics of Globalization
- PS365 International Politics (*preferred*)
- PS370 Theories of International Relations

Sociology: SC101 prerequisite waived for global studies majors (*manual registration required*).

- SC339 Conflict, War and Peace
- SC363 Special Topics in Global Studies
- SC373 Sociology of Human Rights
- SC374 Sociology of Development
- SC377 Social Movements and Social Protest

Topical Component (4 four courses from at least two of the four departments): Students complete this component by choosing four courses that focus on a specific topic or theme. Within the four courses, two of the global studies disciplines of economics, history, political science, and sociology must be represented. One course may be outside of the global studies disciplines. Two courses must be at the 300-level or above. Courses may be taken at Loyola and

through a variety of study abroad programs. Courses taken through study abroad programs must be approved by the global studies advisor.

Students may choose one of the eight topics below or develop an alternate topic following the submission and approval of a written proposal to the global studies advisor.

Globalization: Refers to the process through which economies, societies, and cultures have become increasingly integrated. This topic brings together the dynamic economic changes confronting our world and the political and social impact of those changes.

- EC390 Growth, Globalization and History
- EC440 International Financial Economics
- EC446 International Trade
- FI340 Global Financial Management
- HS368 The Atlantic World: Readings, Approaches, and Explorations
- HS393 The Making of the Modern Middle East
- IB282 International Business (*or BH282*)
- IB415 International Management
- IB471 Managing Diversity: Globally and Domestically
- IB472 Globalization: Opportunities and Challenges
- PS357 The Politics of Globalization
- PS365 International Politics
- PS366 International Political Economy
- SC440 Seminar: Global Sociology

European Integration: The study of the historical, political, social, and economic changes that have occurred in Europe over the past two centuries, culminating in the present-day European Union. This topic also examines the challenges faced by the current and aspirant European Union countries.

- EC390 Growth, Globalization and History
- GR359 History and Development of German Business
- HS307 Nationalism in Nineteenth-Century Europe
- HS325 Europe Since 1945 through Film
- ML359 History and Development of German Business
- PS306 Politics of Russia
- PS396 Politics of Eastern Europe
- PS397 Politics of Western Europe
- SC230 Introduction to Czech Culture and Society

Global Sustainability and Climate Change: Focuses on global environmental challenges of today and approaches to preparing for the future.

- BL104 Twisted Planet: Global Issues in Biology
- CH114 Global Environment
- EC360 Environmental Economics
- EC370 Cost-Benefit Analysis
- HS343 American Environmental History
- PL314 Environmental Ethics
- SC244 Human Social Ecology and Evolution

Justice and Human Rights in a Global Context: Focuses on the study of human rights. Issues addressed include the historical evolution of human rights and an examination of the existence and implications of injustice and infringements on human rights.

- HS319 Nazi Germany and the Holocaust
- HS347 Our Rights: A History of Civil and Human Rights Law
- HS443 Apartheid and Its Demise in South Africa
- HS481 Seminar: The History of Disability in Comparative Perspective
- PS364 International Relations through Non-Western Lenses
- PS376 International Law
- PS480 Seminar: Poland and the Holocaust
- SC221 Sociology of Race, Class, and Gender
- SC312 International Social Work: Social Justice and Human Rights
- SC373 Sociology of Human Rights
- SC377 Social Movements and Social Protest
- SC441 Seminar: Reconciliation and Justice after Violent Conflict

International Development: Focuses on the factors that impinge on the economic and social progress of countries and regions of the world that are classified as “developing.” These countries and regions are most often found in Africa, Asia, Central and South America, and Eastern Europe. Important aspects of this topic include the sources of underdevelopment, the existence and effect of inequality and poverty, and the impact of colonization and decolonization on the political, economic, and social evolution of these regions.

- EC348 Development Economics
- EN376 Postcolonial Literature
- HS308 White Man’s Burden: Colonialism and the Historical Origins of Racism
- HS328 Colonialism and Cultural Identity in Modern Europe
- HS371 East Asia in the Modern World
- HS372 The Vietnam War through Film and Literature

- HS373 Africa: Past and Present
- HS375 Indian History, Culture, and Religion through Film
- HS377 History of Modern China
- HS378 History of Modern Japan
- HS380 History of South Asia in the Twentieth Century
- HS382 Jesuits and Empire from the Society’s Beginning to Its Suppression
- HS384 Modern Latin America
- HS388 Conquest and Colonization in Africa: 1884–1965
- HS389 Women and Social Change in Modern Africa
- HS393 The Making of the Modern Middle East
- HS394 Colonialism and Nationalism in the Middle East and North Africa
- HS448 Women and Gender in the Middle East
- HS484 Seminar: The Chinese Revolution
- HS489 Seminar: America in the Middle East
- PS302 Chinese Politics
- PS303 Latin American Politics
- PS353 Global Democratization
- PS364 International Relations through Non-Western Lenses
- SC361 Social Inequality
- SC362 Global Inequality
- SC373 Sociology of Human Rights
- SC374 Sociology of Development

Conflict and Nonviolent Conflict Resolution: The practical study of how international conflicts begin, evolve, and become resolved.

- EC320 The Political Economy of War
- HS333 The Second World War
- HS346 Revolutionary America
- HS384 Modern Latin America
- HS386 Soldiers and Guerrillas in Modern Latin America
- HS393 The Making of the Modern Middle East
- HS394 Colonialism and Nationalism in the Middle East and North Africa
- HS444 War and Revolution: East Asia, 1937–1954
- HS487 Seminar: Comparative Revolutions in Latin America
- HS489 Seminar: America in the Middle East
- ML404 Another America, Central America
- PS304 Politics of the Middle East
- PS359 Approaches to American Foreign Policy
- PS369 War
- PS472 Seminar: Warfare and Human Nature
- SC339 Conflict, War and Peace
- SC376 Conflict Narratives, Media Discourse, and Peacebuilding: Israel-Palestine
- SC377 Social Movements and Social Protest

- SC379 Israel-Palestine: Roots of the Conflict and Prospects for Peace
 SC441 Seminar: Reconciliation and Justice after Violent Conflict

Identity, Place and Power: Addresses the importance of identity in global flows, conflicts, and connections. Courses on ethnic identity, religion, gender, and nationalism are included. The issues of exile, migration, and displacement are also addressed.

- HS381 Search for the Divine: Hindu, Christian, Muslim, and Buddhist Ways in India
 HS414 Women in Europe
 HS446 Modern Latin American Cities
 HS448 Women and Gender in the Middle East
 HS461 Seminar: The African Diaspora
 ML342 From Plymouth Rock to Ellis Island: An Examination of Immigration to America
 ML362 The Early Latino Experience in the United States
 ML365 Strangers in a Foreign Land: Seeing Home from a Foreign Perspective
 ML392 Introduction to Latin American and Latino Studies
 PS355 Religion and the State of Asia
 PS364 International Relations through Non-Western Lenses
 SC104 Cultural Anthropology
 SC210 Introduction to Gender Studies
 SC376 Conflict Narratives, Media Discourse, and Peacebuilding: Israel-Palestine
 SC378 Islamic Political Identity and Activism
 SC471 Minority Group Conflict

The Middle East in a Global Context: The Middle East is a region deeply affected by international politics. This topic allows students to pursue their interests in this nexus of cultural diversity, social change, and political conflict.

- HS393 The Making of the Modern Middle East
 HS394 Colonialism and Nationalism in the Middle East and North Africa
 HS448 Women and Gender in the Middle East
 HS489 Seminar: America in the Middle East
 PS304 Politics of the Middle East
 SC376 Conflict Narratives, Media Discourse, and Peacebuilding: Israel-Palestine
 SC378 Islamic Political Identity and Activism
 SC379 Israel-Palestine: Roots of the Conflict and the Prospects for Peace
 TH384 Christianity and Islam

Senior Seminar in Global Studies (GT400): The course is intended as an opportunity for integrating students' experience of the global studies program. It consists of a senior project, guest lectures, and other integrative work selected by the instructor. The course is offered each spring semester.

Global studies majors must participate in one of the following: the study abroad program, an internationally-related service experience, or an internationally-related internship. Study abroad may involve a summer, one semester, or two semester experience, as coordinated by the Office of International Programs. Students may fulfill the service experience by completing the service component of specific service-learning courses; participating in Project Mexico or Encounter El Salvador through the Center for Community Service and Justice; or following the submission and approval of a written proposal to the global studies advisor. A list of approved service-learning courses is available from the global studies advisor. Students may complete the internship experience following the submission and approval of a written proposal to the global studies advisor.

Because a broad understanding of international issues and traditions is essential, students are strongly encouraged to take a world religion course as the second core theology requirement; for example:

- TH247 The Presence of God: Christian Mysticism, East and West
 TH261 Introduction to Judaism
 TH266 Christian Theology and World Religions
 TH270 Creation and Evolution

To meet the natural science core requirement, majors should consider one of the following:

- BL104 Twisted Planet: Global Issues in Biology
 BL107 Life on the Edge
 BL111 Environmental Biology
 BL115 Biology, Evolution, and Human Nature

In addition students are encouraged to use Loyola's core language requirement to attain competency in the language that is most relevant to their topical focus.

BACHELOR OF ARTS

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

Freshman Year*Fall Term*

EC102 Microeconomic Principles
 ST110 Introduction to Statistical Methods
 and Data Analysis
 WR100 Effective Writing
 Fine Arts Core
 Language Core

Spring Term

EC103 Macroeconomic Principles
 EN101 Understanding Literature
 HS101 Europe and the World Since 1500**
 SC102 Societies and Institutions
 Language Core *or*
 Elective

Sophomore Year*Fall Term*

PL201 Foundations of Philosophy
 PS350 Introduction to Comparative Politics
 TH201 Introduction to Theology
 English Core
 Math/Science Core

Spring Term

PS365 International Politics
 SC377 Social Movements and Social Protest
 History Core (Analytical Component Course)
 Philosophy Core
 Theology Core

Junior Year*Fall Term*

EC348 Development Economics
 Topical Component Course
 Topical Component Course
 Math/Science Core
 Elective

Spring Term

Topical Component Course
 Topical Component Course
 Topical Component Course
 Elective
 Elective
 Elective

Senior Year*Fall Term*

Ethics Core
 Elective
 Elective
 Elective
 Elective

Spring Term

GT400 Senior Seminar in Global Studies
 Elective
 Elective
 Elective
 Elective

1. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

COURSE DESCRIPTIONS**GT400 Senior Seminar in Global Studies (3.00 cr.)**

Prerequisite: Senior standing. Restricted to global studies majors. An opportunity for integrating the student's experience of the global studies program. It consists of a senior project, guest lectures, and other integrative work selected by the instructor. *GT (Spring only)*

GT401 Global Studies International Experience Internship (3.00 cr.)

Prerequisite: Junior or senior status and written permission of the global studies director, a faculty supervisor, and the site supervisor. Restricted to global studies majors who cannot study abroad. The internship ordinarily requires 150 hours of internationally-related work or service (usually unpaid) distributed evenly over a semester. Students must submit a portfolio for grading by the faculty supervisor during the final examination period of the semester in which the internship is completed. The portfolio consists of a weekly journal or log of activities and observations, and a six to eight page essay reflecting on what was learned from the experience and its relevance for global studies. *May count as one of the four topical component courses required for the major with the approval of the global studies advisor. Applications may be obtained from the global studies director. GT*

Office: Humanities Center, Room 322a

Telephone: 410-617-2326

Website: www.loyola.edu/history

Chair: Steven C. Hughes, Professor

Professors: John R. Breihan; Charles W. Cheape (emeritus); Kelly R. DeVries; Steven C. Hughes;

Thomas R. Pegram; Elizabeth Schmidt; R. Keith Schoppa; Martha C. Taylor; Joseph J. Walsh

Associate Professors: Charles Borges, S.J.; Katherine Stern Brennan; Bill M. Donovan;

P. Andrew McCormick (emeritus); Francis G. McManamin, S.J. (emeritus); Matthew B. Mulcahy

Assistant Professors: Angela M. Leonard; Sara Scalenghe

Instructor: Jane Elizabeth Edwards

The history major, traditionally a preparation for careers in law, business, teaching and research, combines rigorous study with close personal interaction between students and faculty. In addition to classroom contacts, departmental colloquia held periodically during the academic year keep history majors, minors, and faculty members current with each other's research and other concerns.

History major and minor requirements are deliberately flexible in order to accommodate a wide variety of other subjects of study; history advisors will work with students to tailor the most appropriate individual program of work at Loyola. A departmental honors project, centered around an extensive research paper or senior thesis, is available to selected seniors. Application is made in the junior year.

LEARNING AIMS

Students who graduate with a history major will:

- have an appreciation of both change and continuity across time;
- have a broad understanding of the major developments in Europe and the world from the Renaissance through the Cold War;
- have a more specialized knowledge of particular events, time periods, and places in the United States, Europe, and the non-Western world;
- have an understanding of how historians interpret the past and use and evaluate primary and secondary sources to construct arguments;

- have an appreciation of historical methodologies and the ability to conduct research using library and web-based sources;

- have the ability to craft arguments based on evidence and present those arguments in well-written, analytical essays;

- have an appreciation of the past as a source for reflection on ethical issues and social justice, informed by the Jesuit tradition.

MAJOR IN HISTORY

History majors take a *minimum* of 13 history courses, including the HS101 core course and 12 upper-division (HS300- and 400-level) courses. These are normally distributed as follows:

- Europe and the World Since 1500 (HS101).
- Eight HS300-level courses are required, including one fulfilling the second half of the core requirement. After completion of the core requirement, any HS400-level course except HS400 may be substituted for any HS300-level course.
- History Methods (HS400) is normally taken in the sophomore year after the completion of the core requirement; it provides a foundation for all other HS300- and 400-level courses.
- Two special topics courses (HS410–459) are required. These are more narrowly focused and professionally oriented than the HS300-level intermediate courses. (**Note:** Students may substitute additional seminars in place of special topics courses.)
- One history seminar (HS460–499) is required. The seminar is a small, intensive course that is conducted largely through discussion and requires a major research paper.

Upper-division courses may be taken in any order, though students will usually take their special topics and seminar courses in the junior or senior years. Majors may elect to take extra seminars or special topics courses in place of HS300-level courses. They may also decide to exceed the minimum number of history courses.

Specialized and independent study courses, which serve a particular purpose (HS401–409) can be taken as part of the 13 courses required for the history

major but cannot be used in lieu of the two special topics courses or the seminar.

Among the upper-division courses selected, six must be taken according to the following **distribution requirements**:

European History: HS300–339; HS410–422;
HS470–479 (two courses required)

American History: HS340–369; HS423–439;
HS460–469 (two courses required)

Non-Western History: HS370–399; HS440–454;
HS480–489 (two courses required)

Useful courses for history majors offered by other departments include Introduction to Computers with Software Applications (CS111); Introduction to Statistical Methods and Data Analysis (ST110); introductory courses in economics (EC), political science (PS), sociology (SC); and courses in art history (AH), English (EN), and modern languages and literatures (ML).

Split majors are required to take seven history courses:

Europe and the World Since 1500 (HS101)

One HS300-Level Core Course

Two HS300- or 400-Level Courses

History Methods (HS400)

One Special Topics Course (HS410–459)

One Seminar Course (HS460–499)

Among the upper-division courses selected, three must be taken according to the following **distribution requirements**:

European History: HS300–339; HS410–422;
HS470–479 (one course required)

American History: HS340–369; HS423–439;
HS460–469 (one course required)

Non-Western History: HS370–399; HS440–454;
HS480–489 (one course required)

BACHELOR OF ARTS

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

Freshman Year

Fall Term

HS101 Europe and the World Since 1500*

WR100 Effective Writing*

Language Core

Math/Science Core

Elective

Spring Term

HS300-Level Course**

Fine Arts Core

Language Core *or*

Elective

Math/Science Core

Social Science Core

Sophomore Year

Fall Term

EN101 Understanding Literature

HS400 History Methods*

PL201 Foundations of Philosophy

TH201 Introduction to Theology

Math/Science Core

Spring Term

HS300-Level Course*

HS300-Level Course*

PL200-Level Philosophical Perspectives Course *or*
Theology Core

English Core

Social Science Core

Junior Year

Fall Term

HS300-Level Course*

HS410–459 Special Topics Course*

PL201 Foundations of Philosophy *or*

TH201 Introduction to Theology

Nondepartmental Elective

Elective

Spring Term

HS300-Level Course*

HS410–459 Special Topics Course*

PL200-Level Philosophical Perspectives Course *or*
Theology Core

Nondepartmental Elective

Elective

Senior Year

Fall Term

HS300-Level Course*

HS460–499 History Seminar*

Ethics Core

Nondepartmental Elective

Elective

Spring Term

HS405 History Internship* *or*
 HS300-Level Course
 HS300-Level Course*
 Elective
 Elective
 Elective

* Required for major.

** HS300-level course in freshman year, spring term requires department chair's permission.

1. The **history core** requirement consists of Europe and the World Since 1500 (HS101) and one elective course at the intermediate (300) level. HS101 is normally taken in the freshman year, but the timing of the history core elective, as well as its subject, is left up to the individual student after HS101 is completed.
2. **History Methods** (HS400) should be taken in either the fall or spring semester of the sophomore year. Emphasizing the development of critical thinking and research skills, this course provides crucial preparation for all other HS300- and 400-level courses.
3. The completion of HS101 is required for enrollment in all HS300-level courses unless special permission is granted by the department chair. Likewise, completion of HS101 and one HS300-level course is required for enrollment in HS400-level courses unless special permission is granted by the chair. Students in the Honors Program, however, may register for a HS400-level courses after they have completed HS101.
4. Written permission of the instructor is required for Intensive Independent Study I/II (HS401/HS402), History Internship (HS405), or any history seminars (HS460–499).
5. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

MINOR IN HISTORY

- Europe and the World Since 1500 (HS101)
- Four HS300- or 400-Level Courses
- One special topics course (HS410–459) or one seminar (HS460–499)

The history core requirement must be completed before the special topics or seminar course may be taken. HS400, HS401, and HS405 **do not** satisfy the special topics/seminar requirement. History minors are invited to attend all department functions.

COURSE DESCRIPTIONS**HS101 Europe and the World Since 1500 (3.00 cr.)**

A survey of western civilization since the end of the middle ages (about the year 1500), intended to establish a basic knowledge of modern social, cultural, political, and economic events, personalities, and movements. Introduces students to the skills of analyzing and criticizing different points of view about past events while offering and defending their own opinions. This knowledge of western civilization and these critical reading and writing skills will be drawn upon in other courses in the core curriculum. *GT*

HS300 Death of the Roman Republic (3.00 cr.)

Prerequisite: HS101. A study of the final century of the Roman Republic when Rome suffered under the struggles for personal power of men like Sulla, Mark Antony, and Julius Caesar. Focuses on primary sources with a particular emphasis on the writings of Cicero who documented the final years of the Republic in public speeches as well as private, biting personal letters. *Same course as CL300. II*

HS301 The Church and the Roman Empire (3.00 cr.)

Prerequisite: HS101. 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 CL301. IC/IG/II/IM*

HS303 The Early Middle Ages (3.00 cr.)

Prerequisite: HS101. When the Roman Empire fell to the barbarian invasions of the fourth century and later, a new age dawned on Europe. Cultural, religious, economic, social, intellectual, technological, military, and political changes all quickly occurred as Roman emperors were replaced by non-Roman chiefs. Into a western vacuum created by the fall of Rome rose the Catholic Church, which kept alive the

ideals of morality, theology, and education. Into the eastern vacuum arose a different religious entity, Islam; it, too, presented a values structure similar to that of Catholicism. Eventually, these two religious entities would clash. But before that occurred, east and west had to develop their own characters. For Europe, this meant the rise of the Franks and eventually of their leader, Charlemagne. From his reign came the modern division of western European countries. But, even more importantly, from his reign came the modern division of the Middle Ages as an era which, despite the invasions of new barbarians (the Vikings and Magyars), would last for nearly 700 years after his death. *IC/IM*

HS304 Renaissance and Reformation in Europe (3.00 cr.)

Prerequisite: HS101. Between the fourteenth and sixteenth centuries Europe changed. Continual warfare, rebellion, and disease altered societal norms at all levels. This, coupled with the rising power of an urban “middle class” and the declining power of the feudal nobility, meant that the traditional medieval society was coming to an end. Also changing during this time was the intellectual history of Europe. Education became more available, and universities multiplied and flourished. Humanism was taught and influenced all forms of intellectual expression: art, literature, philosophy, science, music, and even theology. In fact, it was in theology that the changes in intellectual thought made their most enduring impact, for ultimately they caused many to question medieval religious tradition. Martin Luther would respond by tacking the *95 Theses* to the door of the Church of Wittenberg, and western Europe ceased to be unified in its Christianity. What followed was more than a century of religious upheaval and conflict. All of these themes are explored in depth. *IM*

HS305 The Later Middle Ages (3.00 cr.)

Prerequisite: HS101. Follows the history of Europe, Byzantium, and the Middle East from the end of the first millennium A.D. until c. 1500. From what some call “the Dark Ages” arose a more advanced Western world, one which began to develop in new and progressive ways. Despite the continual fighting between Islamic and Christian forces, first in the Middle East and then in southeastern Europe, kingdoms and principalities flourished under the leadership of strong nobles; farms brought forth more grain and other produce; towns grew and gave birth to a middle class; the population was enlarged by a high birth rate and the lack of natural hindrances; and universities were founded and education began to reach all classes. At the same time, a strong Catholic Church dominated all of these institutions, while moving steadily toward the Reformation. *IC/IM*

HS306 Medieval Cities (3.00 cr.)

Prerequisite: HS101. Cities in the medieval West were built on classical and Christian foundations. Around the Mediterranean, cities also enjoyed significant Jewish and Islamic influence. Students explore the geographical, metaphorical, economic, political, and religious visions these communities had of their urban environments. *IM*

HS307 Nationalism in Nineteenth-Century Europe (3.00 cr.)

Prerequisite: HS101. 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. *GT*

HS308 White Man’s Burden: Colonialism and the Historical Origins of Racism (3.00 cr.)

Prerequisite: HS101. 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. *GT/IAF (Even Years)*

HS310 Early Modern Britain, 1450–1700 (3.00 cr.)

Prerequisite: HS101. Literature, food, politics, music—these are the sources students explore in this general history of the British Isles. Between 1450 and 1700, Britons saw civil war, famine, and changes of national religion. They also witnessed Shakespeare, the Armada, and the discovery of America. This course explores themes of social upheaval, political fidelity, Reformation, and revolution.

HS311 Britain, Ireland, and America (3.00 cr.)

Prerequisite: HS101. Four nations inhabit the British Isles: the English, Welsh, Scots, and Irish. In the Glorious Revolution of 1688, they (and their colonies in

America) broke with the European pattern of absolute monarchy set by Louis XIV of France. Instead, they attempted to work together under a constitutional monarchy. Over the course of three centuries of success—and spectacular failures—they developed political institutions basic to free governments everywhere. This course focuses on such institutions as individual liberty, representative government, social welfare, and democracy. It also discusses the differences and hostilities that have existed among the five nations, especially Irish rebellions and famine, but also the American Revolution and political devolution in Scotland and Wales. Using contemporary newspapers and films, students follow these developments down to the present day.

HS312 History of Ancient Greece (3.00 cr.)

Prerequisite: HS101. A study of Greece from the Bronze Age to Alexander the Great, with special attention to the development of the Greek *polis* or city-state and the various constitutional, social, economic, and religious forms which this took. *Same course as CL312.*

HS313 History of Christmas (3.00 cr.)

Prerequisite: HS101. Is Christmas the commemoration of Jesus' birth? Or is it a pagan winter festival hiding behind a thin but deceptive veil of Christian images and ideas? Students will discover that the holiday is both of these things and a good deal more to boot. Students examine the origins and many transformations of the holiday and how the holiday has both reflected and helped determine the course of history. Topics include the Christmas tree, gift giving, the suppression of Christmas, the Nativity accounts, pagan precedents and, of course, Santa. *Same course as CL313. IC*

HS314 History of the Roman Empire (3.00 cr.)

Prerequisite: HS101. 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. *May be offered in Rome. Same course as CL314. II/IM*

HS315 The French Revolution and Napoleon (3.00 cr.)

Prerequisite: HS101. Detailed examination of the violent end of the old regime in France and the subsequent Napoleonic resolution. Study of the rich historical debates over the interpretations of the revolution demonstrates the challenge of interpreting history. Ends with the evolution of Napoleon's career and the impact of his occupation on local European politics.

HS316 Seeking Definition: Modern France, 1815–1945 (3.00 cr.)

Prerequisite: HS101. Charts France's search for identity, from the defeat of Napoleon to liberation from Nazi occupation in 1945. A variety of novels and plays are used to examine the tension between the dynamic republican passion of revolutionary France and the more static Catholic conservative alternative. Using films and other sources, the course ends with an analysis of the construction and deconstruction of the legend of the French Resistance.

HS317 The Making of Modern Italy (3.00 cr.)

Prerequisite: HS101. Italy is now the seventh largest industrial power, but few people know that it has only been a country since 1861. Beginning with the fall of Rome, this course traces the story of Italy's development from a hodgepodge of kingdoms, fiefs, principalities, and oligarchic republics into a modern nation-state. Although it celebrates the achievements of Italy's civilization and culture, the course also takes a long look at some of the endemic problems of both the pre- and postunitary regimes. Particular attention is paid to the role of the Papacy in Italian affairs through the ages. The course ends with Italy's taking of Rome from the Papacy in 1870 and the attending opportunities and difficulties for the new nation. *IC/II*

HS318 Creation of Modern Germany: 1770–1992 (3.00 cr.)

Prerequisite: HS101. Traces the history of central Europe from the enlightenment to recent reunification. The rise of Prussia, the emergence of Bismarck, and the creation of Germany in 1871 are seen as the crucial foundations of the modern German state and as the prelude to the devastation of the two world wars. Examines the social and cultural issues resulting from Germany's own particular political development. Also examines the concept of "Germanness" in the nineteenth and twentieth centuries and how it was altered by both "Nazification" and "De-Nazification."

HS319 Nazi Germany and the Holocaust (3.00 cr.)

Prerequisite: HS101. Students discuss not only what happened during the Holocaust, but how people talk about, write about, debate, and, finally, cope with it. Historical frameworks include Nationalism and anti-Semitism in Europe, World War I's impact on German economics and politics, and Hitler's rise to power. The structure and mechanics of the Third Reich as a racial state and the dynamics of the persecution of European Jews and other marginalized groups are examined. The personal experience of the Holocaust from the perspective of perpetrator, victim, and bystander are explored. Students also analyze current debates about the Holocaust, study popular culture and the

Holocaust, and visit the U.S. Holocaust Memorial Museum in Washington, D.C. *GT*

HS320 Hellenistic History (3.00 cr.)

Prerequisite: HSI01. A study of the Greek world from the death of Socrates (399 B.C.) to the Roman conquest (146 B.C.). Covers the fourth century struggle for supremacy of Greece, Alexander the Great, the waning of the city-state and the growth of federal government and monarchy, and the nature of and reasons for the Roman conquest of Greece. Emphasizes the cultural, social, artistic, and intellectual developments of the period: the status of women, Hellenistic philosophy and technology, the class struggle, the evolution of Greek art and literature, athletics, private life, Greek religion, and ancient warfare. *Same course as CL320.*

HS321 Topics in Italian History (3.00 cr.)

Prerequisite: HSI01. Restricted to students studying in Rome. The Italian peninsula boasts a long and interesting history stretching from the creative culture of the Etruscans to its present status as one of the top industrialized nations of the world. Some aspect of this story is examined (e.g., Roman, medieval, Renaissance, or modern), as determined by the expertise and interests of the specific visiting professor. The course attempts to maximize the obvious advantages of being taught in Rome, while fulfilling the research and writing objectives of a regular Loyola HS300-level course. *May be repeated once for credit with different topic. II*

HS323 The Birth of Nazi Germany (3.00 cr.)

Prerequisite: HSI01. The birth of Nazi Germany was semi-democratic. Students study the historical conditions that made Hitler's seizure of power in 1933 possible, particularly the attack of democracy and defense of violence mounted by extremists on both the left and the right. Cultural, intellectual, and political life in the Weimar Republic are explored. Special attention is paid to the use of the new media of radio and film. *(Summer only, Even Years)*

HS324 The Long Eighteenth Century (3.00 cr.)

Prerequisite: EN101, one EN200-level course, and HSI01. The long eighteenth century (1688–1832) was on its well-polished surface a period of aristocratic dominance and Augustan calm. Yet beneath the surface seethed enormous forces of change—in government and empire, in the arts and letters, and in industry and society. This interdisciplinary course jointly taught by faculty in the Departments of English and History challenges students to read eighteenth-century literature from John Dryden to Jane Austin in the context of eighteenth-century history—and vice versa. *Same course as EN330.*

HS325 Europe Since 1945 through Film (3.00 cr.)

Prerequisite: HSI01. Examines how Europeans have seen themselves since the end of World War II. A series of feature movies illustrate important developments and events. These include the destruction and poverty caused by the war; the “economic miracle” of European reconstruction; existentialism and surrealism; the revolts of Europe's overseas colonies; domestic terrorism; the sexual revolution; European integration; violence between communities in Ireland and the Balkans; and the problems of affluence. Besides learning about these topics, students gain experience in viewing and interpreting films. *GT/IF*

HS326 The Golden Age of Athens (3.00 cr.)

Prerequisite: HSI01. An examination of what has been called Athens' golden age focusing on the political and cultural factors which made the fifth century unique. Subjects include the creation and workings of Athenian democracy, the victories of the Persian wars, the Greek Enlightenment, Pericles' rule of the best citizen, demagoguery and empire, the Peloponnesian War, and the “end” of Athens symbolized by the execution of Socrates. *Same course as CL326.*

HS328 Colonialism and Cultural Identity in Modern Europe (3.00 cr.)

Prerequisite: HSI01. The late nineteenth century witnessed an unprecedented expansion of European colonial influence overseas, fueled by the industrial and technological advances of the era. Students explore the ways colonialism shaped European culture by examining its impact on religion, education, art, literature, popular entertainment, consumerism, and sexuality. *GT (Spring only)*

HS329 Women in Greece and Rome (3.00 cr.)

Prerequisite: HSI01. An examination of the lives of and attitudes toward women in ancient Greece and Rome. Classic texts of ancient literature are read, masterpieces of art are viewed, and the sociology of ancient women is probed. Topics include the family; prostitution; women of the imperial family; Cleopatra; health, child bearing, and birth control; the source and psychology of Greek misogyny; jet setters and women's liberation under the early Roman Empire; women and work; women in myth; women in early Christianity; the legacy of classical civilization for modern women. *Same course as CL329. IG*

HS330 Crime and Punishment in Modern Europe (3.00 cr.)

Prerequisite: HSI01. 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. *IFS*

HS331 Ideas in Conflict: European Thought Since the Eighteenth Century (3.00 cr.)

Prerequisite: HSI01. Examines the interaction of historically important ideas (and why we conceive them to be so) with the social milieu from which they arose and which, in turn, they influenced. It thus places in historical context “great ideas” and people who developed them.

HS332 The Enlightenment in Europe (3.00 cr.)

Prerequisite: HSI01. The eighteenth century is often described as the Age of Reason, for the Enlightenment institutionalized the methodology of critical analysis in all areas of human thought and action. Yet, the eighteenth century is both more and less than this triumph of reason implies, for any such monolithic interpretation belies the complex interrelationships and compromises on issues such as monarchical power, political equality, social reorganization, and the seductive power of science to transform the world of men and thereby liberate them. But as the Marquis de Sade suggests, liberation for what and for whom?

HS333 The Second World War (3.00 cr.)

Prerequisite: HSI01. The Second World War, 1939–1945, was a colossal disaster that resulted in the premature death of perhaps a hundred million people. At the same time, the Allied victory prevented the spread of brutal, dictatorial regimes in Germany, Italy, and Japan. Students examine the origins of the war and particularly, military strategy and combat in both European and Asian theatres of war. Students confront historical controversies over appeasement, the Holocaust, and the decision to drop the atomic bomb. The course also deals with memorials to the war and its combatants. *GT*

HS334 Roman Private Life (3.00 cr.)

Prerequisite: HSI01. 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 CL334. IG/II*

HS335 History of the Crusades (3.00 cr.)

Prerequisite: HSI01. The international conflict known as The Crusades began as a Western European expedition to assist the Byzantine Empire to defend its borders against Middle Eastern Islamic enemies. However, instead of simply providing that small defensive force, two armies assembled, one of peasants and one of soldiers. Ultimately, the soldiers would achieve their goals: capturing Jerusalem, reclaiming the Holy Land, and establishing a number of crusader kingdoms. Their expedition would also set the stage for centuries of warfare between those crusaders (and their descendants) and forces, largely Islamic, which also held claim to the Holy Land. Students study the early history of the Crusades, from both the Christian and non-Christian view, as well as their effect on the early modern and modern history of the world. *IM*

HS336 Machines and Mankind: The History of Technology Since the Industrial Revolution (3.00 cr.)

Prerequisite: HSI01. Technology has always affected the way mankind has acted, helping to determine economic status, political policy, military strategy, scientific direction, social rank, and intellectual thought. This impact has never been stronger than in the two centuries since the Industrial Revolution when the world witnessed the invention and proliferation of the steam engine, the railroad, the automobile, the airplane, the telegraph, the telephone, electricity, the radio, the television, the computer, and nuclear weapons among other innovations. Examines the evolution of such technologies and their broader consequences for human history.

HS337 The Multicultural Roman Empire (3.00 cr.)

Prerequisite: HSI01. In conquering and attempting to unify lands as diverse as Egypt, Iran, Britain, and Algeria, the Romans undertook one of the greatest social and political experiments in the history of the world. They assimilated some of the peoples they conquered, but the vanquished, in turn, assimilated their Roman conquerors—it is no accident that one third century emperor was named Philip the Arab. This course examines the strategies by which the Romans attempted to hold together their vast, multicultural empire, and the strategies by which many of their subjects preserved and even promulgated their cultures. Be prepared for clash and compromise, oppression and respect, culture and race, and, of course, some very astonishing customs. *Same course as CL337. II*

**HS338 Magic, Science, and Religion:
Cultural History
of the Scientific Revolution (3.00 cr.)**

Prerequisite: HS101. 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.

**HS339 The Fall of Two Empires:
Rome and Byzantium (3.00 cr.)**

Prerequisite: HS101. The Roman and Byzantine Empires each lasted a thousand years, yet both fell. How? This course examines the reasons, internal and external, that brought an end to both empires; how they declined; and how they finally dissolved. It investigates how the political instability brought about by increasingly weak absolutist governments; the inabilities of their armies and navies to adapt to changes brought about by technological innovations and economic restraints; and the invasions of powerful outside cultural, religious, and military forces played roles in destroying two the greatest states in history. *IM*

HS340 America through Reconstruction (3.00 cr.)

Prerequisite: HS101. 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? Through their actions during these two centuries, the American people created the meaning for the terms "American" and the "United States." *IU*

**HS341 The United States
Since the Civil War (3.00 cr.)**

Prerequisite: HS101. Covers nearly a century and a quarter of American life. By examining U.S. social and economic life, as well as its political, diplomatic, and cultural history, the course focuses on what present-day Americans share with their nineteenth-

century forebears, how our lives differ from theirs, and why and how the changes occurred. To study these questions and to analyze the continuing conflict of cultures and values within periods and across time, this course has a three-part framework: the development of an urban, industrial society; reaction and reform as a result of the new society; and the concentration of power and its limitations. *IU*

HS343 American Environmental History (3.00 cr.)

Prerequisite: HS101. Explores the changing relationship between people and the natural world from the colonial period to the present in the region that became the United States. The physical environment shaped the development of American culture even as different groups of Americans transformed that environment. Topics include Native American ideas about the natural world, European transformations of the environment, the rise of capitalism and its environmental consequences, water the West, the development of an environmental movement, and current debates about the natural world and our place in it. *GT/IU*

HS344 American Women's History (3.00 cr.)

Prerequisite: HS101. Surveys the history of American women and their relations with men from settlement to modern times. Two parallel questions run through the semester: How did gender differences mold the private worlds of women and men? How did gender affect the public roles of women and men? The issues are examined through four chronological periods: 1607–1790, 1790–1880, 1880–1945, and 1945–1990s. Explores the wide diversity of experiences according to race, class, ethnicity, and region within each period. *IG/IU*

HS345 The Peoples of Early America (3.00 cr.)

Prerequisite: HS101. 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. *IU*

HS346 Revolutionary America (3.00 cr.)

Prerequisite: HS101. The social, economic, and political causes and consequences of the American Revolution are explored. The course is divided into three parts. The first investigates the events leading up to the Declaration of Independence. The second analyzes the social experience of war for different groups in American society and examines the new governments established at both the state and national levels. The third traces the transformations wrought (and not wrought) by the Revolution in American society and politics. Traditional lectures are occasionally given, but the bulk of class time is

spent discussing the readings and documents as well as the ideas and arguments in them. *GT/IU*

HS347 Our Rights: A History of Civil and Human Rights Law in America (3.00 cr.)

Prerequisite: HS101. Examines the legal history of civil and human rights in America, from the colonial period through the present. Students explore the social, economic, and political forces that influenced significant cases such as *Brown v. Board of Education* and *Roe v. Wade*, and analyze how decisions in those cases shaped subsequent legal and social discourse. Students interpret Supreme Court opinions, identify recurring tensions in American legal history, and analyze these tensions in various aspects of present day civil and human rights law controversies. *GT*

HS348 The Civil War and Reconstruction (3.00 cr.)

Prerequisite: HS101. 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. *IU*

HS349 Baltimore: Its History and Architecture (3.00 cr.)

Prerequisite: HS101. An examination of the history of Baltimore since its foundation in 1727: its growth as a center of trade and industry, its tumultuous nineteenth-century politics, and especially its industrial decline and unexpected revival in the twentieth century. The city’s historic buildings and neighborhoods are the principal focus of the course, and students are encouraged to leave campus to study them. Novels and feature films about Baltimore are also used to study the city’s history. *Same course as AH349. IU*

HS350 World War II in America (3.00 cr.)

Prerequisite: HS101. 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. *IU*

HS351 American Urban Culture: A Tale of Four Cities (3.00 cr.)

Prerequisite: HS101. Students explore the growth of cultural institutions in four American cities—Baltimore, Boston, New York, and Philadelphia—in the late eighteenth and nineteenth centuries. For much of the time under consideration, the elite and the citizenry in each of these cities competed to establish exemplary cultural institutions that would be

emulated—or envied—by other cities. Early urban planning, religious edifices, monuments, parks, museums and libraries, and department stores are among the topics considered. *Same course as AH351. IU*

HS352 America Since 1945 (3.00 cr.)

Prerequisite: HS101. Examines two vital threads in post-World War II American history: our evolving international role and the rapidly changing society at home. At one level, it tries to make sense of a bewildering series of important events, including: the Cold War, McCarthyism, the Civil Rights Movement, the War on Poverty, the Vietnam War, the Peace Movement, the sixties counterculture, feminism, Watergate, and supply-side economics. At another level, it asks how these critical events—and broader demographic trends such as the baby boom and suburbanization—touched everyday Americans. How did life for the “person on the street” change during this tumultuous period? *IU*

HS353 History of Violence in America (3.00 cr.)

Prerequisite: HS101. Violence has been a salient feature in America’s past and present and portends to play a major role in the future. We can observe the history of violence from the invasion of the Americas; to the Puritans’ exclusivity; to the legal and social subjugation of Africans into chattel slavery; to the rise and near fall of urban centers; to and through revolutionary and civil wars; to the chemical destruction of the physical environment at home and abroad; to a steady contemporary diet of enactments of violence in Hollywood films, television cartoons, comic strips, music videos, art exhibits, popular literature, etc.; and to the present revelation of the high incidence of violence in American families. This course increases students’ understanding of the subtle dimensions and roots of violence and also enables them to determine alternatives and solutions to violent thought and acts in American society. *IU*

HS356 American Art: Art for a Democracy (3.00 cr.)

Prerequisite: HS101. 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 AH318. IU*

HS358 African American History through the Civil War (3.00 cr.)

Prerequisite: HS101. Surveys the history of African Americans from the African Atlantic Diaspora to the end of the Civil War. Critical topics discussed include place, identity, memory, and the myriad ways in which African Americans created a sense of community. The course canvases the national landscape to see African Americans in states of freedom and enslavement, in the North and in the South, in cities and on plantations, in the “big house” and “in the field,” and as skilled artisans and unskilled laborers. At all times students are poised to consider the degree to which African Americans possessed “agency” and how they used it to construct strategies of survival. *IAF/IU*

HS359 African American History through Film (3.00 cr.)

Prerequisite: HS101. Explores major themes in African American history through the medium of film, supplemented by critical readings and primary sources. Students are introduced to significant developments, pivotal questions, and notable individuals who have contributed to the shape of the nation’s history, society, and diverse culture. Representations of history and ideological content are examined, as well as the artistic techniques employed in historical films. *IAF/IF/IU*

HS360 African American History Since Emancipation (3.00 cr.)

Prerequisite: HS101. The second half of the African American history survey introducing the major themes, events, people, and activities of African Americans in America from the Emancipation Proclamation (1863) to the present. Special attention is given to Reconstruction and the rise of Jim Crow; the Great Migration north and west; the evolution of African American leadership and political organizations; the Harlem Renaissance; the Black Power movement and the struggle for civil rights into the twenty-first century; and the black military experiences. As an interdisciplinary course, it lays a foundation for additional study of the centrality of African Americans in American history or any related discipline. In a given semester, this course may be structured topically with more emphasis on law, music, politics, gender or regionalism. *IAF/IU*

HS361 Merchants and Farmers, Planters and Slaves: The Roots of American Business, 1600–1850 (3.00 cr.)

Prerequisite: HS101. Surveys the development and structure of the U.S. economy and its business enterprise from the country’s formation through the advent of the industrial revolution and the railroad, focusing on such questions as: What was the framework of the economy of the American colonies and what

impact did independence have on it? What were the major forces for change in the U.S. economy, 1600–1850? What patterns, if any, did that change assume? How, in turn, did the alterations influence the organization and operation of the U.S. economy? What impact did economic transformation have on American society by the 1950s? *IU*

HS362 Industrial and Big Business Economy (3.00 cr.)

Prerequisite: HS101. Focuses on the organization and operation of the U.S. economy during the past one and one-third centuries. Consists of three major periods: the impact of the American Industrial Revolution, 1850–1900; the coming of big business and modern managerial enterprise, 1890–1940; and the development of the federal government’s positive role in the economy amidst the diversification and expansion of big business, 1930–1980s. Studies the causes, patterns, and impact of economic development as well as economic growth, and emphasizes the historian’s questions of change and continuity over time in the organization and allocation of resources and talents. *IU*

HS363 A Century of Diplomacy: United States Foreign Policy Since 1890 (3.00 cr.)

Prerequisite: HS101. A study of modern American foreign policy. Topics include imperial expansion in the 1890s, World Wars I and II, the Cold War, Korea, Vietnam, interventions in Central America, and the rise of a new international order. Covers: how American culture and politics influence foreign policy decisions and why the United States seeks peace in Europe, dominates Central America, and commits blunders in Asia. *IU*

HS366 The Civil Rights Crusade (3.00 cr.)

Prerequisite: HS101. 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. *IAF/IU*

HS367 Black Women in the Atlantic World (3.00 cr.)

Prerequisite: HS101. 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. *IAF/IG/IU*

HS368 The Atlantic World: Readings, Approaches, and Explorations (3.00 cr.)

Prerequisite: HSI01. Introduces, surveys, and interrogates the concept of the Atlantic World commonly used today in the study of American history and culture and in global studies. The movement and intersection of peoples, ideas, economies, and cultures are considered. Territories, borders, and regions that have contributed to the construction of the Atlantic World paradigm are also studied. *GT/IU*

HS370 The Jesuits in Asia Since 1542 (3.00 cr.)

Prerequisite: HSI01. Examines the history of the Society of Jesus in its four main Asian provinces prior to the Society's suppression and since its reemergence to the present day. Provides background concerning the origins of this religious group in Europe and its spread worldwide. *GT/IA/IC*

HS371 East Asia in the Modern World (3.00 cr.)

Prerequisite: HSI01. A study of the four countries that make up the East Asian cultural sphere (China, Japan, Korea, and Vietnam), from roughly the mid-eighteenth century—when traditional cultures and civilizations were in full play—to the present—when all East Asian countries except North Korea have experienced the world's fastest growing economies. *GT/IA*

HS372 The Vietnam War through Film and Literature (3.00 cr.)

Prerequisite: HSI01. Documentary and feature film, autobiography, oral history, documents, and works of literature are used to probe the following themes: the origins, course, and historical meaning of the war; the antiwar movement and the home front; the clash of cultural values between East Asia and the West; and ethical and psychological issues raised by the experience of war. *GT/IA/IF/IU*

HS373 Africa: Past and Present (3.00 cr.)

Prerequisite: HSI01. Focusing on Africa south of the Sahara, this survey explores selected themes in African history from the eighth through the twentieth centuries, including the emergence of African states and long distance trade; the organization and impact of the trans-Atlantic slave trade; European conquest and colonization; social/economic change during the colonial period; the rise of nationalism and the struggle for independence; and finally, development and underdevelopment in contemporary Africa. Considers issues of change and continuity in African societies, as well as the differential impact of social and

economic change on women and people of different socioeconomic groups. *GT/IAF*

HS374 East Asia on Film (3.00 cr.)

Prerequisite: HSI01. 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. *GT/IA/IF*

HS375 Indian History, Culture, and Religion through Film (3.00 cr.)

Prerequisite: HSI01. Cinema is a powerful medium for describing the history and culture of a people. Given its antiquity and varied cultural and religious life, India can be well understood through popular films made in its many distinct languages, particularly Hindi, Telugu, and Tamil. Times, people, and traditions come alive and lead to a deep involvement of the viewer with issues that could not have come to the fore except through the medium of film. This course covers films made in India and on India over the last hundred years. *GT/IA/IF*

HS377 History of Modern China (3.00 cr.)

Prerequisite: HSI01. 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. *GT/IA*

HS378 History of Modern Japan (3.00 cr.)

Prerequisite: HSI01. 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. *GT/IA*

HS379 Latin America and the United States Since Independence (3.00 cr.)

Prerequisite: HSI01. Traces the development of political, economic, and cultural relations between the Latin American nations and the United States, particularly as seen from the south. Examines crises, misunderstandings, and stereotypes from both sides. Considers themes such as cultural exchange, intervention, Pan-Americanism, the Cold War, drug trafficking, and globalism. *IL*

**HS380 History of South Asia
in the Twentieth Century (3.00 cr.)**

Prerequisite: HSI01. Focuses principally on India and to a lesser extent her immediate yet important neighbors—Pakistan, Bangladesh, Sri Lanka, Nepal, and Burma. Deals with issues like the freedom struggle against the foreign rule of the British, French, and Portuguese; the growth of nationalism and political parties; social emancipation; the presence of stalwarts like Mahatma Gandhi, Jawaharlal Nehru, and Muhammad Jinnah; the role of religions and religious activity; the Partition of 1947; economic growth; foreign policy; technological progress; and the growing South Asian cultural and literary world. *GT/IA*

**HS381 Search for the Divine: Hindu,
Christian, Muslim, and Buddhist
Ways in India (3.00 cr.)**

Prerequisite: HSI01. Down the ages, men and women belonging to the Hindu, Christian, Muslim, and Buddhist faiths in India have searched for the Divine in myriad ways. This course presents a picture of this search woven around the lives, prayer, and writings of a significant number of Divine seekers. While showing the uniqueness of this unfolding search in the lives of individuals of different faiths, the course also points to its far reaching influence and attraction for people everywhere. *GT/IA/IC*

**HS382 Jesuits and Empire from the Society's
Beginnings to Its Suppression (3.00 cr.)**

Prerequisite: HSI01. Because of its emphasis on missionary activities, the Society of Jesus became almost synonymous with Catholic Europe's overseas empires. Examines the lives and work of Jesuits in Latin America, Africa, Canada, mainland Asia, and Japan. Over sixty thousand Jesuits applied for missionary work in Asia where the possibility of martyrdom was high. Discusses their successes and failures, debates with non-Christians, missionary activities among Native American people in North and South America and within Africa. The class ends discussing the Jesuits' suppression in the late eighteenth century and its consequences for colonists and native people. *GT/IC*

**HS383 The Cross and the Sword:
Christianity and the Making
of Colonial Latin America (3.00 cr.)**

Prerequisite: HSI01. Examines the Catholic Church, a central institution in the colonization and development of Latin America. The Church became integral to colonial Latin America's social, economic, intellectual, and political life. Discusses why missionaries succeeded while others became martyrs. Why were Jesuits simultaneously defenders of Indians yet owners of plantations? Why were Jesuits expelled from Latin America and other religious orders not? Also

discusses Protestant and Jewish colonists and examines native religions on their own terms. *GT/IC/IL*

HS384 Modern Latin America (3.00 cr.)

Prerequisite: HSI01. Covers Latin American history from independence in the nineteenth century to the present. Examines the impact of modernization, growth of political instability, neocolonialism, and U.S.-Latin American relations with an emphasis on Brazil, Mexico, Argentina, Andean and Central American republics, and Cuba. *GT/IL*

**HS386 Soldiers and Guerrillas
in Modern Latin America (3.00 cr.)**

Prerequisite: HSI01. 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. *GT/IL*

**HS388 Conquest and Colonization
in Africa: 1884–1965 (3.00 cr.)**

Prerequisite: HSI01. In the late nineteenth century, European powers divided Africa among themselves, putting down resistance and establishing colonies that served as sources of raw materials, labor, and markets for European goods. It was not until the nationalist period after World War II that Africans were able to regain their independence. Explores the dynamics of conquest, colonization, and resistance to colonial rule in Africa. *GT/IAF*

**HS389 Women and Social Change
in Modern Africa (3.00 cr.)**

Prerequisite: HSI01. 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 postindependence societies are also considered. Readings include life histories and women's novels as well as academic studies. *GT/IAF/IG*

HS391 History of the Jesuits (3.00 cr.)

Prerequisite: HSI01. From its inception in Europe in 1540, the Society of Jesus made an indelible mark on the history of the church and also on the political, educational, and cultural life of the world. From an initial group of seven members under the leadership

of Saint Ignatius of Loyola, the group grew in numbers and influence world wide, reaching an all time high of 36,000 in 1965. This course deals with the work and lives of Jesuits in Europe, the Americas, Asia, Africa, and Australia. It explores their spiritual legacy; their contribution to the growth of the faith; and their humanitarian, educational, and cultural appeal. The problems they encountered in the course of their operations are also discussed. Suppressed by the Papacy once for 41 years, persecuted in various parts of the world, and beset in recent years by a downturn in vocations, the Society of Jesus continues to be a vibrant force in church and world history. *IA/IC*

HS392 Introduction to Latin American and Latino Studies (3.00 cr.)

Prerequisite: HSI01. A study of Latin America and Latino issues in the United States, with history and culture being of primary concern to determine how identities and nations are constructed and how they interact with each other. Students are encouraged to view these diverse realities through the lens of their major discipline. *Closed to students who have taken ML392. GT/IL*

HS393 The Making of the Modern Middle East (3.00 cr.)

Prerequisite: HSI01. An introduction to the history of the modern Middle East that examines the political, economic, social, and cultural institutions and forces that have most profoundly affected the region in the nineteenth and twentieth centuries. The emphasis throughout is on identifying the ways in which specific events and long-term processes have informed social and political reality in the contemporary Middle East. Study is focused on a number of significant political, social, economic, and cultural developments and movements, including (but not limited to) the rise and formation of modern nation states; the role of imperialist and colonial powers in the region; the emergence of nationalism; regional conflicts; the rise of Islamism; and the evolution of ethnic, class, and gender identities. Class meetings consist of lectures, discussions, and the occasional film screening. *GT*

HS394 Colonialism and Nationalism in the Middle East and North Africa (3.00 cr.)

Prerequisite: HSI01. The political, military, economic, and cultural aspects of colonialism in the Middle East and Africa are examined, from Napoleon Bonaparte's invasion of Egypt in 1798, to the second half of the twentieth century. Selected case studies illuminate the variety of colonial ideologies and practices and/of anticolonial responses and nationalist struggles: the Italians in Libya; the French in Algeria, Syria, and Lebanon; and the British in Egypt, Palestine, and Iraq. *GT*

HS400 History Methods (3.00 cr.)

Prerequisite: HSI01 and one HS300-level course. Examines both the tools historians use and the problems they have to solve. These issues are approached within a thematic and a regional context, combining an investigation of such variant sources as oral histories, personal memoirs, government documents, iconography, and film with the types of history that can be written using them. Despite the course's 400-level designation, it is especially designed and recommended for sophomore history majors for use in their subsequent courses. Students who belatedly declare the history major are urged to take the course as soon as possible since it must be completed before taking a seminar.

HS401 Intensive Independent Study I (3.00 cr.)

Prerequisite: HSI01, one HS300-level course, and written or electronic permission of the instructor and department chair. Permits a student to do close and vigorous study on a historical topic not available in the regular curriculum. Heavy reading/writing will normally be required, but precise definition of subject and specification of assignments will be determined by consultation between the instructor and student.

HS402 Intensive Independent Study II (3.00 cr.)

Prerequisite: HSI01, one HS300-level course, HS401, and written or electronic permission of the instructor and department chair. Permits further independent work by a student who has completed HS401.

HS403 History Honors I (3.00 cr.)

Prerequisite: HSI01, one HS300-level course, and written or electronic permission of the instructor and department chair. An optional program available to select senior history majors by department invitation in their junior year. It aims to provide intensive research and writing on a precisely defined thesis topic in order to complete a sustained study of high quality. *The year-long thesis project consists of two courses, HS403 and HS404, which run consecutively.*

HS404 History Honors II (3.00 cr.)

Prerequisite: HSI01, one HS300-level course, and written or electronic permission of the instructor and department chair. A continuation of HS403.

HS405 History Internship (3.00 cr.)

Prerequisite: HSI01, one HS300-level course, and written or electronic permission of the instructor. The Baltimore area supports many agencies and museums concerned with historical study. As well as learning about the historical documents, collections, and buildings managed by these organizations, history interns have the opportunity to gain work experience in the community. Students work with the instructor to choose and carry out unpaid internship projects supervised by professional

staff at the Baltimore City Life Museums, the Maryland Historical Society, Baltimore's two art museums, the Office of Urban Archaeology, The Commission on Historic and Architectural Preservation, and other local historical agencies. (*Fall/Spring*)

HS406 Transatlantic Slave Sites: Study Tour (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and written or electronic permission of the instructor. Before and after enslaved Africans were transported to the New World, Africans were transported and sold in the Old World. This course includes tutorials and on-site learning, research, and discussion of historic locations throughout the Atlantic World that functioned as key ports in the transatlantic trade in African peoples and in slave-produced goods. It bears witness to "traces" of the African presence from the past and makes observations of distinct African-diasporic communities that exist today. *Additional costs may be incurred. IAF/IU*

HS410 Special Topics: The Crusades (3.00 cr.)

Prerequisite: HS101 and one HS300-level course. Students examine the Crusades, beginning with the efforts by western Europeans to assist the Byzantine Empire to defend its borders against Middle Eastern Islamic enemies. Those efforts set the stage for centuries of warfare between European crusader forces and Islamic forces for control of the Holy Lands. Students study the early history of the Crusades, from both the Christian and non-Christian view, as well as their effect on the early modern and modern history of the world. A significant research paper is required. *IM*

HS411 Special Topics: The Second World War (3.00 cr.)

Prerequisite: HS101 and one HS300-level course. Students examine the history of the Second World War and particularly military strategy and combat in both European and Asian theatres of war. Students confront historical controversies over appeasement, the Holocaust, and the decision to drop the atom bomb. The course also deals with memorials to the war and its combatants. A significant research paper is required.

HS412 Gods and Monsters: An Iconography of Nineteenth-Century Europe (3.00 cr.)

Prerequisite: HS101 and one HS300-level course. Studies individuals whose careers mirrored and shaped the intellectual terrain of nineteenth-century Europe. Among these are "Chinese Gordon," hero of the Battle of Khartoum; Florence Nightingale, "savior" of the Crimean War; and Oscar Wilde, poster boy for the decadent art movement. These individuals are analyzed in the context of the most powerful critiques of nineteenth-century assumptions, those of Marx, Darwin, Freud, and Nietzsche.

HS413 Medieval Military History (3.00 cr.)

Prerequisite: HS101 and one HS300-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. *IM*

HS414 Women in Europe (3.00 cr.)

Prerequisite: HS101 and one HS300-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. *GT/IG*

HS415 Scientists and Psychics: Victorian Science and the Boundaries of Belief (3.00 cr.)

Prerequisite: HS101 and one HS300-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.

HS418 Mussolini and Fascist Italy (3.00 cr.)

Prerequisite: HS101 and one HS300-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. *II*

HS420 Homer and History (3.00 cr.)

Prerequisite: HS101 and one HS300-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 CL420.*

HS421 Caesar and Augustus (3.00 cr.)

Prerequisite: HS101 and one HS300-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 CL421. II*

HS423 Disasters in American History (3.00 cr.)

Prerequisite: HS101 and one HS300-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 200 years. *IU*

HS424 Race, Place, and Memory in American History (3.00 cr.)

Prerequisite: HS101 and one HS300-level course. This diverse course examines the relationships between race, place, and the role of memory in American history and culture. It starts with an understanding of the discourse and ideology of race; traces this thought from its roots in European expansion; and examines how it has remained central to the founding, settling, and structuring of communities and their economic development. The course emphasizes the relationship between diverse places and America's peoples, and it looks closely at how places have served as powerful sites where collective memory and racial, ethnic, and national identities are produced, constructed, and experienced. Topics include patterns of social exclusion, desegregation, immigration, environmental justice, cultural geography, heritage tourism, preservation and memorialization, as well as burial rights and property disputes. *IAF/IU*

HS425 Modern American Social Movements (3.00 cr.)

Prerequisite: HS101 and one HS300-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. *IU*

HS426 Propaganda, Culture, and American Society: 1780–1830 (3.00 cr.)

Prerequisite: HS101 and one HS300-level course. An engagement in popular history and culture from 1780 to 1830, a period commonly known as the Early Republic or the New Nation. It examines a wide range of sources (newspapers and magazines, posters, memoirs, sermons, art, ads, and literature) which reflect the major issues of this period, such as the Constitution; American westward expansion; the "Indian problem"; industrialization and the market revolution; transcendentalism; immigration and the making of the working class; as well as the role of race and gender in the formation of an American character. It also addresses the process of opinion repetition, the formation and function of stereotypes, and the reproduction of ideology. *IU*

HS427 The Era of Good Stealings? Gilded Age America, 1865–1900 (3.00 cr.)

Prerequisite: HS101 and one HS300-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. *IU*

HS428 The Making of the Early Republic: A Study of Race, Place, and Ideology (3.00 cr.)

Prerequisite: HS101 and one HS300-level course. This course begins with the Constitution and goes to 1830. Using a diverse collection of materials (primary documents and secondary sources), this course emphasizes the relationship between race and place in the early republic years. It also shows how a nationalist ideology was central to the social structuring as well as the political, industrial and economic development and expansion of postrevolutionary American towns and cities. *IAF/IU*

HS440 Special Topics in Latin American and Latino Studies (3.00 cr.)

Prerequisite: HS101 and one HS300-level course. An intensive investigation into a specific aspect of Latin American history, politics, or culture. *Topic announced each time the course is offered. IL*

HS443 Apartheid and Its Demise in South Africa (3.00 cr.)

Prerequisite: HS101 and one HS300-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. *GT/IAF*

HS444 War and Revolution: East Asia, 1937–1954 (3.00 cr.)

Prerequisite: HS101 and one HS300-level course. Examines the tumultuous years in the four countries of East Asia: China, Japan, Korea, and Vietnam. Through readings and film, the course looks at World War II, the occupation of Japan, the Chinese communist revolution, the Vietnamese revolution, the Cold War, the Indochina War, and the Korean War. *GT/IA*

HS446 Modern Latin American Cities (3.00 cr.)

Prerequisite: HS101 and one HS300-level course. Since the late 1800s, Latin America has rapidly urbanized and now has three of the world's ten largest cities. Indeed, Latin America's urban problems have largely prefigured current American urban dilemmas. In addition to the general problems of urban history, this course given special attention to the important role foreign migration has and continues to play. Students study the historical experiences of foreign migrants to Latin America and Latin American migrants to the United States: how have those experiences differed; are there still social melting pots; and will Latin American and United States cities in the twenty-first century be more similar than different? *GT/IL*

HS448 Women and Gender in the Middle East (3.00 cr.)

Prerequisite: HS101 and one HS300-level course. In the Western media, Middle Eastern women are routinely portrayed as oppressed, with Islam frequently cited as the most significant source of such oppression. But, what exactly is meant by the terms "Middle Eastern women" and "Islam"? And, precisely how and to

what degree are women oppressed in the region? This course provides a nuanced, historical understanding of issues related to women and gender in the Middle East and North Africa, here defined as the Arab World, Turkey, and Iran. *GT/IG*

HS455 Historic Preservation (3.00 cr.)

Prerequisite: HS101 and one HS300-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: a study of American architectural history and styles, with field experience in "learning to look" at the built environment; consideration of recent trends in the preservation movement in the United States and in Maryland, including a trip to the annual conference of the Maryland Historic Trust; and a field exercise in architectural and community history in Baltimore.

HS460 Seminar: American Progressivism (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and written or electronic permission of the instructor. Focuses on the attempts of Americans to control explosive change in the early twentieth-century urbanization, the impacts of industrialization, and the troubling relationship between big business and political institutions in a democracy. Topics include the background and motivations of progressive reformers; their attempts to assimilate or coerce immigrants; and the effect of the progressive consciousness on matters of race, gender, and social class. *IU*

HS461 Seminar: The African Diaspora (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and written or electronic permission of the instructor. Focuses on the African background to American history. Premised upon the notion that Africa occupies a more prominent position in the study of the genesis of American culture than is usually acknowledged, the multidisciplinary course examines the structures (for example, the transatlantic slave trade) that ushered Africans to British America from the seventeenth through the early nineteenth centuries. Throughout the course, students are encouraged to sense the Africans' experiences from their point of departure to their arrival and subsequent process of enslavement in the New World. Taking into full account the Africans' role in the Americas, student are asked to reexamine and challenge the negative stereotypes that have historically perpetuated misunderstanding about peoples of African descent. *GT/IAF*

**HS462 Seminar: Taking Care of Business:
The Evolution of American Business
Leadership, 1600–1990s (3.00 cr.)**

Prerequisite: HS101, one HS300-level course, and written or electronic permission of the instructor. Focuses on the changing organization and operation of American business in the nineteenth and twentieth centuries. Examines the changing values, activities, functions, and recruitment of businessmen during the evolution of American enterprise. Analysis is organized along three major stages of enterprise: business as personal enterprise dominated by merchants; the rise of large-scale entrepreneurial enterprise in the late nineteenth century; and the development of modern-day, professionally managed business organizations. *IU*

**HS463 Seminar: Colonial British
America (3.00 cr.)**

Prerequisite: HS101, one HS300-level course, and written or electronic permission of the instructor. Focuses on the British colonies in mainland North America and the West Indies during the seventeenth and eighteenth centuries. Particular attention is paid to three broad issues: the relationship between the physical environment and process of colonization; cultural interactions and conflicts between Europeans, Africans, and Native Americans and the influence of those relationships on the development of colonial societies; and the social and economic integration of the colonies with one another and with the broader Atlantic world during this period. *IU*

**HS464 Seminar: Social and Political History
of Alcohol and Drugs in America (3.00 cr.)**

Prerequisite: HS101, one HS300-level course, and written or electronic permission of the instructor. Psychoactive substances, both legal and illegal, have been integral components of economic, cultural, social, and political life in the United States. Focusing on the nineteenth and twentieth centuries, topics include the social and class functions of drinking and bar culture; gender and alcohol; the rise of drugs in modern culture; temperance reform; successes and failures of alcohol and narcotics regulation and prohibition; and the contradictory postwar developments of a disease-based, therapeutic model of drug and alcohol dependency; and the popularity of alcohol and drugs in consumer society and counterculture.

HS465 Seminar: Inside the Civil War (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and written or electronic permission of the instructor. Key topics in the social and political history of the Civil War are explored with the goal of gaining deeper understanding of the human and policy dimensions of the conflict. The experience of ordinary soldiers and civilians is the center of discussion; however, specific issues that

challenged Americans during the conflict are also examined. These include guerrilla warfare and relationships between soldiers and civilians in war zones; the war's impact on slavery and race; prison camps and prisoner exchanges; attitudes toward death in American culture during the war; the war's different home fronts; patriotism and resistance; government authority and its limits; gender and family life; and experience and memory.

HS470 Seminar: The Hundred Years War (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and written or electronic permission of the instructor. The Hundred Years War did more to disrupt the politics, economy, and society of continental Western Europe, thus bringing an end to the Middle Ages, than did any other event. This course follows the chronology of the war by highlighting its origin; military conflicts; effect on society, economy, ecclesiastic affairs, and politics; and conclusion. It focuses on the major players—France, England, Burgundy, the southern Low Countries—with frequent visits to the conflict's spread into the Holy Roman Empire, Italy, the Iberian Peninsula, and even into the Middle East. *IM*

**HS472 Seminar: Frontiers and Frontier
Peoples in the Middle Ages (3.00 cr.)**

Prerequisite: HS101, one HS300-level course, and written or electronic permission of the instructor. Medieval Europeans were surrounded by peoples who were not like them. Encounters between the Europeans and those living on the frontiers were frequent. They occurred for different reasons, including warfare, conversion, pilgrimage, exploration, and tourism. This seminar studies the interaction of each group separately. Frontier peoples include Germanic barbarians, Huns, Scots-Irish, Auars/Magyars, Vikings, Andalusian Muslims, Mongols, Cathars, Livonians, Hussites, Tartars, and Ottomans. *IM*

**HS473 Seminar: Ending Anarchy
in Seventeenth-Century Europe (3.00 cr.)**

Prerequisite: HS101, one HS300-level course, and written or electronic permission of the instructor. European societies were in crisis in the seventeenth century. Religious passions and political rebellions, wars, famine, and intellectual revolution threatened social order. The resolution of this turmoil produced the English parliamentary system and the French form of "absolutism"—two very different paths to stability. This seminar examines the courts of Louis XIV and other monarchs to determine how they achieved solutions to the problems of their times. It also studies the creation of cultural policies that encouraged the spread of new ideas.

HS475 Seminar: The Persecution of the Christians in the Roman World (3.00 cr.)

Prerequisite: *HS101, one HS300-level course, and written or electronic permission of the instructor.* An exploration of the causes, nature, and extent of early Christian persecutions until Christianity became the official religion of the Roman Empire in the fourth century. Topics include the Jewish-Greek-Roman environment of early Christianity; Rome's policies toward foreign cults; Christians' reputation for extreme promiscuity and cultic atrocities; comparison with competing cults; the danger of open profession of the new faith; and Christian acceptance of the ancient world. Given the muddled understanding of the early Christian persecutions, we shall examine and dispel the myths and bring some order to the chaos. *Same course as CL324. IC*

HS476 Seminar: Police and Public Order (3.00 cr.)

Prerequisite: *HS101, one HS300-level course, and written or electronic permission of the instructor.* Between 1700 and 1900, the whole conception of popular protest, public order, and crime prevention altered radically, giving birth to new institutions of law enforcement and social control. An in-depth look at the changing structure and role of the forces of order in Europe, which analyzes the intellectual, social, and political pressures that brought about their reform.

HS477 Seminar: Legends in Medieval History (3.00 cr.)

Prerequisite: *HS101, one HS300-level course, and written or electronic permission of the instructor.* Perhaps no other era in history has produced as many enduring legends as the Middle Ages. Robin Hood, Arthur of Camelot, Count Dracula, Macbeth, Charlemagne, Joan of Arc, and innumerable saints all join dragons, witches, lycanthropes, and other fantastic beasts as major elements of medieval popular culture. Study of their historicity, legendary use, and effect on medieval society proves a valuable tool to understanding the intellectual history of medieval Europe. *IM*

HS479 Seminar: Masculinity and Honor in Modern Europe (3.00 cr.)

Prerequisite: *HS101, one HS300-level course, and written or electronic permission of the instructor.* As part of the general evolution of gender studies, historians have come to realize that both male and female roles are not automatic or natural, but rather tend to be constructed by contemporary social forces. One particularly volatile or rather malleable aspect of such constructions is the notion of honor, which has substantially evolved over the last 500 years. Students examine the nature of this evolution and discusses the impact of the Renaissance, nationalism, capitalism, and liberalism on the definition of what it meant to have honor and how such rituals as knife-fighting, dueling, vendetta, and even nose-

biting all served to identify and reinforce masculine behavior among classes and across centuries.

HS480 Seminar: Cold War in Southern Africa (3.00 cr.)

Prerequisite: *HS101, one HS300-level course, and written or electronic permission of the instructor.* Analyzes U.S. policy toward Southern Africa from the end of World War II to the present. The overarching theme is the impact of Cold War competition between the United States and the Soviet Union on African decolonization and nation-building. Special emphasis placed on U.S. relations with Zaire (the Congo), Angola, Mozambique, Zimbabwe (Southern Rhodesia), Namibia, and South Africa. Key issues considered include conflict and compatibility between African nationalism and decolonization and U.S. economic, military, and strategic interests; continuity and change in U.S.-African policy; options and directions for the future. *GT/IAF*

HS481 Seminar: The History of Disability in Comparative Perspective (3.00 cr.)

Prerequisite: *HS101, one HS300-level course, and written or electronic permission of instructor.* Students explore the history of disability in global and comparative perspective and examine how different societies across time and place, both Western and non-Western, have determined who is *able* and who is *disabled*, who is *normal* and who is *abnormal*. They focus on selected topics including deafness, blindness, madness, the eugenics programs, and the disability rights movement to understand how disability has been tied to constructions of citizenship, power, and ethics. Students visit several online disability museums and archives and work with a wide variety of primary and secondary sources. *GT*

HS482 Asian Studies Seminar (3.00 cr.)

Prerequisite: *HS101, one HS300-level course, and written or electronic permission of the instructor.* The capstone seminar for the Asian Studies minor. Through reading, research, and discussion, students examine various traditions of Asia and relate them to present-day life in Asia. A 15–20 page research paper on a student-chosen topic is due at the end of the semester. *GT/IA*

HS483 Seminar: Soseki and Mishima: Mirrors of Modern Japan (3.00 cr.)

Prerequisite: *HS101, one HS300-level course, and written or electronic permission of the instructor.* Soseki (1867–1916) is generally regarded as the greatest novelist in Japan's modern history; Mishima (1925–1970) is recognized as one of the leading post-World War II writers. Using selected works of these authors, students focus on the authors' artistic methods and visions; reflection of the course of Japanese civilization in the twentieth century; and depiction of a culture caught in the tug-of-war between tradition and modernity. *IA*

HS484 Seminar: The Chinese Revolution (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and written or electronic permission of the instructor. Focuses on the social, cultural, political, and economic roots of four phases of the tumultuous twentieth-century Chinese revolution: the 1911 revolution establishing the Republic of China; the nationalist revolution of the 1920s; the Communist revolution of the 1940s; and the cultural revolution of the 1960s and 1970s. *GT/IA*

HS486 Seminar: The Great Age of the European Reconnaissance: Travel and Discovery (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and written or electronic permission of the instructor. Overland and overseas travel began centuries before Columbus. Covers the conditions, motives, and goals of those Europeans who began the Great Age of Discovery by using primary accounts in English translations. Examines how Europeans and non-Europeans understood and mis-understood each other. Discusses the consequences for Europe and the societies they encountered. *GT/IC*

HS487 Seminar: Comparative Revolutions in Latin America (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and written or electronic permission of the instructor. A comparison of twentieth-century revolutionary movements focusing on Argentina, Brazil, Columbia, Peru, Chile, Cuba, and Central America. Rural and urban guerilla movements, the development of narcoterrorism, and the role of the United States are examined. Themes include nationalism, state formation, imperialism, agrarian reform, leadership strategies, and citizenship. The goal of the course is for students to acquire a deeper understanding of the nature of exploitation and oppression in Latin America and the continuing struggles for social justice. *GT/IL*

HS488 Seminar: Political Violence and Terrorism in the Modern World (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and written or electronic permission of the instructor. Political violence has been a constant feature of the twentieth and now the twenty-first century. Much of this violence has its origins in colonial people seeking political independence together with ethnic, racial, and religious minorities seeking redress from what they consider subjugation. To reach their goals, such groups have employed a variety of irregular armed strategies, variously labeled legitimate by one side but terrorism by the other. Class discussion addresses the kinds of violence independent and insurgent groups have used in seeking their goals, as well as the counter-guerrilla or counter-terrorist tactics used against them. The course begins with independence movements in Colonial Cuba, South Africa, and the Philippines.

Special attention is given to post-1945 Latin America and independence movements in the French and British empires. It discusses the difference between guerrilla warfare and terrorism and ends with contemporary political and religious violence. *GT/IL*

HS489 Seminar: America in the Middle East (3.00 cr.)

Prerequisite: HS101, one HS300-level course, and written or electronic permission of the instructor. Explores the complex history of America's interaction with the Middle East, beginning with the first Barbary war fought in North Africa in 1801 and ending with the invasion of Iraq in 2003. Topics include Protestant Christian missionary activity; the American brand of orientalism; the United States' involvement in the Israeli-Palestinian conflict; the Arabian Gulf; and the politics of oil and cultural encounters and exchanges. Students work with primary sources such as diplomatic documents and other official records, missionary reports, newspapers, memoirs, literature, art, and advertising. *GT*

HS490 Capstone Project in American Studies (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. As the capstone experience for the American Studies minor, each student develops an independent research project, internship, or service-based project, to be advised by two professors from different departments and presented at an end-of-year American Studies Symposium. The project constitutes the culmination of the student's work in American Studies and provides an opportunity for the student to bring together the perspectives of two different disciplines on a research area of particular interest. A project proposal must be submitted to and approved by the American Studies committee prior to registration for either the fall or spring semesters of senior year. The project must contain both a research and a formal writing component (the equivalent of a 20–25 page research paper). *IU*

Director: Angela Russell Christman, Professor of Theology

Office: Humanities Center, Room 231a

Telephone: 410-617-2359

Website: www.loyola.edu/honorsprogram

The Honors Program offers students a fully integrated program of study that is both multidisciplinary and interdisciplinary. The Honors curriculum accomplishes the goals and learning aims of the regular University core, but does so through an alternate path that is designed to be flexible to accommodate the requirements of all majors across the University. Honors courses cover all of the academic divisions within arts and sciences: humanities, fine arts, natural sciences, and social sciences. All Honors courses are small and most are conducted as seminars. They not only require substantial student involvement and participation, but also present an exciting and challenging course of study.

The Honors Program also gives students and faculty the opportunity to attend a variety of cultural events, both on campus and off. Some of these are scheduled as a regular part of the curriculum, while others, although not tied to a particular course, offer students the chance to further enrich their education.

LEARNING AIMS

Intellectual Rigor

- The ability to evaluate a claim, analyze a problem, and make sound judgments based on evidence
- The ability to understand and employ the scientific method
- The ability to use mathematical concepts and procedures competently and to evaluate claims made in numeric terms
- A broad grounding in the liberal arts and sciences
- Excellence in a discipline or combination of disciplines

A Sense of the Timeless and the Timely

- An understanding of the interconnectedness of all knowledge
- Appreciation for intellectual endeavor and the life of the mind

- The ability to connect the endeavors and events of the past with current events and future action

Eloquentia Perfecta

- The ability to use speech and writing effectively, logically, gracefully, persuasively, and responsibly
- Competence in a language other than one's own

Aesthetics

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

Engagement

- The use of knowledge to improve understanding and effect positive change
- The development of intellectual curiosity, honesty, humility, and persistence
- A lifelong love of learning

Self-Reflection

- A habit of reflecting on one's intellectual and moral journey, the practice of discernment
- The practice of reading and rereading
- Thoughtfulness and intentionality about the appropriate use of leisure time

Intellectual Independence

- Begin to establish ownership of one's own advanced scholarship
- Begin to establish a personal library of books and readings to take through one's life

Intellectual Fellowship

- The formation of intellectual friendships with students and faculty
- The development of a four-year mentoring relationship with a faculty member

Jesuit Faith and Mission

- An understanding of the mission of the Catholic university as an institution dedicated to exploring the intersection of faith and reason
- An understanding of the history and mission of the Society of Jesus
- A habit of reflection
- An appreciation of and concern about the great moral issues of our time

PROGRAM OF STUDY

Honors students in the class of 2016 and beyond take all of their core courses in the Honors Program, following an alternative path through the core. This alternative path is comprised of the following courses which are taught by faculty from across the University:

The Human Drama (HN201–204): A four-course, interdisciplinary exploration of human history, extending from the ancient to the modern world, which Honors students take as freshmen and sophomores. The sequence is constructed so as to provide students with an historical sense, to cultivate the ability to think analytically in interdisciplinary ways, and to relate important texts and ideas of any age to contemporary issues. The sequence embodies the Jesuit educational ideal of grounding every student's education in the traditions of the liberal arts in order to help students integrate knowledge and engage with the world as men and women for others. Each section of the Human Drama adopts as one of its central learning aims that of understanding how the Christian Tradition (intellectual, moral, spiritual) has contributed to the larger intellectual climate of the historical period covered by the course and to the pursuit of human flourishing.

Eloquentia Perfecta (HN210): This course in analytical thinking, writing, and speaking is the introductory writing course for Honors students. Taken the first semester of first year, it fulfills the composition requirement in the core curriculum.

Engaging Nature (HN215): An introductory science course, normally taken in the freshman or sophomore year.

Math Requirement: Honors students satisfy their math requirement through Calculus I (MA251) or Introduction to Statistics (ST210) or Biostatistics (ST265).

Foreign Language Requirement: Honors students fulfill the University's regular core requirement in foreign languages, plus one additional course. For the additional course, students may either continue study of the same language or begin a new language. Course credit received for the 104-level, either as a result of successfully completing the 201-level *or* through advanced placement credit, does not satisfy the Honors core requirement for one language class beyond Loyola's regular core curriculum.

Honors Seminars: Honors students take five (5) seminars spread across the four academic divisions of humanities, fine arts, social sciences, and natural sciences. The distribution of the seminars varies according to a student's major, and thus they should be chosen carefully, in consultation with the student's core and major advisors and the Honors director. Honors seminars may not count toward a student's major unless approved by both the department chair and the Honors director.

Students majoring in a humanities discipline take one Honors seminar each in fine arts, natural sciences, and social sciences. They also take two more Honors seminars which are unrestricted.

Students majoring in fine arts take one Honors seminar each in humanities, natural sciences, and social sciences. They also take two more Honors seminars which are unrestricted.

Students majoring in one of the sciences (biology, chemistry, computer science, engineering, mathematics and statistics, and physics) take one Honors seminar each in humanities, fine arts, and social sciences. They also take two more Honors seminars which are unrestricted.

Students majoring in one of the social sciences (including business, education, global studies, and speech-language pathology) take one Honors seminar each in humanities, fine arts, and natural sciences. They also take two more Honors seminars which are unrestricted.

Students with (a) double majors in which both majors are from the same academic division, or (b) an interdisciplinary major in which both disciplines are from the same academic division follow the pattern listed above for majors in those academic divisions.

Students with a double major in which the two majors come from different academic divisions take Honors seminars in the two academic divisions other than those of their two majors. They also take three more Honors seminars which are unrestricted.

Students with an interdisciplinary major which combines two disciplines from different academic divisions take an Honors seminar in each of the four academic divisions. They also take one more Honors seminar which is unrestricted.

Honors students participating in a one-semester study abroad program may count up to two approved courses toward their Honors seminars. Students attending the Leuven study abroad program for an entire year may count up to three approved courses toward their Honors seminars. Students participating in other two-semester programs or in two distinct one-semester programs may not count a third course toward their Honors seminars unless it is approved by the Honors director. Courses taken in summer study abroad programs do not count toward Honors seminars unless approved by the Honors director. For all study abroad programs, Honors students should consult in advance with the Office of International Programs, the Honors director, and their major advisor(s) in order to ensure timely completion of their degree requirements.

The Examined Life (HN499): The Honors capstone course, taken in the senior year. It satisfies the Honors core requirement in ethics, while also allowing students to revisit particular texts and issues with which they have wrestled during their first three years at Loyola.

Honors students in the Class of 2015 and prior fulfill their second core requirement in English (EN), history (HS), philosophy (PL), and theology (TH) through regular, upper-division disciplinary courses. Once they have completed the appropriate course in the HN220–280 sequence, Honors students take their choice of upper-division courses in these disciplines, skipping the usual EN/PL/TH200-level requirements, and the usual HS300-level requirement. The second required course in English must be an EN300-level course; in philosophy and theology, a course above PL/TH320, excluding logic and ethics; in history, either a special topics course (HS410–459) or a seminar (HS460–499).

All honors students who complete the functional anatomy course while studying abroad in Glasgow, Scotland may **not** take the following courses at Loyola:

| | |
|-------|--|
| BL105 | Introduction to Anatomy and Physiology |
| BL206 | Human Anatomy and Physiology I |
| BL207 | Human Anatomy and Physiology Lab I |
| BL208 | Human Anatomy and Physiology II |
| BL209 | Human Anatomy and Physiology Lab II |
| BL260 | Vertebrate Morphology with Lab |

WITHDRAWAL FROM THE PROGRAM

A student who withdraws from the Honors Program should seek the assistance of the Honors director in determining which Honors courses fulfill non-Honors core requirements. Loyola University Maryland gives no assurance that students who withdraw from the Honors Program will be able to fulfill degree requirements within four years. Students are responsible for making certain that all degree requirements have been completed.

COURSE DESCRIPTIONS

HN201 The Human Drama:

The Ancient World (4.00 cr.)

The first in the four-course, interdisciplinary exploration of human history, extending from the ancient to the modern world, which Honors Program students take in the freshman and sophomore years. *Restricted to Honors students. (Fall only)*

HN202 The Human Drama:

The Medieval World (4.00 cr.)

The second in the four-course, interdisciplinary exploration of human history, extending from the ancient to the modern world, which Honors Program students take in the freshman and sophomore years. *Restricted to Honors students. (Spring only)*

HN203 The Human Drama:

Renaissance to Modern (4.00 cr.)

The third in a four-course, interdisciplinary exploration of human history, extending from the ancient to the modern world, which Honors Program students take in the freshman and sophomore years. *Restricted to Honors students. (Fall only)*

HN204 The Human Drama:

The Modern World (4.00 cr.)

The fourth in a four-course, interdisciplinary exploration of human history, extending from the ancient to the modern world, which Honors Program students take in the freshman and sophomore years. *Restricted to Honors students. (Spring only)*

HN210 *Eloquentia Perfecta*

(3.00 cr.)

A course in analytical thinking, writing, and speaking. Aimed at helping Honors students to become better readers, listeners, speakers, and writers, each section of the course focuses on a particular theme or topic. Students read texts pertinent to the section's theme or topic, analyze the arguments and rhetoric of those texts, produce their own analytical writing, and make oral presentations. *Restricted to Honors students. (Fall only)*

HN215 Engaging Nature (3.00 cr.)

An introductory science course which emphasizes close observation of the natural world, problem solving, and hypothesis development. It is designed to introduce students to science as a “way of knowing” and to the nature of scientific research and debate. *Restricted to Honors students. (Spring only)*

HN300 Honors: Junior Seminar (3.00 cr.)

Studies the history, interrelation, and contemporary significance of moral issues which have arisen in our culture. *Satisfies the ethics core requirement. Restricted to junior and senior Honors students.*

HN301 Art and Intellectual History in the West from the Late Middle Ages to Today (3.00 cr.)

Through the close study of images and texts, the relationship between art and the ideological, religious, and philosophical circumstances in which it was produced is examined. Through class discussion and writing, students investigate both the way that this art was shaped by its intellectual context and how it reworked and rethought this material by giving it visual form. *Counts as an Honors fine arts seminar. Restricted to Honors students.*

HN315 Discovering Difference: Art and the Age of Exploration (3.00 cr.)

The two centuries following Columbus’s “discovery” of the New World in 1492 were marked by an unprecedented degree of interchange between formerly unconnected cultures. In both Europe and the New World, this contact had wide ranging implications in terms of politics, economics, food ways, science, religion, and art. Using art and visual culture as points of entry, this course examines the history and implications of this interchange during the age of exploration. *Counts as an Honors fine arts seminar. Restricted to Honors students. Same course as AH215.*

HN318 Computational Thinking: Exploring Computing through Robotics (3.00 cr.)

An introduction to the great ideas of computing through hands-on experiments with robotics. The course explores the nature and limits of computers; engages with the philosophical and social implications of intelligent machines; and asks what the science of computing can tell us about creativity, reasoning, and the human mind. Students gain experience developing logical thinking using a programming language to control small robots; conducting field studies to obtain data; storing and accessing data from a database using queries; and performing data analysis with spreadsheet formulas. *Counts as an Honors natural sciences seminar. Restricted to Honors students. Same course as CS218.*

HN360 The Biblical Imagination (3.00 cr.)

Examines biblical narratives, interpretations of those narratives from a range of historical periods and perspectives, and literary works that engage those narratives in various ways. Deepens students’ knowledge of the Bible, as well as theological inquiry and its methods. *Counts as an Honors humanities seminar. Restricted to Honors students. Same course as TH360.*

HN376 Wild Justice: Self, Society, and Revenge from Antiquity to the Present (3.00 cr.)

Examines the theme of revenge as explored within the literature, art, and film of a range of societies from antiquity through the present. The course focuses on how these works comment on and critique the philosophical, religious, and legal debates of their day, particularly regarding justice, peace and conflict, and the relation between self and other. *Counts as an Honors humanities seminar. Restricted to Honors students. Same course as CL376.*

HN385 Literary Biography (3.00 cr.)

An examination of biography as a literary art form. Has biography changed over time? Has it grown more or less “true”? Do biographers tend to favor their subjects? Or have they become debunkers primarily? And, what rights do public figures maintain? These are some of the questions addressed while examining biographical writings about such diverse public figures as Mohandas Ghandi, Ulysses Grant, J. D. Sallinger, and Edgar Allan Poe. In addition to a critical paper, students produce a biographical essay of their own. *Counts as an Honors humanities seminar. Restricted to Honors students.*

HN390 What is Patience? (3.00 cr.)

This course doubts if patience is only waiting, watching, and worrying about time going by. Rather, as the Greeks proposed, patience has many connotations, uses, and requirements. Starting with the biblical books of Job and James, students consider why patience is fundamental to the Western tradition. Adding on Cyprian, Shakespeare, and Churchill, students progress through a series of readings about the conditions and causes that make our pursuit of patience a signpost of industry, a symbol of resistance, and a contract with ourselves and society. *Counts as an Honors humanities seminar. Restricted to Honors students. Same course as TH390.*

HN399 Exploring the Modern Epic: James Joyce’s *Ulysses* (3.00 cr.)

Prerequisite: HN204 (may be taken concurrently). James Joyce’s *Ulysses* (1922) is widely regarded as the most influential novel of the twentieth century and viewed by many scholars as the greatest novel ever published in the English language. As the title indicates, Joyce’s novel is a modernization of Homer’s *Odyssey*, trans-

posed to one day in Dublin. This course offers an intensive study of Joyce's challenging, humane, and riotously funny modern epic. *Counts as an Honors humanities seminar. Restricted to Honors students.*

HN406 Philosophies of the Other (3.00 cr.)

Recent philosophy confronts a range of Others—the Other that I hate, that I love, that I fight, that I worship, even the Other that I am to myself. This course traces these very different modes of Otherness: social, sexual, political, religious, and metaphysical. Readings from Hegel, Levinas, Freud, de Beauvoir, Sartre, Marx, Lacan, Zizek, and Weil. *Counts as an Honors humanities seminar. Restricted to Honors students. Same course as PL406.*

HN420 American Political Development (3.00 cr.)

Examines the historical development of the American state by focusing on key moments of state-building in the nineteenth and twentieth centuries. An emerging subfield in political science, American Political Development treats political institutions and practices as embedded in social and economic changes and as consequential for future political developments. *Counts as an Honors social sciences seminar. Restricted to Honors students. Same course as PS420. IU*

HN471 Statistical Quality Control (3.00 cr.)

Prerequisite: EC220 or EG381 or PY292 or ST210 or ST265 or ST381. Quality has become an integral part of the lives of both the consumer and the producer. Covered topics include the ideas of W. Edwards Deming; six sigma; Shewhart concepts of process control; control charts for attributes and variables; CUSUM, EWMA, and MA charts; and factorial experimental designs. *Counts as an Honors natural sciences seminar. Restricted to Honors students. Same course as ST471. (Fall only, Even Years)*

HN499 The Examined Life (3.00 cr.)

This course satisfies the Honors ethics requirement and serves as a capstone for the Honors curriculum. It includes revisiting ethical concerns and issues raised in earlier Honors courses, rereading relevant texts, and introducing new texts and ethical issues when appropriate. *Restricted to Honors students. (Spring only)*

MINOR IN AFRICAN AND AFRICAN AMERICAN STUDIES

Contact: Brian Norman, Associate Professor of English

Office: Humanities Center, Room 242H

Telephone: 410-617-2413

e-mail: bjnorman@loyola.edu

Website: www.loyola.edu/academic/aaas

The Minor in African and African American Studies (AAAS) offers opportunities for critical examination and sophisticated understanding of the cultural, social, political, economic, and historical factors that have created and shaped Africa and its diaspora, including black experiences in the United States, the Caribbean, and throughout the globe. The minor consists of six, three-credit courses, some of which may require prior approval of the program director, and a portfolio submission. Credits toward the minor must come from at least three distinct disciplines; at least four courses must be at the 300-level or above; and up to two courses may be cross-counted between the AAAS minor and another major or minor. Some courses are more applicable or available to certain majors than others.

Requirements for the minor are as follows:

- One African Studies Elective
- Two African American Studies Electives
- Three African, African American, African Diaspora, and/or Comparative Racial Studies Electives, including any combination of courses from the electives listed below; courses approved for AAAS elective credit for a particular semester; study abroad courses approved for AAAS elective credit (prior approval required); a senior seminar, capstone, or internship course in the student's major that significantly engages AAAS topics (prior approval required).
- A portfolio of representative work in the minor, submitted to program director in the final year.

An international, service-learning, or internship course is recommended. Study-abroad courses must be in Africa or in a black-majority location in the diaspora (e.g., Guadeloupe); up to three study-abroad courses can count toward the AAAS minor, in consultation with the Department accepting the credit. Service-learning is integral to courses designated as such, which entails working with African American or African diaspora populations in the greater Balti-

more area. Internship courses are offered through a student's major and it is the student's responsibility to seek program director approval for AAAS credit. Students may also take up to two courses offered through the Baltimore Student Exchange Program at other area colleges and universities; however, these courses must be preapproved by the program director.

Students should work with the program director, in addition to their major advisor, to devise a coherent program of study. Meeting once per semester with the director is suggested. Students are required to work with the program director to compile and submit a final portfolio of a representative selection of work from various AAAS classes, ordinarily in the final year of coursework in the minor.

ELECTIVES**African Studies**

- AH202 African Art
 FR376 Outsiders in Sub-Saharan Francophone Literature
 HS308 White Man's Burden: Colonialism and the Historical Origins of Racism
 HS373 Africa: Past and Present
 HS388 Conquest and Colonization in Africa: 1884–1965
 HS389 Women and Social Change in Modern Africa
 HS443 Apartheid and Its Demise in South Africa
 HS480 Seminar: Cold War in Southern Africa
 ML270 Introduction to African Literature

African American Studies

- AH207 African American Art
 CM374 Documentary Production: Baltimore Stories
 EN373 African American Literature
 EN378 Race and Ethnicity in American Literature
 HS358 African American History through the Civil War
 HS359 African American History through Film
 HS360 African American History Since Emancipation
 HS366 The Civil Rights Crusade
 HS428 The Making of the Early Republic: A Study of Race, Place, and Ideology
 PL399 Anthropology of Slavery
 PS389 African American Political Thought
 TH262 African American Religious Thought

African Diaspora and Comparative Racial Studies

- FR205 Living and Working in the French Caribbean Today
- FR304 Culture and Civilization IV: Introduction to Francophone Cultures
- FR305 Living and Working in the French Caribbean Today
- FR330 Introduction to Francophone Literature
- FR375 Women's Voices in the Francophone World
- HS367 Black Women in the Atlantic World
- HS406 Transatlantic Slave Sites: Study Tour
- HS424 Race, Place, and Memory in American History
- HS461 Seminar: The African Diaspora
- ML363 Voices Across America: A Symphony of Thought
- SC105 Education in U.S. Society
- SC365 Neighborhood and Community in Urban America
- SC421 Seminar: Race, Class, Gender, Sexuality
- SC471 Minority Group Conflict

AAAS Approval Required: The electives listed below may count toward AAAS credit if the final paper or project significantly engages African, African American, or African diaspora studies. The student must seek approval in advance from the program director, and it is the student's responsibility to work with the course instructor to ensure that the final paper or project is on AAAS topics. Other courses may be approved for credit toward the AAAS minor if they significantly engage AAAS learning aims.

- AH204 Islamic Art
- CM330 Stereotypes in U.S. Film and Television
- CM347 The Documentary Tradition
- CM366 Reporting on Urban Affairs
- EC348 Development Economics
- EN367 Topics in American Literature
- EN376 Postcolonial Literature
- EN384 Topics in Postcolonial Literature
- EN385 Seminar in Postcolonial Literature
- EN388 Seminar in Multiethnic American Literature
- HS345 The Peoples of Early America
- HS348 The Civil War and Reconstruction
- HS361 Merchants and Farmers, Planters and Slaves: The Roots of American Business, 1600–1850
- HS463 Seminar: Colonial British America
- LW409 Special Topics in Law and Social Responsibility
- MK346 Consumer Behavior
- PS351 Third World Politics
- PY253 Multicultural Issues in Psychology
- SC207 Protest: Legacy of the Sixties

- SC221 Sociology of Race, Class, and Gender
- SC361 Social Inequality
- SC362 Global Inequality
- SN306 Literature and Identity Politics in Peru
- SN370 Nineteenth-Century Latin American Novel
- SP312 Cultural Diversity in Communication

MINOR IN AMERICAN STUDIES

Contacts: Jean Lee Cole, Associate Professor of English; Douglas Harris, Assistant Professor of Political Science

Office: Humanities Center, Room 230; Beatty Hall, Room 306h

Telephone: 410-617-5440; 410-617-2227

Website: www.loyola.edu/americanstudies

American studies is an interdisciplinary field of study that examines the American experience—past and present—through the literature, art, history, politics, and society of the United States. Requirements for the minor are as follows:

- EN203 Major Writers: American Literature *or*
- EN366 American Literature to the First World War
- HS340 American through Reconstruction *or*
- HS341 The United States Since the Civil War
- Capstone Project in American Studies
(AH490/EN405/HS490/PS490)
- Three Electives (9 credits; listed below)

No more than two courses from the same department may count toward the minor. At least three of courses counted toward the minor must be taken at the 300- or 400-level.

ELECTIVES

- AH207 African American Art
- AH318 American Art: Art for a Democracy
- AH349 Baltimore: Its History and Architecture
- AH351 American Urban Culture:
A Tale of Four Cities
- CM302 Free Speech, Free Expression
- CM305 Media and the Political Process
- CM306 Popular Culture in America
- CM342 Media, Culture, and Society
- CM360 Literary Journalism
- DR210 American Musical Theatre:
Uptown and Downtown
- DR279 Silent Cinema
- DR280 Classic Hollywood Film
- EC310 American Economic History
- EN367 Topics in American Literature
- EN369 The Novel in America
- EN378 Race and Ethnicity in American Literature
- EN379 Gender in American Literature

- EN388 Seminar in Multiethnic American Literature
 EN397 Seminar in American Literature
 HN420 American Political Development
 HS343 American Environmental History
 HS344 American Women's History
 HS345 The Peoples of Early America
 HS346 Revolutionary America
 HS348 The Civil War and Reconstruction
 HS349 Baltimore: Its History and Architecture
 HS350 World War II in America
 HS351 American Urban Culture:
 A Tale of Four Cities
 HS352 America Since 1945
 HS353 History of Violence in America
 HS356 American Art: Art for a Democracy
 HS358 African American History
 through the Civil War
 HS359 African American History through Film
 HS360 African American History
 Since Emancipation
 HS361 Merchants and Farmers, Planters and
 Slaves: The Roots of American Business,
 1600–1850
 HS362 Industrial and Big Business Economy
 HS363 A Century of Diplomacy: U.S. Foreign
 Policy Since 1890
 HS366 The Civil Rights Crusade
 HS367 Black Women in the Atlantic World
 HS368 The Atlantic World: Readings,
 Approaches, and Explorations
 HS372 The Vietnam War through Film
 and Literature
 HS406 Transatlantic Slave Sites: Study Tour
 HS423 Disasters in American History
 HS424 Race, Place, and Memory
 in American History
 HS425 Modern American Social Movements
 HS426 Propaganda, Culture, and American
 Society: 1780–1830
 HS427 The Era of Good Stealings? Gilded Age
 America, 1865–1900
 HS428 The Making of the Early Republic:
 A Study of Race, Place, and Ideology
 HS460 Seminar: American Progressivism
 HS462 Seminar: Taking Care of Business:
 The Evolution of American Business
 Leadership, 1600–1990s
 HS463 Seminar: Colonial British America
 IT202 The Living Language
 ML362 The Early Latino Experience
 in the United States
 ML363 Voices Across America: A Symphony
 of Thought
 ML441 Modern Hispanic American Fiction
 MU210 American Musical Theatre:
 Uptown and Downtown
 PL390 American Philosophy
 PS102 American Politics
 PS314 Public Opinion and American Democracy
 PS315 American Political Development
 PS316 American Political Parties
 PS318 Media and Politics
 PS319 Interest Groups in American Democracy
 PS321 Religion and Politics in America
 PS325 Introduction to Public Policy
 PS326 Congress: The Legislative Process
 PS327 Congressional Politics
 PS329 The Modern American Presidency
 PS330 Strategic Intelligence and American
 Democracy
 PS341 Constitutional Law: Power
 in the National System
 PS342 Equal Protection Law
 PS343 Crime, the Individual, and Society
 PS344 Civil Liberties I
 PS345 Civil Liberties II
 PS359 Approaches to American Foreign Policy
 PS384 American Political Thought
 PS389 African American Political Thought
 PS410 Seminar: Modern Constitutional Theory
 PS420 Seminar: American Political Development
 PS470 Seminar: Toqueville
 PS476 Intelligence, Secrecy, and
 Governmental Reform
 PS477 Intelligence and the Executive Branch
 PT279 Silent Cinema
 PT280 Classic Hollywood Film
 SC103 American Society
 SC204 The Family
 SC205 Social Problems
 SC207 Protest: Legacy of the Sixties
 SC331 Deviance and Social Control
 SC332 The Sociology of Crime and Criminals
 SC333 Juvenile Delinquency
 SC361 Social Inequality
 SC365 Neighborhood and Community
 in Urban America
 SC367 Criminal Justice
 SC471 Minority Group Conflict
 TH220 The Catholic Church in the United States
 TH262 African American Religious Thought
 TH316 Ethics: Catholic Spiritual Life
 in the United States
 TH336 Catholic Intellectual Life in the United
 States: Two Hundred Years of American
 Catholic Opinion
 TH381 Faith and Film: The Apostle's Creed
 in the American Cinema
 WR350 Art of Prose: Selected Authors
 WR351 Art of the Essay: Women Writers
 WR354 Writing about the Environment

AMS Committee Approval Required:

| | |
|-------|--|
| AH402 | Special Topics in Art History |
| DR362 | Special Topics in Dramatic History/Literature |
| EN365 | Seminar in Literature and Catholicism (Post-1800) |
| EN368 | Critical Methodologies (Post-1800): Special Topics |
| EN371 | Contemporary Literature |
| EN377 | Topics in Twentieth-Century Literature |
| EN382 | Topics in Literature and Film Studies |
| EN383 | Seminar in Modern Literature |
| EN386 | Seminar in Literature and Film (Post-1800) |
| EN387 | Seminar in Contemporary Literature |
| EN389 | Seminar in Literature and Gender |
| EN399 | Seminar in Literary Topics After 1800 |
| EN409 | Senior Honors Seminar |
| MU306 | World Music: Common Ground, Separate Ground |
| WR320 | Art of the Argument |
| WR352 | Biography and Autobiography |
| WR353 | The Contemporary Essay |
| WR358 | Literary Reviewing |
| WR385 | Special Topics in Creative Writing |
| WR400 | Senior Seminar |

MINOR IN ASIAN STUDIES

Contact: R. Keith Schoppa, Professor of History, Doehler Chair in Asian History

Office: Humanities Center, Room 315

Telephone: 410-617-2893

This joint program with the Notre Dame of Maryland University allows students in any major to declare a minor devoted to Asian studies. In the Asian studies minor, students learn how different disciplines bring their methodologies to bear on the study of Asia. One by-product is a better understanding of the West itself.

Requirements for the minor (18 credits) consist of five electives plus a final seminar (HS482, HS483, or HS484) or an independent study. The following restrictions apply:

- no more than two courses may be counted from one discipline (e.g., history, political science);
- no more than two courses may be counted in language;
- no more than three courses from any department containing more than one discipline may be counted toward the minor;

- no more than three courses from a study abroad program may be counted toward the minor.

In their final semester, students research, write, and present papers designed to integrate their work on Asia. The seminar alternates between Notre Dame and Loyola, and the content varies according to the interests of the instructor and the participants. In order to accommodate individual interests or scheduling needs, a student may be allowed to choose an independent study instead of the seminar. Please confer with the coordinator for additional information.

The following courses at Loyola and Notre Dame, as well as Japanese and Chinese language courses at Johns Hopkins University count toward the minor:

LOYOLA ELECTIVES

| | |
|-------|---|
| AH203 | The Arts of East Asia |
| AH204 | Islamic Art |
| BH282 | International Business |
| CI101 | Chinese I |
| CI102 | Chinese II |
| CI103 | Chinese III |
| CI104 | Chinese IV |
| CI201 | Chinese Composition and Conversation |
| CI202 | Advanced Chinese Composition and Conversation |
| CI303 | Selected Readings in Modern Chinese I |
| CI304 | Selected Readings in Modern Chinese II |
| HS370 | The Jesuits in Asia Since 1542 |
| HS371 | East Asia in the Modern World |
| HS372 | The Vietnam War through Film and Literature |
| HS374 | East Asia on Film |
| HS375 | Indian History, Culture, and Religion through Film |
| HS377 | History of Modern China |
| HS378 | History of Modern Japan |
| HS380 | History of South Asia in the Twentieth Century |
| HS381 | Search for the Divine: Hindu, Christian, Muslim, and Buddhist Ways in India |
| HS391 | History of the Jesuits |
| HS444 | War and Revolution: East Asia, 1937–1954 |
| IB282 | International Business |
| JP101 | Japanese I |
| JP102 | Japanese II |
| JP103 | Japanese III |
| JP104 | Japanese IV |
| JP201 | Japanese Composition and Conversation |
| JP202 | Advanced Japanese Composition and Conversation |
| ML285 | The Passions of Ancient China: Love, War, and Rectitude in the Classical Literary Era |

- ML306 Old Wine in a New Bottle: Modern Film and Classical Chinese Tales
 ML310 Introduction to Traditional Chinese Culture
 ML324 Representations of Women in Premodern Chinese Literature
 ML358 Japanese Thought and Culture
 PL216 Philosophical Perspectives: Asian Thought
 PL321 Cross-Cultural Philosophy
 PL325 Philosophy of Asian Thought
 PL354 East Asian Philosophy
 PS302 Chinese Politics
 PS351 Third World Politics
 TH266 Christian Theology and World Religions

Notre Dame Electives

- DHIS 211 Introduction to East Asian Civilization
 DHIS 331 Modern China
 DHIS 335 Modern Japan
 DHIS 482 Asian Studies Seminar
 DJJA 358 Japanese Thought and Culture
 DENG 227 Japanese Literature (in translation)
 DART 122 Survey of Asian Art
 DART 413 Topics in Asian Art

MINOR IN CATHOLIC STUDIES

Contact: Vacant

Website: www.loyola.edu/catholicstudies

The Minor in Catholic Studies consists of courses which are devoted to the examination of topics, themes, or questions pertinent to Roman Catholic doctrine and faith in its various aspects. Illustrations of the principles and teachings of Roman Catholicism are found in literature, art, philosophy, the natural and social sciences, historical study, business disciplines, and theology. The minor consists of 18 credits, as follows:

- TH203 Catholic Church: Life and Thought *or*
 TH220 The Catholic Church in the United States
 TH399 Contemporary Catholic Intellectual Life (capstone course)

Four Electives (12 credits; listed below)

TH203 or TH220 satisfies the second core requirement in theology, but it is not a prerequisite that must be satisfied before undertaking the other elective courses. Electives must be chosen from approved Catholic studies minor courses in such prescribed subject areas as theology, philosophy, history, English, biblical studies, fine arts, business studies, and the natural or social sciences. However, to insure the interdisciplinary character of the Catholic studies

minor, students may take no more than two of these elective courses from the same subject area. Theology majors pursuing the Catholic studies minor should take all four of their elective courses from academic disciplines other than theology.

ELECTIVES

- AH312 The Renaissance in Italy
 AH313 Renaissance Art in Northern Europe
 AH314 From Caravaggio to Rembrandt: Art of Baroque Europe
 AH325 Gothic Art and Architecture
 CL301 The Church and the Roman Empire
 CL313 History of Christmas
 CL324 Seminar: The Persecution of the Christians in the Roman World
 EN328 Seminar in Literature and Catholicism (Pre-1800)
 EN332 Literature and the Catholic Imagination (Pre-1800)
 EN364 Literature and the Catholic Imagination (Post-1800)
 EN365 Seminar in Literature and Catholicism (Post-1800)
 HS301 The Church and the Roman Empire
 HS303 The Early Middle Ages
 HS305 The Later Middle Ages
 HS313 History of Christmas
 HS317 The Making of Modern Italy
 HS370 The Jesuits in Asia Since 1542
 HS381 Search for the Divine: Hindu, Christian, Muslim, and Buddhist Ways in India
 HS382 Jesuits and Empire from the Society's Beginning to Its Suppression
 HS383 The Cross and the Sword: Christianity and the Making of Colonial Latin America
 HS391 History of the Jesuits
 HS475 Seminar: The Persecution of the Christians in the Roman World
 HS486 Seminar: The Great Age of the European Reconnaissance: Travel and Discovery
 IT352 Dante's *Divine Comedy*
 LT350 Readings in Medieval Latin I
 LT351 Readings in Medieval Latin II
 LW319 Special Topics in Law, Social Responsibility, and Catholic Studies
 MG319 Special Topics in Catholic Studies
 ML320 Liberation Theology from Its Origins
 ML332 Dante's *Divine Comedy* (in translation)
 PL313 Business Ethics and the Church
 PL322 Nature: Mundane and Sacred
 PL329 Philosophical Foundations of Catholic Social Thought
 PL331 Natural Law and Natural Right
 PL355 Philosophy of History
 PL364 Renaissance Philosophy

- PL369 Introduction to Saint Thomas Aquinas
 PL370 Medieval Philosophy
 PL401 Morals and Politics of the *Lord of the Rings*
 PL404 Reason, Science, and Faith
 in the Modern Age
 PL407 Marriage and Family through the Lens
 of Catholic Social Thought
 and Developmental Psychology
 PL417 Beginning and End of Life
 PY417 Special Topics in Psychology
 and Catholic Studies
 SN392 Extirpation of Idolatries
 TH202 Theology and Catholic Autobiography
 TH204 The History and Theology of the Papacy
 TH205 Christian Rome: Understanding
 Jesus Christ in Rome
 TH211 Women in the Christian Tradition
 TH214 Friends and Foes: Jews and Christians
 through the Ages
 TH216 Ignatius and the Jesuits: History
 and Spirituality
 TH218 Sacred Journeys: The History and
 Theology of Christian Pilgrimage
 TH224 The Gospels and the Earliest Churches
 TH225 Biographical Tales of the Bible
 TH242 A History and Theology of Saints
 TH243 Heaven and Hell
 TH244 Forgiveness and Reconciliation
 TH245 Eucharist (The Mass) in Ordinary Time
 TH246 Who is Jesus?
 TH247 The Presence of God: Christian Mysticism,
 East and West
 TH249 Christian Sacraments
 TH265 World Christianity
 TH266 Christian Theology and World Religions
 TH269 Theology and Literature
 TH270 Creation and Evolution
 TH301 Ethics: Theology and Ethics of Hospitality
 TH303 Ethics: Ancient, Modern, and Christian
 Approaches to Ethics
 TH304 Ethics: Introduction to Christian Ethics
 TH307 Ethics: Marriage and Sexuality
 TH308 Ethics: Justice and the Church
 in the World
 TH310 Ethics: Peace Ethics
 TH311 Ethics: Spirituality and Social Ethics –
 Biblical and Theological Perspectives
 TH316 Ethics: Catholic Spiritual Life
 in the United States
 TH319 Ethics: The Church and the Human Body
 TH322 Christianity and Its Critics
 TH325 From Christopher Columbus
 to Global Catholicism
 TH326 Ignatius Loyola and the *Spiritual Exercises*
 TH327 The Virgin Mary in Scripture and Tradition
 TH329 Medieval Women Authors
 TH331 Finding God in All Things: Spirituality
 and Prayer in the Christian Tradition
 TH335 An Introduction to the Theology
 of Saint Augustine
 TH336 Catholic Intellectual Life in the United
 States: Two Hundred Years of American
 Catholic Opinion
 TH338 The Theology of Thomas Aquinas
 TH346 Disputing the Bible
 TH347 Jesus and the Gospels
 TH349 Learn to Do Right: Biblical Perspectives
 on Social Justice
 TH350 Prophets and Peacemakers
 TH354 Male and Female in the Kingdom of God:
 Contemporary Gender Perspectives
 on the Bible
 TH355 Saint Paul and His Writings
 TH356 Genesis: Exploring the Bible's First Book
 TH362 Hope, Death, and the End of the World
 TH363 Sacraments and the Christian Life
 TH364 What is Truth?
 TH365 Theology and Art
 TH366 Catholic Theology in Modernity
 TH367 Vatican II and the Postconciliar World
 TH369 Faith and Reason
 TH381 Faith and Film: The Apostle's Creed in
 the American Cinema
 TH384 Christianity and Islam
 TH385 The Theological and the Religious in
 International Cinema
 TH386 Fundamental Questions of Morality
 TH387 International Catholic Literature
 in the Twentieth Century
 TH398 Euthanasia and the Problem of Suffering
 WR356 Writers in the Catholic Tradition:
 Selected Authors

MINOR IN FILM STUDIES

Contact: Nicholas A. Miller, Associate Professor of English

Office: Humanities Center, Room 242K

Telephone: 410-617-5695

Website: www.loyola.edu/academic/filmstudies

The Minor in Film Studies allows students to pursue an interdisciplinary curriculum focusing on the history and techniques of film—the dominant art form of the twentieth century. Requirements for the minor are as follows:

Fundamentals of Film Studies (WR344) *or*
History of Film (DR278/PT278)
Film Studies Capstone Seminar
Four Electives (12 credits; listed below)

No more than one of the electives may be at the 100- or 200-level. A student may receive credit for no more than one course taken prior to WR344. No more than two electives may come from the same department.

ELECTIVES

CL270 Greece and Rome on Film
CL341 Hollywood in Rome
CM204 Introduction to Multimedia
CM324 Video I
CM347 The Documentary Tradition
DR279 Silent Cinema
DR280 Classic Hollywood Film
DR281 Films of Alfred Hitchcock
EN180 Introduction to Film and Literature
EN336 Seminar in Literature and Film (Pre-1800)
EN380 The History of Narrative Cinema
EN382 Topics in Literature and Film Studies
EN386 Seminar in Literature and Film (Post-1800)
FR340 The Text and the Screen
GR309 The Classic German Cinema
GR341 Contemporary German Cinema
HS325 Europe Since 1945 through Film
HS359 African American History through Film
HS372 The Vietnam War through Film and Literature
HS374 East Asia on Film
HS375 Indian History, Culture, and Religion through Film
ML306 Old Wine in a New Bottle: Modern Film and Classical Chinese Tales
ML340 China through Film
ML341 Contemporary German Cinema
PL398 Philosophy and Film
PT279 Silent Cinema

PT280 Classic Hollywood Film
PT281 Films of Alfred Hitchcock
PT386 Video Art
TH381 Faith and Film: The Apostle's Creed in the American Cinema
TH385 The Theological and the Religious in International Cinema
WR345 Screen Writing for Film and Television
WR357 Writing about Film

MINOR IN FORENSIC STUDIES

Contact: David B. Rivers, Professor of Biology

Office: Donnelly Science Center, Room 258

Telephone: 410-617-2057

Forensic science/studies is a growing field that continues to gain relevance in all criminal investigations. According to the American Academy of Forensic Science, there is an increasing demand for individuals trained in forensic science, who specifically can apply advances in science and technology to criminal investigation with the purpose of solving crimes. While an undergraduate minor in forensic studies is not sufficient to practice in the field, it does serve to allow students to explore this expanding field out of intellectual curiosity; to develop and nurture their interests in forensic studies in an applied curriculum; and to obtain the necessary background to pursue professional or graduate training in this or related fields.

The Minor in Forensic Studies is an interdisciplinary program with involvement from the Departments of Biology, Chemistry, Computer Science, Engineering, History, Information Systems and Operations Management, Mathematics and Statistics, Philosophy, Physics, Psychology, and Sociology. Students are encouraged to take a range of courses from departments in the natural sciences, social sciences, and School of Business. During the senior year, students enroll in the Forensic Studies Experience, a specialized course of study emphasizing research, independent study, or internship focused on forensic studies/science.

Requirements for the minor are as follows:

- BL101 Introduction to Forensic Science with Lab.
- One capstone experience course, selected from the list below. The capstone experience is typically completed during the senior year, so students should secure a faculty sponsor and obtain the approval of the director of the forensic studies minor by the end of the junior year.

BL498 Forensic Studies Experience
 CH498 Forensic Studies Experience
 EG490 Forensic Studies Experience
 PH498 Forensic Studies Experience
 PY418 Research Seminar in Psychology I
 PY419 Research Seminar in Psychology II
 SC498 Forensic Studies Experience

- Four electives, at least two of which are taken at the 300-level or above (listed below).

The following restrictions apply:

- Students majoring in biology, chemistry, psychology, or sociology may count only one departmental course in both their major and the forensic studies minor. Two courses may count if the capstone course is also in the major.
- Electives must be distributed minimally across two academic disciplines (e.g., BL, CH, EG, HS, IS, MA/ST, PL, PY, SC). For the purposes of the minor, MA and ST courses are considered the same discipline. At least one elective must be completed in each of two academic areas of study (e.g., natural sciences, social sciences, School of Business).
- Only one elective course completed at another institution may count toward the minor, including study abroad, a consortium school, or a nonaffiliated institution.

Permission may be granted for students to enroll in courses for which prerequisites have not been met, following consultation with the appropriate department chair and the director of the forensic studies minor. Students should also consider completing some prerequisites as part of their natural science and social science core requirements.

ELECTIVES

BL322 Synthetic Biology with Lab
 BL341 Molecular Genetics with Lab
 BL351 Forensic Entomology with Lab
 BL473 Special Topics in Forensic Biology
 CSI15 Introduction to Computers with Digital Forensics
 CH201 Quantitative Analysis
 CH410 Instrumental Methods (*and CH411*)
 EG381 Probability and Statistics
 HS330 Crime and Punishment in Modern Europe
 IS358 Business Intelligence and Data Mining
 MA251 Calculus I
 MA252 Calculus II
 PH383 Physics of Medicine and the Human Body
 PH384 Waves and the Physics of Medicine

PL332 Security Ethics
 PL333 Philosophy of Law
 PY421 Forensic Psychology
 SC330 Forensics
 SC331 Deviance and Social Control
 SC332 The Sociology of Crime and Criminals
 SC333 Juvenile Delinquency
 SC367 Criminal Justice
 SC434 Seminar: Women and Deviance
 SC435 Seminar: Forensic Sociology
 ST210 Introduction to Statistics
 ST265 Biostatistics
 ST381 Probability and Statistics

MINOR IN GENDER STUDIES

Contact: Janine P. Holc, Associate Professor of Political Science

Office: Beatty Hall, Room 306d

Telephone: 410-617-2922

The term *gender* refers to the creation and imposition of sex roles in cultures and societies. Gender overlies the neurobiological data of sex and embodiment. For this reason, courses in gender studies analyze gender as an element of social relationships and human experiences including, among others, those of race, ethnicity, and class. Gender studies courses use the resources, theories, and methodologies of a variety of academic fields, leading to a more sophisticated understanding of the sex/gender systems themselves.

The gender studies minor prepares students to enter the growing number of graduate programs in women's and cultural studies, not to mention affording focus for students in prelaw, political science, psychology, sociology, and theology. Most important, the gender studies minor allows students majoring in various disciplines to come together and express different viewpoints and ways of thinking on a common subject. The requirements for the Minor in Gender Studies are the successful completion of the following:

Introduction to Gender Studies (SC210)
 Gender Studies Capstone Seminar
 Four Electives (12 credits; see below)

No more than two of the four electives may come from the same department. Also, no more than two of the electives may be at the 100- or 200-level.

ELECTIVES

- AH200 Women in Art
 AH202 African Art
 AH316 Realism and Impressionism
 CL211 Classical Mythology
 CL301 The Church and the Roman Empire
 CL329 Women in Greece and Rome
 CL334 Roman Private Life
 EN211 Major Writers: Classical Mythology
 EN302 Medieval Love
 EN379 Gender in American Literature
 EN389 Seminar in Literature and Gender
 FR351 French Women Writers of the Renaissance
 FR375 Women's Voices in the Francophone World
 GR358 Sexual Politics in German Drama
 HS301 The Church and the Roman Empire
 HS329 Women in Greece and Rome
 HS334 Roman Private Life
 HS344 American Women's History
 HS367 Black Women in the Atlantic World
 HS389 Women and Social Change in Modern Africa
 HS414 Women in Europe
 HS448 Women and Gender in the Middle East
 IT351 Italian Women Writers of the Renaissance
 ML324 Representations of Women in Premodern Chinese Literature
 ML375 Women and Men in Twentieth-Century Latin American Literature
 PL232 Philosophical Perspectives: Gender and Nature
 PL337 Philosophy and Feminism
 PL339 Twentieth-Century Women Philosophers
 PS364 International Relations through Non-Western Lenses
 PS392 Sexual Politics
 PY254 Psychology of Women
 PY351 Interpersonal Behavior
 PY353 Contemporary Issues in Psychology
 SC104 Cultural Anthropology
 SC204 The Family
 SC207 Protest: Legacy of the Sixties
 SC220 Sociology of Sexuality
 SC221 Sociology of Race, Class, and Gender
 SC341 Independent Study in Gender Studies
 SC361 Social Inequality
 SC421 Seminar: Race, Class, Gender, Sexuality
 SC434 Seminar: Women and Deviance
 SN335 Contemporary Spanish Literature: 1975 to the Present
 SN365 Latin American Essay and Early Cultural Studies
 SN370 Nineteenth-Century Latin American Novel
 SN375 Women and Men in Twentieth-Century Latin American Literature
 SN380 *Modernismo*

- TH211 Women in the Christian Tradition
 TH329 Medieval Women Authors
 TH354 Male and Female in the Kingdom of God: Contemporary Gender Perspectives on the Bible
 WR322 Gendered Rhetoric
 WR351 Art of the Essay: Women Writers

MINOR IN ITALIAN STUDIES

Contacts: Leslie Zarker Morgan, Associate Professor of Modern Languages and Literatures (French and Italian); Steven C. Hughes, Professor of History

Office: Maryland Hall, Room 461; Humanities Center, Room 301

Telephone: 410-617-2926; 410-617-2229

Website: www.loyola.edu/academic/modernlanguages/curriculum/minors/italian-minor

The interdisciplinary Minor in Italian Studies improves student understanding of the complexities in contemporary Italy, while also engaging students in an unusually rich intellectual experience. It offers students a unique opportunity to experience first-hand the confluence of cultural and religious forces in the Italian peninsula. It not only speaks to the Jesuit mission to impart knowledge in the classroom, but also allows students who desire to pursue a better understanding of their faith to do so by living in the center of the Catholic tradition in Rome. While inspiring students to understand traditional Italian culture, this program also requires them to understand the cultural and political traditions that consistently extend beyond the peninsula, and even the Mediterranean, to effect cultural and economic exchanges between the Italian peninsula and the rest of the globe.

This program serves undergraduates majoring in a broad range of fields: liberal arts, science, social science and business. The program follows a curriculum that utilizes current theory and practice, exposes students to cultural diversity, and strongly supports study abroad in the Italian environment to hone those skills. The minor contributes to the specific Loyola learning aims of intellectual excellence, critical understanding, *eloquentia perfecta*, diversity, aesthetics, and faith and mission. The minor consists of 18 credits, as follows:

- Three courses in Italian above the 100-level, one of which must be taken at the 300-level (9 credits)
- Two electives in other fields related to Italian Studies (6 credits; listed below)
- Capstone course, Italy and Italians in Today's World (ML380; 3 credits)

Courses must be distributed minimally across three disciplines (e.g., EN, HS, IT, ML). Two courses may be cross-counted between the Italian studies minor and another major or minor, as long as the department chair in the other major or minor is in agreement.

A service-learning or study abroad/international experience is strongly recommended. The international experience must be in Italy, and up to three study abroad courses can count toward the Italian studies minor. Upon their return from study abroad, all students with a Minor in Italian Studies must take at least one 300-level course in Italian. The service-learning option is integral to an approved Italian studies course and entails working with a group of Italophones in the greater Baltimore area.

The program advisor will work with each student to develop a coherent program of study, guide the student, and meet informally at least once a semester to assist the student in course selection and planning.

ELECTIVES

- AH309 Art of Ancient Rome
 AH312 The Renaissance in Italy
 AH314 From Caravaggio to Rembrandt:
 Art of Baroque Europe
 AH322 Michelangelo
 CL211 Classical Mythology
 CL218 The Golden Age of Rome
 CL300 Death of the Roman Republic
 CL301 The Church and the Roman Empire
 CL302 City of Rome
 CL309 Art of Ancient Rome
 CL314 History of Roman Empire
 CL334 Roman Private Life
 CL337 The Multicultural Roman Empire
 CL350 Introduction to European Culture
 CL421 Caesar and Augustus
 EN211 Major Writers: Classical Mythology
 EN218 Major Writers: The Golden Age of Rome
 HS300 Death of the Roman Republic
 HS301 The Church and the Roman Empire
 HS314 History of Roman Empire
 HS317 The Making of Modern Italy
 HS321 Topics in Italian History
 HS334 Roman Private Life

- HS337 The Multicultural Roman Empire
 HS418 Mussolini and Fascist Italy
 HS421 Caesar and Augustus
 IT201 Italian Conversation and Composition
 IT202 The Living Language
 IT205 Italian for Business
 IT212 Italian Language and Culture II: Rome
 IT213 Italian Language and Culture III: Rome
 IT214 Oral Proficiency in Rome
 IT301 Italian Literature and Civilization I:
 Origins to Reformation
 IT302 Italian Literature and Civilization II:
 Romanticism
 IT303 Italian Literature and Civilization III:
 Realism
 IT304 Italian Literature and Civilization IV:
 Contemporary Italy
 IT310 The Cinema of Italy
 IT321 Italy Today
 IT333 Topics in Italian Renaissance Literature
 IT352 Dante's *Divine Comedy*
 LT308 Vergil: *Aeneid*
 LT311 Cicero
 LT315 Tacitus and Suetonius
 LT320 Livy
 LT330 Roman Historians
 LT333 Sallust
 LT334 Roman Lyric
 LT340 Roman Comedy
 LT344 Horace
 LT355 Petronius and Apuleius
 LT356 Apuleius
 LT374 Roman Satire
 LT380 Ovid
 LT386 Ovid's *Metamorphoses*
 ML251 Introduction to Medieval Italian Literature
 ML302 Italian Romanticism and Western
 Literary Tradition
 ML325 Topics in Italian Literature
 in English Translation
 ML332 Dante's *Divine Comedy* (in translation)
 ML333 Witches, Giants, and Tyrants, Oh My!
 PL364 Renaissance Philosophy
 TH204 The History and Theology of the Papacy
 TH205 Christian Rome: Understanding
 Jesus Christ in Rome

Approval Required: The electives listed below may be counted toward the minor if, in a given semester, the course meets **one** of the following requirements:

- At least one-half of the course material involves Italian or Italian tradition as measured through written work and topics covered through lecture, reading, and testing.

- The student completes a final project involving Italy (its culture, literature, and/or history/social situation).
- It is taught in Italian about Italian materials.

| | |
|-------|--|
| EC440 | International Financial Economics |
| EC446 | International Trade |
| EN312 | Seminar in Shakespeare |
| EN313 | Renaissance Literature |
| EN317 | Seminar in Renaissance Literature |
| IB282 | International Business |
| IB415 | International Management |
| IB482 | Global Strategy |
| IB499 | International Business Internship |
| LW410 | International Business Law |
| MK348 | International Marketing: European Study Tour (includes a trip to Rome) |
| MU309 | Opera and Theater |
| PS350 | Introduction to Comparative Politics |
| PS365 | International Politics |
| PS366 | International Political Economy |
| PY201 | Social Psychology |
| PY253 | Multicultural Issues in Psychology |
| WR355 | Travel Writing |

Students are encouraged to perfect their knowledge of the Italian language. Upper-level courses are also offered at the Johns Hopkins University and Towson University. Students may take electives through the Baltimore Student Exchange Program at other area colleges and universities; however, these courses must be preapproved by the minor advisor or program director. Students may arrange for a language proficiency test through the American Council for the Teaching of Foreign Languages (ACTFL) for a fee.

MINOR IN LATIN AMERICAN AND LATINO STUDIES

Contacts: Bill M. Donovan, Associate Professor of History (Program Advisor); Thomas Ward, Professor of Spanish (Program Director)
Office: Humanities Center, Room 309; Maryland Hall, Room 351i
Telephone: 410-617-2891; 410-617-2370
Website: www.loyola.edu/latinostudies

The interdisciplinary Minor in Latin American and Latino Studies (LALS) is built on a historical, cultural, literary, sociological, and political understanding of the Spanish, Portuguese, and French-speaking regions of the Americas. Students come to appreciate the diversity of Latin American and U.S. Latino experiences by studying Latin Americans from all countries, including the United States. The minor consists of 18 credits, as follows:

Introduction to Latin American and Latino Studies (HS392 or ML392)
 Five Electives (15 credits; listed below)

Courses must be distributed minimally across three disciplines (e.g., HS, ML, PS, SN). Three electives must be taken at the 300-level or above; two may be taken at the 200-level or above. No more than four courses can be taken from a department that contains more than one discipline. Two courses may be cross-counted between LALS and another major or minor with the approval of the department chair(s).

A service-learning or study abroad experience is required. The international experience must be in Latin America, and up to three study-abroad courses can count toward the LALS minor. The service-learning option would be integral to an approved LALS elective course and entails working with any group of Franco-Luso-Hispanic peoples in the Baltimore area. To allow for greater curricular flexibility, it is recommended that students declare the minor in their sophomore year, especially if they will be studying abroad during their junior year.

The program advisor will work with each student to develop a coherent program of study, guide the student, and meet informally at least once a semester to converse and look for connections between courses. Students are required to complete and submit a final portfolio of their work.

ELECTIVES

- FR205 Living and Working in the French Caribbean Today
- FR305 Living and Working in the French Caribbean Today
- HS379 Latin America and the United States Since Independence
- HS383 The Cross and the Sword: Christianity and the Making of Colonial Latin America
- HS384 Modern Latin America
- HS386 Soldiers and Guerillas in Modern Latin America
- HS440 Special Topics in Latin American and Latino Studies
- HS446 Modern Latin American Cities
- HS487 Seminar: Comparative Revolutions in Latin America
- HS488 Seminar: Political Violence and Terrorism in the Modern World
- ML205 Living and Working in the French Caribbean Today
- ML320 Liberation Theology from Its Origins
- ML362 The Early Latino Experience in the United States
- ML363 Voices across America: A Symphony of Thought
- ML375 Women and Men in Twentieth-Century Latin American Literature
- ML404 Another America, Central America
- ML440 Special Topics in Latin American and Latino Studies
- ML441 Modern Hispanic American Fiction
- PO204 Portuguese for Speakers of Spanish
- PS303 Latin American Politics
- SN201 Spanish Composition and Conversation
- SN203 Introduction to Reading Literature
- SN304 Contemporary Central America
- SN305 Visual Culture in Colonial Latin America
- SN306 Literature and Identity Politics in Peru
- SN308 Violence and Culture: Columbia in the Twentieth Century
- SN329 Spanish in the United States
- SN350 Short Latin American Fiction
- SN354 Contemporary Latin American Literature
- SN360 Latin American Short Story
- SN365 Latin American Essay and Early Cultural Studies
- SN366 Latin American Testimony
- SN368 Travelers and Migrants in Twentieth-Century Columbian Literature
- SN369 From Baroque to Enlightenment: Novo-Hispanic Perspectives
- SN370 Nineteenth-Century Latin American Novel
- SN375 Women and Men in Twentieth-Century Latin American Literature

- SN380 *Modernismo*
- SN381 Latin American Avant-Garde
- SN390 Chronicles of Conquest, Resistance and Transculturation
- SN391 Travel Writings of the New World
- SN392 Extirpation of Idolatries
- TH265 World Christianity

Approval Required: The following electives may be counted toward the minor if a final paper or project is geared toward Latin America or U.S. Latinos (paper will become part of portfolio). "Latin America" includes any historically Spanish, Portuguese, or French speaking area, as well as the Caribbean. The minor advisor or program director must approve these courses, and it is the student's responsibility to work with the course instructor to ensure that the final project is on Latin America.

- EC348 Development Economics
- EC440 International Financial Economics
- FR304 Culture and Civilization IV: Introduction to Francophone Cultures
- HS382 Jesuits and Empire from the Society's Beginnings to Its Suppression
- IB282 International Business
- IB470 Special Topics in International Business
- PS351 Third World Politics
- PS370 Theories of International Relations
- SC210 Introduction to Gender Studies
- SN205 Spanish for Business
- SN303 Hispanic Film

Students are encouraged to study and perfect their knowledge of Spanish, Portuguese, or French. Students may take electives offered through the Baltimore Student Exchange Program at other area colleges and universities; however, these courses must be preapproved by the minor advisor or program director.

MINOR IN MEDIEVAL STUDIES

Contact: Leslie Zarker Morgan, Associate Professor of Modern Languages and Literatures (French and Italian)

Office: Maryland Hall, Room 461

Telephone: 410-617-2926

Website: www.loyola.edu/academic/medievalstudies

This program enables students to pursue an interdisciplinary program organized around the medieval time period, broadly defined. Students concentrating in a related area such as art, history, languages, music, philosophy, political science, or theology are encouraged to minor in medieval studies in order to broaden their comprehension of the cultural structures influencing their area of interest.

Requirements for the minor (19 credits) consist of six electives and a one-credit, interdisciplinary independent study (ML400) done in connection with the sixth course. Students pursuing honors degrees in departments with honors programs may substitute their honors project for the final course and independent study (18 credits). The following restrictions apply:

- no more than two courses can be taken in any one discipline (e.g., EN, HS, ML);
- no more than two courses can be taken on one study abroad program;
- two courses should be taken at the 300-level.

Students are encouraged to study and perfect their knowledge of Latin, especially if they are planning on going to graduate school in the field.

ELECTIVES

- AH312 Renaissance in Italy
 AH313 Renaissance Art in Northern Europe
 AH325 Gothic Art and Architecture
 CL301 The Church and the Roman Empire
 CL314 History of the Roman Empire
 EN301 Chaucer
 EN302 Medieval Love
 EN304 Arthur and Other Heroes
 EN306 Topics in Medieval Literature
 EN307 Seminar in Medieval Literature
 FR350 Sex and Violence/Sin and Repentance: Medieval French Literature for Modern Readers
 FR351 French Women Writers of the Renaissance
 FR370 Special Topics in Medieval Literature

- FR371 Love's Fatal Triangle: Courtly Love and the Development of Arthurian Literature in Medieval French Literature
 GR301 German Culture and Civilization I
 GR305 Dungeons, Dragons, Damsels in Distress
 HS301 The Church and the Roman Empire
 HS303 The Early Middle Ages
 HS304 Renaissance and Reformation in Europe
 HS305 The Later Middle Ages
 HS314 History of the Roman Empire
 HS335 History of the Crusades
 HS410 Special Topics: The Crusades
 HS413 Medieval Military History
 HS470 Seminar: The Hundred Years War
 HS472 Seminar: Frontiers and Frontier Peoples in the Middle Ages
 HS477 Seminar: Legends in Medieval History
 IT301 Italian Literature and Civilization I: Origins to Reformation
 IT333 Topics in Italian Renaissance Literature
 IT351 Italian Women Writers of the Renaissance
 IT352 Dante's *Divine Comedy*
 LT104 Latin Golden Age Prose and Poetry
 LT308 Vergil: *Aeneid*
 LT350 Readings in Medieval Latin I
 LT351 Readings in Medieval Latin II
 LT380 Ovid
 LT386 Ovid's *Metamorphoses*
 ML250 Introduction to Medieval Literature: Selected Languages
 ML251 Introduction to Medieval Italian Literature
 ML305 Dungeons, Dragons, Damsels in Distress
 ML332 Dante's *Divine Comedy* (in translation)
 ML333 Witches, Giants, and Tyrants, Oh My!
 ML371 Love's Fatal Triangle: Courtly Love and the Development of Arthurian Literature in Medieval French Literature
 PL369 Introduction to Saint Thomas Aquinas
 PL370 Medieval Philosophy
 SN352 The Golden Age
 TH329 Medieval Women Authors
 TH335 An Introduction to the Theology of Saint Augustine
 TH338 The Theology of Thomas Aquinas
 TH365 Theology and Art

COURSE DESCRIPTIONS

Electives course descriptions and prerequisites can be found within the sponsoring department's chapter of this catalogue.

Office: Knott Hall, Room 306

Telephone: 410-617-2328

Fax: 410-617-2803

Website: www.loyola.edu/academic/math

Chair: Dipa Sarkar-Dey, Associate Professor

Professors: John C. Hennessey (emeritus); Richard F. McCoart, Jr. (emeritus); Christopher H. Morrell; Timothy Law Snyder; Anne L. Young (emerita)

Associate Professors: William Ethan Duckworth; Michael P. Knapp; Lisa A. Oberbroeckling; William D. Reddy (emeritus); Dipa Sarkar-Dey; Jiyuan Tao

Assistant Professors: Richard E. Auer; Prince Chidyagwai; Timothy B. P. Clark; Daniel S. Heinz; Mili Shah

Instructor: Herbert L. Tracey, Jr.

Affiliate Faculty: Verena M. Brown; Bruno G. Kamdem; Amanda Lattimore; Robert E. McKee; Michael F. Schneider

In keeping with the mission of Loyola University Maryland, the Department of Mathematics and Statistics strives for excellence in education. The department offers two majors: one in mathematics and the other in statistics. The department's goal is to open students' minds to the power, beauty, and utility of mathematics and statistics and to develop their conceptual understanding, problem solving ability, and analytical thinking skills. The department's faculty is strongly committed to undergraduate teaching and to giving mathematics and statistics majors a solid and broad-based foundation for a variety of careers, as well as for graduate study. Faculty members conduct research in their fields of specialty and also keep abreast of curricular reform and creative uses of technology.

A double major requires the student to complete the requirements of each major (note that students cannot double major in mathematics and statistics). Interdisciplinary majors allow students to combine interests in two different disciplines. An interdisciplinary major may be designed with the assistance of the student's academic advisor.

LEARNING AIMS

- Compute accurately using algebra, calculus, and technology
- Understand and write proofs of theorems
- Engage in learning, both individually and with others, through reading, listening, observing, and doing

- Apply reason, intuition, and imagination to problem solving in mathematical and statistical contexts both clearly and effectively.

- Read and interpret data and data summaries and apply statistical methods to develop supporting evidence for arguments

- Use technology to gather, process, and communicate information and be able to write computer programs, including the use of subroutines, to perform quantitative tasks

MAJOR IN MATHEMATICS

BACHELOR OF SCIENCE

Requirements for a major and an example of a typical program of courses are listed below. Students with **advanced placement** credit may visit the department website for a suggested sequence of courses.

Freshman Year

Fall Term

CS201 Computer Science I*
 MA251 Calculus I*
 WR100 Effective Writing**
 Language Core
 Social Science Core**

Spring Term

CS202 Computer Science II*** or
 Social Science Core**
 HS101 Europe and the World Since 1500**
 MA252 Calculus II*
 ST210 Introduction to Statistics*
 Language Core
 Elective

Sophomore Year

Fall Term

BL118 Introduction to Cellular and Molecular Biology† and
 BL119 Introduction to Cellular and Molecular Biology Lab or
 BL201 Ecology, Evolution, and Biodiversity† and
 BL202 Ecology, Evolution, and Biodiversity Lab or
 CH101 General Chemistry I† or
 PH201 General Physics I† and
 PH291 General Physics Lab I
 EN101 Understanding Literature
 MA351 Calculus III*
 MA395 Discrete Methods*

PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology

Spring Term

MA301 Introduction to Linear Algebra*
 MA304 Ordinary Differential Equations*
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 English Core
 History Core

Junior Year

Fall Term

MA421 Analysis I*/**
 MA402 MATLAB Programming in Mathematics*/**
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 Nondepartmental Elective**
 Elective

Spring Term

MA/ST400-Level Course*
 MA/ST400-Level Course*
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 Fine Arts Core
 Elective

Senior Year

Fall Term

MA/ST400-Level Course*
 MA/ST400-Level Course*
 Ethics Core
 Nondepartmental Elective**
 Elective

Spring Term

MA/ST400-Level Course*
 MA/ST400-Level Course*
 Nondepartmental Elective**
 Elective
 Elective

* Required for major.

** Terms may be interchanged.

*** See Note 4.

† Natural science core for mathematics majors.

1. **Beginning Courses:** MA251, MA252, and ST210 give a first exposure to the development of good mathematical problem solving skills and the use of the computer in mathematics. These courses must be taken prior to any intermediate ones. Advanced placement is possible for incoming

freshmen through the CLEP and advanced placement tests. See department chair for details.

2. **Intermediate Courses:** MA301, MA304, MA351, and MA395 build on the maturity developed in the beginning courses. They are designed to bring problem solving and mathematical thinking to a higher, more rigorous level and to expose students to the wide variety of mathematics in use today.
3. **Advanced Courses:** Eight MA/ST400-level courses (six for secondary education) chosen in consultation with a faculty advisor. Selections depend on the student's mathematical interests and career goals. It may not be necessary to take all intermediate courses before beginning an advanced course. Check the prerequisites for the desired course. It is important that students discuss their options with their advisor to plan for the advanced courses that are right for them.
4. **Computer Skills:** Mathematics majors with enhanced computer skills find a wider job market open to them. However, students cannot consider their computer skills truly "marketable" having only taken CS201. CS202 offers students the opportunity to learn the complete syntax of a computer language and gives them the necessary experience to become proficient programmers. All majors are urged to consider taking CS202. Majors are required to take one or two courses in the professional software of mathematicians and statisticians: MA402 and possibly ST365.
5. **Concentrations/Required Advanced Courses:** Requirements for the five available concentrations are listed below. Upon selecting a concentration, each student will be assigned an advisor responsible for counseling, approving course choices, and monitoring progress.

General Program: Eight advanced MA/ST courses including: Analysis I, Algebraic Structures I, MATLAB Programming in Mathematics, and at least one of the following three courses: Analysis II, Complex Analysis, or Algebraic Structures II.

Applied Mathematics: Eight advanced MA/ST courses including: Analysis I, MATLAB Programming in Mathematics, and Advanced Linear Algebra. Students are also required to take four courses in a single applied discipline. This discipline must be within business or a natural, life, or social science. Students are required to take either Computer Science II or Numerical Analysis.

Operations Research: Eight advanced MA/ST courses including: Analysis I, MATLAB Programming in Mathematics, Operations Research, Stochastic Processes, Advanced Linear Algebra, and Experimental Research Methods. Elements of Statistical Theory I may be substituted for Experimental Research Methods. One economics course and either Computer Science II or Numerical Analysis are also required.

Pure Mathematics: Eight advanced MA/ST courses including: Analysis I/II, Algebraic Structures I/II, and MATLAB Programming in Mathematics.

Secondary Education: Six advanced MA/ST courses including: Analysis I; Algebraic Structures I; Geometry; MATLAB Programming in Mathematics; and one of the following: Analysis II or Algebraic Structures II or Complex Analysis or Advanced Linear Algebra. Students are also required to fulfill the secondary education requirements.

6. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

MAJOR IN STATISTICS

The objective of the major in statistics is to provide students interested in data analysis, designing research studies, and model fitting with a sound foundation in statistics, mathematics, and computing. The major will enable the student to begin a career as a statistician or an actuary or to be accepted into a graduate program in statistics.

BACHELOR OF SCIENCE

Requirements for a major and an example of a typical program of courses are listed below. Students with **advanced placement** credit may visit the department website for a suggested sequence of courses.

Freshman Year

Fall Term

CS201 Computer Science I*
 MA251 Calculus I*
 WR100 Effective Writing**
 Language Core
 Social Science Core**

Spring Term

CS202 Computer Science II*** *or*
 Social Science Core**
 HS101 Europe and the World Since 1500**
 MA252 Calculus II*
 ST210 Introduction to Statistics*
 Language Core
 Elective

Sophomore Year

Fall Term

BL118 Introduction to Cellular and Molecular Biology† *and*
 BL119 Introduction to Cellular and Molecular Biology Lab *or*
 BL201 Ecology, Evolution, and Biodiversity† *and*
 BL202 Ecology, Evolution, and Biodiversity Lab *or*
 CH101 General Chemistry I† *or*
 PH201 General Physics I† *and*
 PH291 General Physics Lab I
 EN101 Understanding Literature
 MA351 Calculus III*
 MA395 Discrete Methods*
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology

Spring Term

MA301 Introduction to Linear Algebra*
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 English Core
 History Core
 Elective

Junior Year

Fall Term

ST365 Statistical Analysis System (SAS) Laboratory *or*
 ST366 Statistical Computing Using R*
 MA/ST400-Level Course*
 MA/ST400-Level Course*
 PL201 Foundations of Philosophy *or*
 TH201 Introduction to Theology
 Nondepartmental Elective**
 Elective

Spring Term

MA/ST400-Level Course*
 MA/ST400-Level Course*
 PL200-Level Philosophical Perspectives Course *or*
 Theology Core
 Fine Arts Core
 Elective

Senior Year

Fall Term

ST365 Statistical Analysis System (SAS)
Laboratory *or*
ST366 Statistical Computing Using *R**
MA/ST400-Level Course*
MA/ST400-Level Course*
Ethics Core
Nondepartmental Elective**
Elective

Spring Term

MA/ST400-Level Course*
MA/ST400-Level Course*
Nondepartmental Elective**
Elective
Elective

* Required for major.

** Terms may be interchanged.

*** See Note 4.

† Natural science core for statistics majors.

1. **Beginning Courses:** ST210 gives a first exposure to statistics, while MA251 and MA252 provide the foundational mathematics skills that will be required to in advanced statistics and mathematics courses. These courses must be taken prior to any intermediate ones. Advanced placement is possible for incoming freshmen through the CLEP and advanced placement tests. See department chair for details. CS201 provides the foundation for the use of computing in statistics.
2. **Intermediate Courses:** MA301, MA351, and MA395 build on the mathematical maturity developed in the beginning courses. They are designed to bring problem solving and mathematical thinking to a higher, more rigorous level and to continue to develop the mathematics skills and tools necessary to master the advanced courses.
3. **Advanced Courses:** Eight MA/ST400-level courses chosen in consultation with a faculty advisor. Selections depend on the student's interests and career goals. It may not be necessary to take all intermediate courses before beginning an advanced course. Check the prerequisites for the desired course. It is important that students discuss their options with their advisor to plan for the advanced courses that are right for them. ST461 and ST465 are required of all statistics majors. The remaining six 400-level courses are chosen from the following courses (depending on the concentration selected): MA402, ST462, ST466, MA481, MA485/ST485, ST471, and ST472.

In addition, up to two of the six 400-level course may be selected from MA421, MA427, and MA445.

4. **Computer Skills:** Statistics majors with enhanced computer skills find a wider job market open to them. However, students cannot consider their computer skills truly "marketable" having only taken CS201. CS202 offers students the opportunity to learn the complete syntax of a computer language and gives them the necessary experience to become proficient programmers. Students concentrating in mathematical statistics and general statistics are urged to consider taking CS202. Students concentrating in actuarial sciences are urged to consider taking IS251. Statistics majors are required to take one or two courses in the professional software of statisticians: ST365 and possibly ST366 (depending on concentration). Statistics majors may also elect to take MA402.
5. **Concentrations/Required Advanced Courses:** Requirements for the three available concentrations are listed below. Upon selecting a concentration, each student will be assigned an advisor responsible for counseling, approving course choices, and monitoring progress. All statistics majors must complete an advanced, full-year sequence. The two advanced, full-year sequences are: Elements of Statistical Theory I/II; Experimental Research Methods and Experimental Design.

Actuarial Science: Eight advanced MA/ST courses including: Elements of Statistical Theory I/II and Experimental Research Methods. Students are required to take Statistical Analysis System (SAS) Laboratory, Microeconomic Principles, Macroeconomic Principles, Financial Accounting, and Financial Management. Information Systems (IS251) is strongly recommended as an elective for students in the actuarial science concentration.

General Statistics: Eight advanced MA/ST courses including: Elements of Statistical Theory I, Experimental Research Methods, and Elements of Statistical Theory II or Experimental Design. Students are required to take Statistical Analysis System (SAS) Laboratory and Statistical Computing using *R*. Computer Science II (CS202) is strongly recommended as an elective for students in the statistics concentrations.

Mathematical Statistics: Eight advanced MA/ST courses including: Elements of Statistical Theory I/II, Experimental Research Methods, and Experimental Design. Students are required to take Statistical Analysis System (SAS) Laboratory and Statistical Computing using *R*. Computer Science

II (CS202) is strongly recommended as an elective for students in the statistics concentrations.

6. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

INTERDISCIPLINARY MAJOR IN MATHEMATICS

An interdisciplinary major may be arranged between mathematics and another discipline. Students planning an interdisciplinary major must contact each department to review the requirements for that department. The following courses are required for the mathematics component of the interdisciplinary major:

| | |
|-------|--------------------------------------|
| CS201 | Computer Science I |
| MA251 | Calculus I |
| MA252 | Calculus II |
| MA301 | Introduction to Linear Algebra |
| MA351 | Calculus III |
| ST210 | Introduction to Statistics <i>or</i> |
| ST265 | Biostatistics |

Note: Computer Science II (CS202) is strongly recommended as an elective.

In addition to the courses listed above, students select one of the tracks below:

Differential Equations/Mathematical Modeling Track

| | |
|-------|---------------------------------|
| MA304 | Ordinary Differential Equations |
| MA421 | Analysis I |

In addition, select three of the following courses (for a total of four 400-level courses):

| | |
|-------|--|
| MA402 | MATLAB Programming in Mathematics |
| MA424 | Complex Analysis |
| MA427 | Numerical Analysis |
| MA445 | Advanced Linear Algebra |
| MA481 | Operations Research |
| MA490 | Special Topics in Mathematics (when applicable) |
| ST461 | Elements of Statistical Theory I: Distributions |

Discrete/Algorithmic Track

| | |
|-------|--|
| MA395 | Discrete Methods |
| MA441 | Algebraic Structures I <i>and/or</i> |
| ST461 | Elements of Statistical Theory I: Distributions |

In addition, select two or three of the following courses (for a total of four 400-level courses):

| | |
|-------|--|
| MA402 | MATLAB Programming in Mathematics |
| MA421 | Analysis I |
| MA431 | Geometry |
| MA442 | Algebraic Structures II |
| MA445 | Advanced Linear Algebra |
| MA447 | Number Theory |
| MA481 | Operations Research |
| MA485 | Stochastic Processes (<i>or</i> ST485) |
| MA490 | Special Topics in Mathematics (when applicable) |

INTERDISCIPLINARY MAJOR IN STATISTICS

An interdisciplinary major may be arranged between statistics and another discipline. Students planning an interdisciplinary major must contact each department to review the requirements for that department. The following courses are required for the statistics component of the interdisciplinary major:

| | |
|-------|--|
| CS201 | Computer Science I |
| MA251 | Calculus I |
| MA252 | Calculus II |
| MA301 | Introduction to Linear Algebra |
| MA351 | Calculus III |
| MA395 | Discrete Methods |
| ST210 | Introduction to Statistics <i>or</i> |
| ST265 | Biostatistics |
| ST365 | Statistical Analysis System (SAS) Laboratory |
| ST461 | Elements of Statistical Theory I: Distributions |
| ST465 | Experimental Research Methods |

Note: Computer Science II (CS202) and Statistical Computing Using *R* (ST366) are strongly recommended as electives.

In addition, select two of the following courses:

| | |
|-------|---|
| MA445 | Advanced Linear Algebra |
| ST485 | Stochastic Processes (<i>or</i> MA485) |
| ST462 | Elements of Statistical Theory II: Inference |
| ST466 | Experimental Design |
| ST471 | Statistical Quality Control |
| ST472 | Applied Multivariate Analysis |
| ST491 | Special Topics in Statistics |

MINORS IN MATHEMATICS AND STATISTICS

The department offers two types of minors: one in the mathematics, the other in statistics. The focus of the minor can take many directions depending on the MA/ST courses selected. Students pursuing a minor should discuss their academic and career interests with a department faculty member.

MINOR IN MATHEMATICS

Requirements for the minor are a minimum of six, three- or four-credit MA/ST courses including: MA251 and MA252. All remaining MA/ST courses are to be taken at or above the 200-level.

Students graduating with a degree in a natural science, computer science, or engineering must take two MA/ST400-level courses. They may replace one MA/ST400-level course with two MA/ST200- or 300-level courses, totaling seven courses for the minor.

Students graduating with a degree in the social sciences or humanities must take one MA/ST400-level course. They may count ST110 as one of the six courses; however, they should consider taking ST210 instead of ST110.

Students graduating with a degree in business must take MA301, ST210 or EC220, and one MA/ST400-level course as three of the six courses. They must also take one other MA/ST300- or 400-level course or EC405 or EC420 or EC425. (**Note:** EC420 and ST465 may not both count towards the six courses.)

MINOR IN STATISTICS

Requirements for a minor are ST365 and a minimum of six, three- or four-credit MA/ST courses including MA251, MA252, and ST465. The remaining courses are to be taken from MA301, MA481, MA485/ST485, ST210 or ST265 or ST381/EC381, ST461, ST462, ST466, ST471, ST472. Those graduating with a degree in the social sciences or humanities may also count ST110.

COURSE DESCRIPTIONS**MATHEMATICS**

MA004 Review of Math for College (0.00 cr.)
Sets of real numbers, polynomials, algebra of fractions, first degree equations, and inequalities in one variable; exponents, radicals, complex numbers, graphing equations, and inequalities in two variables; systems of equations; and other selected topics. *Does not satisfy mathematical sciences core requirement.*

MA106 Topics in Modern Math: Ciphers and Codes (3.00 cr.)
Prerequisite: Written or electronic permission of the instructor is required for students who have credit for MA251. The mathematical basis of elementary ciphers and codes including substitution ciphers, public key ciphers, and RSA system. Topics include elementary number theory and modular arithmetic. *A graphing calculator will be used.*

MA107 Mathematics, Numbers and the Real World (3.00 cr.)
The nature of mathematical reasoning and the concept of proof in relation to concrete problems. Topics may include inductive reasoning, deductive reasoning, various number systems and their history, everyday arithmetic, financial management, introductory probability, and statistics. Topics are often discussed with a view toward practical applications and interesting real world examples. *Closed to students who have credit for MA/ST200-level courses.*

MA108 Special Topics in Modern Math (3.00 cr.)
Special topics in elementary mathematics. Topic varies depending on interest of the instructor. *Closed to students who have credit for MA/ST200-level courses. May be repeated for credit with different topics.*

MA109 Precalculus (3.00 cr.)
Prerequisite: MA004 or a score of 56 or better on Part I of the Math Placement Test or a math SAT score of 560 or better or a math ACT score of 24 or better. For students intending to take Calculus (MA151 or MA251) whose mathematical background is insufficient as determined by the placement test. Reviews algebra including factoring, exponents, and radicals; equations and inequalities; functions and relations including algebraic, exponential, logarithmic, and trigonometric functions. *Does not satisfy mathematics and statistics core requirement. Technology will be used.*

MA151 Applied Calculus (3.00 cr.)

Prerequisite: MA109 or a score of 48 or better on Part II of the Math Placement Test or one year of high school calculus. A one semester introduction to calculus. Definition, interpretation, and applications of the derivative especially in business and social sciences. Closed to students minoring in mathematics or statistics. A graphing calculator and/or computer will be used. Degree credit will not be given for both MA151 and MA251.

MA251 Calculus I (4.00 cr.)

Prerequisite: MA109 or a score of 56 or better on Part II of the Math Placement Test or one year of high school calculus. A rigorous approach to Calculus for all majors. Topics include limits, definition, interpretation, and applications of the derivative; differentiation rules; antiderivatives; definition of definite and indefinite integrals; and the Fundamental Theorem of Calculus. Degree credit will not be given for both MA151 and MA251. IFS

MA252 Calculus II (4.00 cr.)

Prerequisite: At least a C- or better in MA251. A continuation of MA251. Techniques and applications of integration; improper integrals; parametric equations and polar coordinates; sequences and series. IFS

MA295 Discrete Structures (3.00 cr.)

Prerequisite: CS201; MA109 or a score of 56 or better on Part II of the Math Placement Test or one year of high school calculus. Boolean algebra, combinatorics, inductive and deductive proofs, sets, graphs, functions, and recurrence relations. Same course as CS295. (Fall only)

MA301 Introduction to Linear Algebra (3.00 cr.)

Prerequisite: MA252. An introduction to the basics of matrices, linear transformations, and vector spaces along with selected applications. Topics include linear independence, dimension, solutions of linear systems, eigenvalues, and diagonalization. Applications are drawn from areas such as computer graphics, input-output analysis, and least squares. The computer package MATLAB is introduced and used throughout the course. (Spring only)

MA304 Ordinary Differential Equations (3.00 cr.)

Prerequisite: MA351, or MA252 and written permission of the instructor. An introduction to ordinary differential equations. Techniques for solving and analyzing first and second order differential equations, both linear and nonlinear; systems of differential equations. Qualitative and numerical methods as well as closed form solutions are emphasized, and mathematical software is used. No computer experience necessary. (Spring only)

MA351 Calculus III (4.00 cr.)

Prerequisite: At least a C- or better in MA252. A continuation of MA252 into multivariable calculus. Topics include vectors, lines, planes, and surfaces in three dimensions; vector functions and their derivatives and integrals; partial derivatives, gradients, directional derivatives, maxima, minima, Lagrange multipliers; multiple integrals, area, volume, surface area, integration in different coordinate systems. Line integrals, Green's theorem, Stokes' theorem and the divergence theorem are also studied. (Fall only)

MA395 Discrete Methods (3.00 cr.)

Prerequisite: MA252. The logic of compound statements, mathematical induction, set theory, counting arguments, permutations, combinations, and probability. Problem solving is stressed. (Fall only)

MA402 MATLAB Programming in Mathematics (3.00 cr.)

Prerequisite: CS201, MA301. The basics of MATLAB programming are covered through the investigation of various mathematical topics, including functions, conditional statements, loops, and plotting. (Fall only)

MA421 Analysis I (3.00 cr.)

Prerequisite: MA395. A rigorous development of topics in calculus, and a systematic study of basic analysis with an emphasis on formal proofs. Topics include properties of the real line, sequences, series, theory of limits, continuity, theory of differentiation, and integration of functions of one variable. (Fall only)

MA422 Analysis II (3.00 cr.)

Prerequisite: MA351, MA421. A continuation of MA421. Possible topics include theory of integration of functions of one variable, improper integrals, series, functions of several variables, and metric spaces. (Spring only, Even Years)

MA424 Complex Analysis (3.00 cr.)

Prerequisite: MA421 or written permission of the instructor. Geometry of complex numbers, complex functions, analytic functions, harmonic functions, contour integration, Cauchy's Integral Formula, Laurent series, residue theory, conformal mappings. (Spring only, Odd Years)

MA427 Numerical Analysis (3.00 cr.)

Prerequisite: MA351, MA402, or written permission of the instructor. Linear systems, interpolation, quadrature, and root-finding. Additional topics may include solutions of differential equations, optimization, and nonlinear systems of equations. (Spring only, Even Years)

MA431 Geometry (3.00 cr.)

Prerequisite: Any MA300-level course. A review of Euclidean geometry and an introduction to non-Euclidean geometry. Rigorous deduction and axiom systems are emphasized. Possible techniques include the use of coordinate geometry, linear algebra, and computer geometry systems. (*Spring only, Even Years*)

MA441 Algebraic Structures I (3.00 cr.)

Prerequisite: MA301, MA395. An investigation of the fundamental algebraic systems of groups, rings, and fields. Homomorphisms, cosets, Lagrange's theorem, quotient structures, and symmetry groups. (*Fall only*)

MA442 Algebraic Structures II (3.00 cr.)

Prerequisite: MA441. A continuation of MA441. Topics drawn from Sylow theory, ring theory, Galois theory, field extensions, and finite fields. May include applications from combinatorics, computing and coding. (*Spring only, Odd Years*)

MA445 Advanced Linear Algebra (3.00 cr.)

Prerequisite: MA301. A deeper study of matrices and their applications, diagonalization, canonical forms, eigenvectors and eigenvalues, perturbation of matrices, computational algorithms. (*Fall only, Even Years*)

MA447 Number Theory (3.00 cr.)

Prerequisite: MA395. Integers, divisibility, Euclid's algorithm, Diophantine equations, prime numbers, congruences, including quadratic reciprocity and Euler's phi-function. Additional topics to be chosen by the instructor. (*Spring only, Even Years*)

MA481 Operations Research (3.00 cr.)

Prerequisite: MA301. Linear programming and related techniques of combinatorial optimization with applications. Includes the simplex algorithm, transportation, optimal assignment, network flow, shortest path and travelling salesperson problems. (*Fall only, Odd Years*)

MA485 Stochastic Processes (3.00 cr.)

Prerequisite: EC220 or EG381 or PY292 or ST210 or ST265 or ST381; MA301. The fundamental concepts of random phenomena, including Bernoulli processes, Markov chains, Poisson processes, queuing theory, inventory theory, and birth-death processes. Applied and theoretical assignments, computer simulation. *Same course as ST485. (Spring only, Odd Years)*

MA490 Special Topics in Mathematics (3.00 cr.)

Prerequisite: Varies with topic. Special topics in advanced mathematics of interest to the instructor and students. Varies from semester to semester. Recent topics include coding theory, topology, optimization, geometry, and an honors seminar. *May be repeated for credit with different topics.*

STATISTICS**ST110 Introduction to Statistical Methods and Data Analysis (3.00 cr.)**

Prerequisite: MA004 or a score of 56 or better on Part I of the Math Placement Test or a math SAT score of 560 or better or a math ACT score of 24 or better or any other MA100-level course. An introductory statistics course requiring no calculus. Statistical methods are motivated through real data sets. Topics include graphical summaries of data, measures of central tendency and dispersion, chi-squared tests, regression model fitting, normal distributions, and sampling. *Closed to students working toward B.S. or B.B.A. Closed to students who have taken EC220 or EG381 or PY291 or ST210 or ST265 or ST381. Technology will be used. GT*

ST131 Introduction to Statistics for Middle School Teachers (3.00 cr.)

Prerequisite: Restricted to graduate Baltimore County Math Cohort students. Descriptive statistics; regression model fitting; probability; normal, binomial, and sampling distributions; estimation; and hypothesis testing.

ST210 Introduction to Statistics (3.00 cr.)

Prerequisite: MA109 or a score of 48 or better on Part II of the Math Placement Test or one year of high school calculus. A non-calculus-based course covering descriptive statistics; regression model fitting; probability; normal, binomial, and sampling distributions; estimation; and hypothesis testing. *Closed to students who have taken EC220 or EG381 or PY292 or ST265 or ST381. Degree credit will not be given for more than one of EG381 or ST210 or ST265 or ST381. IFS*

ST265 Biostatistics (3.00 cr.)

Prerequisite: MA109 or a score of 48 or better on Part II of the Math Placement Test or one year of high school calculus. A non-calculus-based course covering descriptive statistics, regression model fitting, probability, distributions, estimation, and hypothesis testing. Applications are geared toward research and data analysis in biology and medicine. *Closed to students who have taken EC220 or EG381 or PY292 or ST210 or ST381. Degree credit will not be given for more than one of EG381 or ST210 or ST265 or ST381. IFS (Spring only)*

ST365 Statistical Analysis System (SAS) Laboratory (1.00 cr.)

Prerequisite: EC220 or EG381 or PY292 or ST210 or ST265 or ST381. A laboratory course in the use of the Statistical Analysis System, a statistical software package that is widely used throughout governmental, business, industrial, scientific, and academic sectors. Proficiency in using SAS for data management, analysis, and reporting is developed. The course reviews statistical methodology while focusing on developing

computing experience and extensive project work. (Fall only, Odd Years)

ST366 Statistical Computing Using R (1.00 cr.)

Prerequisite: CS201; ST210 or ST265 or written permission of the instructor. A laboratory course in the use of R, a free software environment for statistical computing and graphics that is used extensively in academia. Topics include loops, conditional statements, input/output of data, statistical and graphical functions, simulation, bootstrapping, and permutation tests. (Fall only, Even Years)

ST381 Probability and Statistics (3.00 cr.)

Prerequisite: MA252. Random experiments, probability, random variables, probability density functions, expectation, descriptive statistics, confidence intervals, hypothesis testing, and simple linear regression. Degree credit will not be given for more than one of EG381 or ST210 or ST265 or ST381. Same course as EG381. IFS (Fall only)

ST461 Elements of Statistical Theory I: Distributions (3.00 cr.)

Prerequisite: EC220 or EG381 or PY292 or ST210 or ST265 or ST381; MA351. Probability, discrete and continuous distributions, moment generating functions, multivariate distributions, transformations of variables, and order statistics. (Fall only, Even Years)

ST462 Elements of Statistical Theory II: Inference (3.00 cr.)

Prerequisite: ST461. A continuation of ST461. Theory of estimation and hypothesis testing, the central limit theorem, maximum likelihood estimation, Bayesian estimation, and the likelihood ratio test. (Spring only, Odd Years)

ST465 Experimental Research Methods (3.00 cr.)

Prerequisite: EC220 or EG381 or PY292 or ST210 or ST265 or ST381. *Corequisite:* ST365 is required for students pursuing a statistics major. Concepts and techniques for experimental research including simple, logistic, and multiple regression; analysis of variance; analysis of categorical data. (Fall only, Odd Years)

ST466 Experimental Design (3.00 cr.)

Prerequisite: MA301, ST365, ST465. A continuation of ST465. The theory of linear models and its relationship to regression, analysis of variance and covariance. Coverage of interaction, blocking, replication, and experimental designs: split-plot, nested, and Latin squares. (Spring only, Even Years)

ST471 Statistical Quality Control (3.00 cr.)

Prerequisite: EC220 or EG381 or PY292 or ST210 or ST265 or ST381. Quality has become an integral part of the lives of both the consumer and the producer. Covered topics include the ideas of W. Edwards Deming; six sigma; Shewhart concepts of process control; control charts for attributes and variables; CUSUM, EWMA, and MA charts; and factorial experimental designs. Same course as HN471. (Fall only, Even Years)

ST472 Applied Multivariate Analysis (3.00 cr.)

Prerequisite: EC220 or EG381 or PY292 or ST210 or ST265 or ST381 or written permission of the instructor. Applications of multivariate statistical methods, including principal components, factor analysis, cluster analysis, discriminant analysis, Hotelling's t-square, and multivariate analysis of variance. An applied journal article is read and summarized verbally, in written form, and in rewritten form. A final course project based on an original study is presented verbally, in written form, and in rewritten form. (Spring only, Even Years)

ST485 Stochastic Processes (3.00 cr.)

Prerequisite: EC220 or EG381 or PY292 or ST210 or ST265 or ST381; MA301. The fundamental concepts of random phenomena, including Bernoulli processes, Markov chains, Poisson processes, queuing theory, inventory theory, and birth-death processes. Applied and theoretical assignments, computer simulation. Same course as MA485. (Spring only, Odd Years)

ST491 Special Topics in Statistics (3.00 cr.)

Prerequisite: EC220 or EG381 or PY292 or ST210 or ST265 or ST381. Special topics in advanced statistics of interest to the instructor and the students. May be repeated for credit with different topics.

Office: Early House

Telephone: 410-617-5179

e-mail: rotc@loyola.edu

Website: www.loyola.edu/rotc

Chair: LTC James G. Riely, Professor

Professor: LTC James G. Riely

Assistant Professors: CPT Stephen Horrigan;

CPT Joseph Mucci; CPT Hayden Scardina

Instructors: MSG James Gentile; SFC Kevin McCluskey;

SFC Pedro Quinones; SFC Valentine Vildosola

**U.S. ARMY RESERVE OFFICERS'
TRAINING CORPS (ROTC)**

The U.S. Army and Loyola University Maryland sponsor one of only 272 Army ROTC host programs in the nation in order to provide an opportunity for men and women to receive training and instruction that ultimately leads to a commission as a full- or part-time officer in the U.S. Army, Army Reserves, or Army National Guard. The ROTC military science instruction focuses on leader development, and its curriculum is based on five tracks: values/ethics, personal development, leadership, tactics/techniques, and officership. Students from Goucher College, Notre Dame of Maryland University, and Towson University may also participate in the program through a cross-enrollment agreement with Loyola. Graduate students may participate in the program by applying as special students.

The majority of U.S. Army officers receive their commission through one of the host programs or the United States Military Academy at West Point. A four-year degree is required to be an Army officer and Loyola's ROTC program commissions officers in the rank of second lieutenant who serve full-time on active duty, or part-time in the reserves or national guard, following graduation. The determination to serve full- or part-time is decided by the student, and no service obligation is incurred before the student signs a contract with the U.S. Army.

The Army ROTC is more than a college program; it is a tradition. In 1819, Captain Alden Partridge, former superintendent at West Point, started what is known today as Army ROTC. Captain Partridge felt that our country needed more "citizen soldiers," so he established the first private school to offer military instruction. It did not take long for his idea to spread. By the turn of the century, 105 colleges and universities across the country were offering military instruction on their campuses.

The U.S. Army Reserve Officers' Training Corps as it is known today dates from the National Defense Act of 1916. World War I prevented the development of a program through which civilian educators and military professionals could work together. Therefore, at the conclusion of WWI, the ROTC program was fully implemented on college campuses. The success of this effort has been demonstrated in WWII, Korea, Vietnam, the Gulf War, and during the current global threat of terrorism. College campuses provided quality officers to meet the rapidly expanding needs of mobilization.

In 1964, the ROTC Vitalization Act improved the program by adding scholarships and expanding junior ROTC opportunities. Today, the Army ROTC is available to students at more than 270 host schools and 1,000 extension colleges and universities. Loyola's ROTC program was started in 1952 and has commissioned over 1,100 officers. Six have reached the rank of General Officer, and one is currently an astronaut working with NASA.

BASIC AND ADVANCED COURSES

The ROTC program consists of the Basic Course (MSI01–202) and the Advanced Course (MS301–402). The Basic Course is normally taken during the freshman and sophomore years and is open to all students. There is no military service obligation for taking classes in the Basic Course (except for scholarship students). The Basic Course focuses on the military basics such as drill and ceremony, squad-level tactics, customs and courtesies, ethics, and values. The Advanced Course is taken during the final two years of college (junior/senior year) or by graduate students in a two year program. It includes a paid, five-week Leadership Development and Assessment Course (LDAC), normally attended during the summer between junior and senior years. The Advanced Course teaches cadets about military leadership, higher-level tactics, land navigation, and the operation order, as well as military management and law. The courses also use vignettes from the various global theatres of operation to demonstrate the real world applications of the above principles. Students must have Basic Course credit in order to enter the Advanced Course. Credit can be given for completion of the Basic Course program, graduation from the Basic Training of any military branch, at least three years of JROTC, or attendance at the Leader's Training Course.

The summer Leader's Training Course (LTC) is a four-week course focusing on professional military training. It is a hands-on, action-oriented course that provides students with an opportunity to observe the discipline and challenges of an Army career. Students are evaluated on their physical, academic, and leadership qualities to determine their potential for future service.

The LTC is an alternative to the first two years of ROTC, is usually taken as a sophomore, and requires no military commitment. Graduating seniors may also participate in the course prior to attending graduate school. Those who graduate from the LTC may receive summer internship credit and may be eligible to receive a scholarship, worth **full** tuition and fees, for their final two years of schooling. The course is conducted annually in Fort Knox, Kentucky.

The summer Leadership Development and Assessment Course (LDAC) is a five-week course for selected juniors and seniors who have contracted for a service obligation. The LDAC focuses on leadership development and professional military training. The course is conducted annually in Fort Lewis, Washington.

ROTC SCHOLARSHIPS

The U.S. Army is interested in selecting the best candidates for scholarships, and ultimately, commissioning as the future officer leadership of the U.S. Army. ROTC scholarships cover tuition and fees **or** room and board, in addition to providing \$1,200 each year for books and supplies. Recipients also receive a tax-free subsistence allowance each month that classes are attended (up to 10 months/year): \$300/freshman year, \$350/sophomore year, \$450/junior year, and \$500/senior year.

ROTC also awards campus-based scholarships for all eligible students. Students must be enrolled in a military science course in order to compete for a campus-based scholarship. These scholarships cover the same expenses as the national scholarships. Incoming scholarship recipients from the National High School Scholarship Program and freshmen who receive a campus-based scholarship in the fall semester also receive a Loyola University Maryland Army ROTC Scholarship Supplemental Grant. This grant covers **full** room costs, and it remains in effect each year, provided the cadet retains eligibility for the ROTC scholarship.

Scholarships are awarded competitively and are based solely on merit/performance. Winners are not precluded from holding other scholarships. Scholarship options include the National High School Scholarship Program and campus-based, U.S. Army Reserve, and Maryland Army National Guard awards.

OFFICER'S CAREER

Graduates have the opportunity to serve either full-time in the active Army or part-time in the National Guard or U.S. Army Reserve. Upon entering the Army, they will be assigned to a service branch on the basis of education and experience, personal preference, and the needs of the Army. A "branch" is a general field of interest in the Army, such as Aviation, Infantry, Field Artillery, Medical Service, Military Intelligence, Signal Corps, etc. The Army fully trains ROTC graduates in their branches at schools lasting from as few as 16 weeks to a year or more. Students who choose to serve in the Army National Guard or Reserves are guaranteed a job interview during their senior year through the Army PaYS program.

Some of the opportunities for Army officers include leadership, travel, training, advanced education, promotions, competitive pay and benefits with regular raises for longevity, full medical (including family members) and dental coverage, housing, and 30 days paid vacation a year.

INFORMATION

For more information, contact the Military Science Department (Early House), 410-617-5179 or rotc@loyola.edu.

ACTIVITY MODULES

Association of United States Army
 Color Guard
 Ranger Challenge Team
 Maryland Army National Guard and U.S. Army
 Reserves Simultaneous Membership Program

COURSE DESCRIPTIONS

MS099 Leadership Lab (0.00 cr.)

Provides an environment for practicing leadership skills taught in the classroom and hands-on training with military equipment. *Corequisite for all other military science courses. (Pass/Fail)*

MS101 Leadership and Personal Development (3.00 cr.)

Corequisite: MS099. Cadets are introduced to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as time management, physical fitness, and stress management relate to leadership, officership, and Army operations. Focus is placed on developing basic knowledge and comprehension of Army leadership dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student. Health, wellness, and fitness instruction occurs outside the classroom. *For nondegree credit. Open enrollment.*

MS102 Introduction to Tactical Leadership (3.00 cr.)

Corequisite: MS099. An overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. Health, wellness, and fitness instruction occurs outside the classroom. *For nondegree credit. Open enrollment.*

MS103 Intensive Independent Military Study (3.00 cr.)

Corequisite: MS099. Permits a student to do close and vigorous study on a military topic not available in the regular curriculum. Heavy research, reading, and writing are normally required and specifics of the assignments are determined by the student and instructor. *For nondegree credit. Open enrollment.*

MS201 Innovative Team Leadership (3.00 cr.)

Corequisite: MS099. Cadets explore the dimensions of creative and innovative tactical leadership strategies and styles by studying historical case studies and engaging in interactive student exercises. Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises. Focus is on continued development of the knowledge of leadership values and attributes through an understanding of rank, uniform, customs, and courtesies. Leadership case studies of recent global events provide tangible context for learning the

Soldier's Creed and Warrior Ethos as they apply in the contemporary operating environment (COE). Health, wellness, and fitness instruction occurs outside the classroom. *For nondegree credit. Open enrollment.*

MS203 Intensive Independent Military Study (3.00 cr.)

Corequisite: MS099. Permits a student to do close and vigorous study on a military topic not available in the regular curriculum. Heavy research, reading, and writing are normally required and specifics of the assignments are determined by the student and instructor. *For nondegree credit. Open enrollment.*

MS209 Foundations of Tactical Leadership (3.00 cr.)

Corequisite: MS099. Examines the challenges of leading teams in the complex contemporary operating environment (COE). The course highlights dimensions of the cross-cultural challenges of leadership in a constantly changing world and applies these to practical Army leadership tasks and situations. Health, wellness, and fitness instruction occurs outside the classroom. *For nondegree credit. Open enrollment.*

MS301 Adaptive Team Leadership (3.00 cr.)

Corequisite: MS099. Cadets are challenged to study, practice, and evaluate adaptive tactical leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. The overall focus is aimed toward developing tactical leadership abilities to enable cadets to succeed at the ROTC summer Leader Development and Assessment Course (LDAC).

MS302 Applied Team Leadership (3.00 cr.)

Prerequisite: MS301. Corequisite: MS099. Increasingly intense situational leadership challenges are used to build cadet awareness and skills in leading tactical operations up to platoon level. Cadets review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in garrison operation orders. The focus is on exploring, evaluating, and developing skills in decision making, persuading, and motivating team members in the contemporary operating environment (COE). Cadets are evaluated on what they know and do as leaders as they prepare to attend the ROTC summer Leader Development Assessment Course (LDAC).

**MS303 Intensive Independent
Military Study (3.00 cr.)**

Prerequisite: Written or electronic permission of the department chair. *Corequisite:* MS099. Permits a student to do close and vigorous study on a military topic not available in the regular curriculum. Heavy research, reading, and writing are normally required and specifics of the assignments are determined by the student and instructor. Many select assignments, such as embedded reporter, operations officer, recruiting and retention, or communications systems engineering officer. *Taken in lieu of MS301 or MS302.*

MS401 Developing Adaptive Leaders (3.00 cr.)

Prerequisite: MS301, MS302. *Corequisite:* MS099. Develops cadet proficiency in planning, executing, and assessing complex operations; functioning as a member of a staff; and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. Cadets analyze, evaluate, and instruct cadets at lower levels. Classroom and leadership experiences are designed to prepare cadets for their first unit of assignment. Cadets identify responsibilities of key staff, coordinate staff roles, and use situational opportunities to teach, train, and develop subordinates.

MS402 Leadership in a Complex World (3.00 cr.)

Prerequisite: MS401. *Corequisite:* MS099. Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment. Cadets use recent events to examine differences in customs and courtesies, military law, principles of war, and rules of engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. Significant emphasis is placed on preparing cadets for their first unit of assignment. Case studies, scenarios, exercises from recent global events are used to prepare cadets to face the complex ethical and practical demands of leading as commissioned officers in the U.S. Army.

**MS403 Intensive Independent
Military Study (3.00 cr.)**

Prerequisite: Written or electronic permission of the department chair. *Corequisite:* MS099. Permits a student to do close and vigorous study on a military topic not available in the regular curriculum. Heavy research, reading, and writing are normally required and specifics of the assignments are determined by the student and instructor. Most select assignments, such as operations or logistics officer, are very demanding and only for those overachievers. *Taken in lieu of MS401 or MS402.*

Office: Maryland Hall, Room 442

Telephone: 410-617-2780

Website: www.loyola.edu/academic/modernlanguages

Interim Chair: Ramón E. Espejo-Saavedra,
Associate Professor

Interim Associate Chair: Ana Gómez-Pérez,
Associate Professor

Professors: Ursula E. Beitter; Diane Chaffee-Sorace;
André P. Colombat; Leslie Zarker Morgan;
Thomas Ward

Associate Professors: Randall P. Donaldson;
Ramón E. Espejo-Saavedra; Ana Gómez-Pérez;
Margaret Austin Haggstrom; P. Andrew McCormick
(emeritus); Marie G. Murphy

Assistant Professors: Matthew Harper; Yolopattli
Hernández-Torres; Margarita Jácome; Tasha Lewis;
Andrea Thomas; Jinghua Wangling

Instructors: José Alfredo Contreras; Suzanne
Crouse; Lloyd Frias; Maja Milicevic; Giuliana Rizzo
Robbeto; Maria Ruiz Rosique; Catherine Savell;
Holly Schneider; Qinna Shen; Sarah Tyler; Sarah
Vitale; Melva Zamora; Yu Zhang

Affiliate Faculty: Pingsheng Cai; Paul Oorts;
Ursula C. Sayers-Ward; Eston J. Teter

Faculty in the Department of Modern Languages and Literatures teach courses in Arabic, Chinese, French, German, Italian, Japanese and Spanish. Ancient Greek and Latin are taught in the Department of Classics.

Core Language Requirement: All Loyola students are required to fulfill the core language requirement, either in a modern or a classical language. The sole exception to the core language requirement applies to native speakers. Native speakers are students who have completed their high school education in a language other than English. Placement is at the 300-level for native speakers who want to continue taking courses in their native language. All other students must fulfill the language requirement. In modern languages (Arabic, Chinese, French, German, Italian, Japanese, and Spanish), the core language requirement may be fulfilled in the following ways: by completing the second semester at the intermediate level (AB104, CI104, FR104, FR162, GR104, IT104, IT162, JP104, or SN104); by completing a one-semester foreign literature course taught in the foreign language; or by placing into and completing a 200-level language course. Pre-core courses (101/102/103/161) taken by students with inadequate preparation in the language or wishing to begin an additional language will fulfill part of the electives requirement.

Placement Tests in Modern Languages: The Department of Modern Languages and Literatures does not allow “self-placement,” and students must take their language core course at the level into which they place. Placement tests are available online in Chinese, French, German, Italian, and Spanish. **No credit is awarded through these tests.** The department encourages entering students to consider taking the advanced placement exam, if available, because a high score on that exam offers the possibility of both advanced placement and credit. Please note that these guidelines pertain exclusively to initial placement into language courses. Students considering a Major or Minor in French, German, Spanish, or Comparative Cultures and Literary Studies (CCLS) should read further for the courses required for a specific major or minor.

Normally, students will complete the core language requirement by the end of the sophomore year at Loyola. As is the case for all transfer courses, students seeking to fulfill the core language requirement at other accredited institutions must obtain prior permission through the Academic Advising and Support Center. Only courses at accredited institutions will be accepted.

Some upper-division literature courses (those with the ML prefix) are conducted in English and offered to students of all disciplines. In these courses, readings can be done in English or in the language. Non-majors sufficiently proficient to follow lectures in the language are welcome in all courses. These students may do readings and papers in English.

A certificate of oral proficiency is available to all qualified students through the American Council for the Teaching of Foreign Languages (ACTFL). **A fee is charged.** Language majors interested in a career in business can prepare themselves within the regular Bachelor of Arts program by taking a minor in the Sellinger School of Business and Management. Loyola University Maryland is a testing center for the “Certificat de français professionnel” given by the Paris Chamber of Commerce and Industry. The Spanish section tests for the “Certificado del Español de los Negocios,” offered by the Madrid Chamber of Commerce and the University of Alcalá.

A service-learning experience is available to students enrolled in some courses numbered 104 and above. The experience affords students the opportunity to increase their oral proficiency while assisting members of the Baltimore community.

LEARNING AIMS

The department's learning aims are based on "The Five Cs of Foreign Language Education": Communication, Cultures, Connections, Comparisons and Communities created by the American Council on the Teaching of Foreign Languages (ACTFL). These goal areas, which were developed to reflect the wide variety of purposes for and uses in modern languages, are interconnected in many respects; however, for purposes of clarity, the department interprets these standards below from the perspective of Loyola's undergraduate educational aims.

Communication: Courses are conducted in the target language. Students engage in conversations, as well as discuss content. Students learn to listen, speak, and produce written work on a variety of topics and readings in the language studied.

Cultures: Culture is a spectrum of textual production and discursive practices. It includes nonliterary contexts such as political, social, and cultural institutions. One of the most important ways students learn about culture, however, is through the study of texts: literature, film, and other cultural documents. Students become sensitized to cross-cultural differences.

Connections: Students acquire the ability to make connections between their use of the modern language and the implications that this knowledge has in relation to other disciplines. This includes linguistic intricacies and the cultural practices associated with the modern language studied, as well as an understanding of its role in faith and social justice issues, with a global perspective to connect intellectually to the sociohistorical context of the countries in which the language or languages they study are spoken and to analyze multiple perspectives in a meaningful way. They use these perspectives to recognize distinctive viewpoints that are only available through the study of modern languages and cultures.

Comparisons: Through second language acquisition, students gain a broader linguistic perspective and develop a more profound understanding of the nature of language through actively identifying and seeking comparisons of the language studied and its variants and their own native language, including the ability to analyze and appreciate not only the contributions and practices of their own culture, but also that of other societies and populations, and to compare and contrast aspects of various cultural manifestations, institutions, and ideals.

Communities: Because languages are living manifestations of the human experience, students use these languages beyond the school setting, participating in community service in language-specific populations, they also travel to and study in countries where the language they have learned is spoken and live with families in those countries. They begin with university- and department-sponsored events, such as lectures, films, excursions, and other community-building events. Students show evidence of becoming lifelong learners by pursuing and promoting an appreciation of the language and cultures they have studied, acting as ambassadors of intercultural awareness and appreciation to their campus and to the greater community, recognizing the dynamic interdependence between self and others through their study of transglobal realities.

MAJOR IN FRENCH, GERMAN, OR SPANISH**BACHELOR OF ARTS**

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

Freshman Year*Fall Term*

FR103 Intermediate French I *or*
GR103 Intermediate German I *or*
SN103 Intermediate Spanish I*
WR100 Effective Writing
Math/Science Core
Social Science Core
Elective

Spring Term

EN101 Understanding Literature
FR104 Intermediate French II *or*
GR104 Intermediate German II *or*
SN104 Intermediate Spanish II*
HS101 Europe and the World Since 1500
Math/Science Core
Social Science Core

Sophomore Year*Fall Term*

FR201 French Composition and Conversation *or*
GR201 German Composition and Conversation *or*
SN201 Spanish Composition and Conversation*
PL201 Foundations of Philosophy
TH201 Introduction to Theology* *or*
Elective
English Core (200-level)
History Core (300-Level)

Spring Term

FR316 Exploring the Text *or*
 GR301 German Culture and Civilization I *or*
 SN300–310 Hispanic Civilization Course*
 FR/GR/SN200-Level Course*
 PL200-Level Philosophical Perspectives Course
 Fine Arts Core
 Math/Science Core

Junior Year*Fall Term*

FR/GR/SN200-Level Course*
 FR/GR/SN300-Level Course*
 TH201 Introduction to Theology *or*
 Elective
 Ethics Core
 Nondepartmental Elective

Spring Term

FR300-Level Course *or*
 GR302 German Culture and Civilization II *or*
 SN300–310 Hispanic Civilization Course*
 FR/GR/SN300-Level Course*
 Theology Core
 Nondepartmental Elective
 Elective

Senior Year*Fall Term*

FR/GR/SN300-Level Course*
 Departmental Elective*
 Departmental Elective*
 Elective
 Elective

Spring Term

FR/GR/SN200-Level Course *or*
 FR/GR/SN300-Level Course**
 Departmental Elective*
 Nondepartmental Elective
 Elective
 Elective

* Required for major.

** Majors need a minimum of three 200-level courses and six 300-level courses.

1. Intermediate Language II (104 or 162) or an appropriate score on the University's placement test is a prerequisite for all courses numbered 200 or higher (except ML courses, which are taught in English). Unless otherwise noted in the course description or waived by the chair in consultation with the instructor, FR201/GR201/SN201 is the prerequisite for all courses numbered 202 or higher.

2. **General Requirements for Majors:** Twelve courses above the intermediate level (104 or 162) are required for majors in French, German, and Spanish. Two courses with an ML prefix can count toward the major. Except for ML courses, students should take 200-level courses before 300-level courses. Students are advised to take their 200-level courses before going abroad. Some programs in Spanish require students to have completed SN201 and SN203 or SN217 prior to studying abroad. Although majors are offered only in French, German, and Spanish, some courses offered in Chinese, Italian, and Japanese can count toward the Major in Comparative Cultures and Literary Studies.

Majors and minors should take Composition and Conversation (FR201/GR201/SN201) in the freshman or sophomore year. First-year students can take the 201 course (or above) in the appropriate language if they have achieved a satisfactory score on the Language Placement Test. Majors should consult the department chair about the effect of the placement test score on an individual's academic program.

For interdisciplinary majors (split majors) involving a modern language, a minor in the modern language is required.

Interdisciplinary (ML) courses are taught in English. They are open to nonmajors but do fulfill departmental major and minor elective requirements.

3. Specific Requirements for Majors:

French majors should take FR201 and FR316. Students may take up to three 200-level courses. French majors should take a minimum of six courses at the 300-level, at least two of which are literature courses.

German majors should take GR201 and two additional 200-level courses. German majors should take a minimum of six courses at the 300-level, at least two of which are culture courses (GR301–309). Within the classic German major, students can select an area studies concentration. Requirements are five 200-level courses; any three courses from GR301–309; one ML course (any level); and three 300-level courses, of which no more than two can be chosen from among relevant courses in other departments (written approval of a German Area Studies Steering Committee member required).

Spanish majors must take SN201 and either SN203 or SN217. Spanish majors should take a minimum of six courses at the 300-level, at least two of which are culture courses (SN301–310) and four of which are literature and linguistics courses (SN320 or above).

4. Sophomores should take two departmental courses in both the fall and spring terms.
5. All language majors are encouraged to spend a semester, junior year, or a summer abroad. *Students who major in the Department of Modern Languages and Literatures and study abroad must take half of their course requirements for the major at Loyola. Upon their return from study abroad, all students with a Major in French, German, or Spanish must take one 300-level course in the language of their major at Loyola.*
6. All language majors are encouraged to explore another period or area such as business, economics, Gender Studies, history, or political science. They should take as many free electives as possible in that area to broaden their knowledge in the culture and society of their target area and to enhance their employment possibilities.
7. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

MINOR IN FRENCH, GERMAN, OR SPANISH

General Requirements for Minors

Minors are available in French, German, and Spanish. Students can achieve the equivalent of a Minor in Chinese by combining departmental offerings with courses taken in a cooperative program at area colleges (completion of a minor equivalency is not recorded on the Loyola transcript). Minors are required to take six upper-division courses in the appropriate language area beyond the intermediate level, preferably two 200-level courses and four 300-level courses. One departmental elective given in English (an ML course) may be included among the six courses.

Students who minor in the Department of Modern Languages and Literatures and study abroad must take half of their course requirements for the minor at Loyola. Upon their return from study abroad, all students with a Minor in French, German, or Spanish must take one 300-level course in the language of their major at Loyola.

Specific Requirements for Minors:

In **Spanish**, two or three 200-level courses and three or four 300-level courses are required. Minors studying abroad must take at least one SN300-level course after they return to Loyola. Minors must take SN201, SN203 or SN217, one culture course (SN301–310), and three literature or linguistics courses (SN320 or above). An ML course (any level) may be substituted for one of the SN300-level courses.

In **French**, minors studying abroad during the academic year must take at least one FR300-level course after they return to Loyola. All minors are required to take one or more 300-level literature courses.

Within the **German** minor, students can select an area studies concentration. Requirements are three 200-level courses; one ML course (any level); and two 300-level courses, one of which can be chosen from among relevant courses in other departments (written approval of a German Area Studies Steering Committee member required).

Besides the traditional Minor in French, German or Spanish, students may elect to apply some approved departmental courses to an interdisciplinary Minor in Asian Studies, Gender Studies, Italian Studies, Latin American and Latino Studies, or Medieval Studies.

MAJOR IN COMPARATIVE CULTURE AND LITERARY STUDIES (CCLS)

The CCLS major is an interdisciplinary program which includes a strong foreign language emphasis. The major adopts a global perspective and establishes broader connections and contrasts across nations, cultures, languages, and ethnic groups. The comparative focus of the major benefits not only CCLS majors and minors, but all students interested in the world heritage of which we are part. The CCLS major also encourages acquisition of a second or third foreign language, chosen from course offerings in Chinese, French, German, Italian, Japanese, or Spanish. Because of its broad humanistic base and strong interdisciplinary focus, this major is in conformity with the objectives of the University to prepare students “to learn, lead, and serve in a diverse and changing world.”

CCLS majors specialize in the comparative study of diverse cultures and literatures and acquire advanced-level reading and communication skills in at least one foreign language. The expected learning outcomes for CCLS majors are a high degree of multicultural awareness; acquisition of strong communication and reading skills in at least one foreign language; and

the development and acquisition of strong critical and analytical skills through the process of comparison. To ensure achievement of these goals, student assessment is conducted through examinations, reports, papers, and special projects. As a capstone experience, seniors take one of the CCLS core courses and write a senior project paper in that course. The course instructor and the CCLS Steering Committee critiques and grades the paper to ensure proper coherence with the individual student's program.

All CCLS students must plan their program in consultation with the CCLS director. Students are encouraged to participate in a study abroad program. Usually, four courses for the major and two for the minor may be taken abroad. Students also are encouraged to minor in another modern or classical language or in another discipline to complement the CCLS major. CCLS students may double count only two courses from another major or minor as part of their CCLS major.

The 12 courses required for the major are as follows:

- Two 200-level language courses in a language taught at Loyola (Arabic, Chinese, French, German, Italian, Japanese, or Spanish).
- Six 300-level CI, FR, GR, IT, ML, or SN courses, one of which must be Topics in Comparative Cultures and Literary Studies (ML307).
- Four courses from participating departments or other course approved by the director of CCLS; these courses have a comparative aspect. The following departments participate in the CCLS major: Modern Languages and Literatures, Classics, Communication, English, Fine Arts, History, Philosophy, Political Science, Theology, and Writing. Students interested in the program should contact the CCLS director for the current list of approved CCLS courses.

The capstone paper is written in the senior year in a Modern Languages CCLS course. Seniors research and write a paper integrating the course topic into the specific orientation chosen for their comparative studies. The course instructor, CCLS director, and CCLS Steering Committee monitor, advise, critique, and grade the paper. Completion of the paper is necessary for graduation with a CCLS major.

MINOR IN COMPARATIVE CULTURE AND LITERARY STUDIES (CCLS)

The six courses required for the minor are as follows:

- Topics in Comparative Culture and Literary Studies (ML307)
- Two 200-level courses in a language taught at Loyola (Arabic, Chinese, French, German, Italian, Japanese, or Spanish)
- Two 300-level CCLS core courses
- One FR/GR/IT/SN300-level course **or** one 300-level course from another department

Students with a CCLS minor may count only one course from their major or another minor for the CCLS minor. All courses must be approved by the CCLS advisor in consultation with the CCLS Steering Committee.

COURSE DESCRIPTIONS

ARABIC

AB101 Arabic I (3.00 cr.)

An introduction to the four language skills: reading, understanding, speaking, and writing, as well as the structure of Modern Standard Arabic and the cultures of Arabic-speaking countries. *For students with no previous knowledge of the language. Heritage speakers should discuss placement with the instructor. Laboratory study outside the classroom is required.*

AB102 Arabic II (3.00 cr.)

A continuation of AB101. *Laboratory study outside the classroom is required.*

AB103 Arabic III (3.00 cr.)

Prerequisite: AB102 or equivalent. A continuation of AB102. Further development of speaking, understanding, and writing skills of Modern Standard Arabic, as well as the cultures of Arabic-speaking countries. *Heritage speakers should discuss placement with the instructor. Laboratory study outside the classroom is required.*

AB104 Arabic IV (3.00 cr.)

Prerequisite: AB103 or equivalent. A continuation of AB103. *Heritage speakers should discuss placement with the instructor. Laboratory study outside the classroom is required.*

CHINESE

CI101 Chinese I (4.00 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. Contact time includes four 50-minute class sessions per week. Laboratory study outside the classroom is required. IA*

CI102 Chinese II (4.00 cr.)

A continuation of CI101. An introduction to the modern Chinese language: speaking, listening, reading, and writing. *Contact time includes four 50-minute class sessions per week. Laboratory study outside the classroom is required. IA*

CI103 Chinese III (3.00 cr.)

Designed for advanced introductory students of Chinese. Introduces more complex patterns of Chinese using basic vocabulary. *Laboratory study outside the classroom is required. IA*

CI104 Chinese IV (3.00 cr.)

Practical vocabulary building for the world of work and professions. The use of idioms (classical “four-character expressions”). Characters as pure pronunciation indicators (i.e., divorced from their original morphemic meaning) in words imported from other languages, especially English. Continued introduction to grammatical patterns: the use of co-verbs; the expression of relative time; time-when versus time-spent; and the double negative for imperative action. Intensive reading practice: sentences, dialogues, and short narratives. Introduction to the use of the Chinese-English dictionary. Students completing the CI101–104 sequence with a grade of A will have mastered 400 characters, been exposed to 1,240 vocabulary items, and will have achieved a communicative competency of between “Intermediate-Low” and “Intermediate-Mid” as defined by the ACTFL guidelines. *Laboratory study outside the classroom is required. IA*

CI150 Chinese in Context I (3.00 cr.)

Prerequisite: Placement by examination. Restricted to students studying in Beijing. Chinese language study with intensive oral practice and review of elementary language structures. Includes contemporary culture in Beijing and comprehensive strategies for five-skills abilities.

CI151 Chinese in Context II (3.00 cr.)

Prerequisite: Placement by examination. Restricted to students studying in Beijing. A continuation of CI150.

CI201 Chinese Composition and Conversation (3.00 cr.)

Prerequisite: CI104. Increases students’ oral and written proficiency through assimilation of advanced structural patterns, stylistic analysis, and discussion of contemporary topics. *IA*

CI202 Advanced Chinese Composition and Conversation (3.00 cr.)

Prerequisite: CI201. A continuation of CI201. *IA*

CI250 Chinese in Context III (3.00 cr.)

Prerequisite: Placement by examination. Restricted to students studying in Beijing. A continuation of CI151.

CI251 Chinese in Context IV (3.00 cr.)

Prerequisite: Placement by examination. Restricted to students studying in Beijing. A continuation of CI250.

CI303 Selected Readings in Modern Chinese I (3.00 cr.)

Prerequisite: CI104 or equivalent. Readings in modern Chinese at the advanced level. Texts include literary selections, newspaper articles, and scholarly essays. *IA*

CI304 Selected Readings in Modern Chinese II (3.00 cr.)

Prerequisite: CI104. A continuation of CI303. Strengthens student intuition for formal written Chinese, as well as reading and writing skills. Texts include longer selections in various genres covering topics in politics, economics, education, philosophy, etc. *IA*

FRENCH

FR101 Introductory French I (3.00 cr.)

A thorough grounding in the four language skills: reading, listening comprehension, speaking, and writing, as well as an introduction to Francophone cultures and literatures. *For students with no previous knowledge of the language. Cannot be taken for credit by students who have taken three years of French during high school. Laboratory study outside the classroom is required.*

FR102 Introductory French II (3.00 cr.)

A continuation of FR101. *Laboratory study outside the classroom is required.*

FR103 Intermediate French I (3.00 cr.)

A systematic consolidation and expansion of the four basic skills: reading, listening comprehension, speaking, and writing. To increase students’ proficiency in the language and broaden their understanding of Francophone cultures and literatures. *Laboratory study outside the classroom is required.*

FR104 Intermediate French II (3.00 cr.)

A capstone course reviewing and reinforcing language skills learned in FR101–103 to help students attain intermediate level as defined by ACTFL guidelines in the five skills: reading, writing, speaking, comprehension, and culture of France and the Francophone world. Course includes use of the language in context, with authentic readings, discussion in French, and film clips. *Laboratory study outside the classroom is required.*

FR161 Comprehensive Beginning French (6.00 cr.)

Prerequisite: Open to students who wish to begin study in a second modern language or who place into FR102. Required for students who have completed three years of high school French, who wish to continue language study in French, and who place into FR101. A review course for students who have had three years of language study in high school and for students who wish to begin a second modern language. The material covered is essentially the same as for the FR101–102 sequence, except that it is covered in one semester instead of two. This includes a thorough grounding in the five language skills: reading, listening, speaking, writing, and cultural knowledge, as well as an understanding of the structure of the language, cultures, and literatures of the countries that speak French. Special emphasis is placed on preparing students to begin work at the intermediate language level. *Contact time includes six 50-minute class sessions per week. Counts as two, three-credit courses. Laboratory study outside the classroom is required. Closed to students who have taken FR101, FR102, or the equivalent.*

FR162 Comprehensive Intermediate French (6.00 cr.)

Prerequisite: Open to students who have completed FR102 or FR161 or placed into FR103. The material covered is essentially the same as for the FR103–104 sequence, except that it is covered in one semester instead of two. It consists of 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 Francophone cultures and literatures, the second half is a capstone reviewing and reinforcing language skills to help students attain intermediate level as defined by ACTFL guidelines in the five skills: reading, writing, speaking, comprehension, and culture. The course includes the use of the language in context—with authentic readings, discussion in French, and film clips. *Counts as two, three-credit courses. Contact time includes six 50-minute class sessions per week. Laboratory study outside the classroom is required. Closed to students who have taken FR103, FR104, or the equivalent.*

FR201 French Composition and Conversation I (3.00 cr.)

Prerequisite: FR104 or FR162. Develops writing and speaking ability in French through models of style, related grammar, composition exercises, and the World Wide Web. Comprehension and speaking are developed through the use of cinema, music, conversation, and other developing technologies.

FR202 The Living Language (3.00 cr.)

Prerequisite: FR104 or FR162. A transition between language study on the lower-division to more advanced upper-division courses. Focuses on special topics, cultural events, and cultural issues. Media, such as television and the Internet, are accessed and used through state-of-the-art technology.

FR205 Living and Working in the French Caribbean Today (3.00 cr.)

Prerequisite: FR104 or FR162. A volunteer and language immersion course offered in Baltimore and Guadeloupe, France. Students spend three weeks living with local families on the island of Marie Galante, part of the French overseas department of Guadeloupe, to organize and run volunteer activities in one of the island's small underprivileged communities. Participants apply their knowledge of French and other academic disciplines to real life situations as they live with and help a Creole French community. Coursework includes readings by writers from Guadeloupe such as Gisèle Pineau, Maryse Condé, and Jean Juraver. Students also conduct interviews with locals and plan, script, and film a short documentary. *Organized in collaboration with the Office Municipal de la Culture et des Sports de Capesterre. May be taken in either French (FR) or English (ML). IAF/IL*

FR210 French Composition and Conversation II (3.00 cr.)

Prerequisite: FR201. Develops and refines written expression through a review of complex grammatical structures and idiomatic expressions. Students practice guided compositions and creative writing using factual reporting techniques and literary models.

FR303 France Today (3.00 cr.)

Prerequisite: FR201. A study of the evolution of France since 1980 with emphasis on political, social, intellectual, and artistic issues. Includes various analyses of the role of France on the international scene and particularly as a member of the European Union. Students study articles drawn from the French press, recent films, and current French television news.

FR304 Introduction to Francophone Cultures (3.00 cr.)

Prerequisite: FR201. Introduces students to Francophone cultures outside of the *hexagone* and provides them with an historical overview of the international context of Francophonie. Topics include Negritude, cultural *métissage*, the dialogue between tradition and modernity, independence, postcolonial disillusionment, and the status of women in a changing society. *IAF*

FR305 Living and Working in the French Caribbean Today (3.00 cr.)

Prerequisite: FR201. A volunteer and language immersion course offered in Baltimore and Guadeloupe, France. Students spend three weeks living with local families on the island of Marie Galante, part of the French overseas department of Guadeloupe, to organize and run volunteer activities in one of the island's small underprivileged communities. Participants apply their knowledge of French and other academic disciplines to real life situations as they live with and help a Creole French community. Coursework includes readings by writers from Guadeloupe such as Gisèle Pineau, Maryse Condé, and Jean Juraver. Upper-level students complete additional coursework, including one of the following: filming a documentary complete with its transcription and subtitles, writing a paper that investigates a social problem related to the course's community service project, or creating a business plan for a small sustainable enterprise in Guadeloupe. *Organized in collaboration with the Office Municipal de la Culture et des Sports de Capesterre. IAF/IL*

FR306 The Reel Thing: French New Wave Cinema (3.00 cr.)

Prerequisite: FR201. Focuses on the works of French filmmakers Truffaut, Godard, Chabrol, Rivette, and Resnais who rebelled against the conventionality of their predecessors. This new generation of filmmakers sought to establish the notion of director as author. Students study the esthetic, thematic, and theoretical aspects of their works from 1958 to 1964.

FR310 Business French: A Functional Approach (3.00 cr.)

Prerequisite: FR201. Geared to students interested in acquiring functional language skills in the world of French business and business cultural competence. Students study the economic and business environment, and learn key technical terms and useful idiomatic expressions. Stresses the rules and formulas of formal business correspondence. *Upon completion of this course, students may take the test given by the Paris Chamber of Commerce and Industry to obtain the Diplôme de Français des Affaires, 1e degré (DFA1).*

FR316 Exploring the Text (3.00 cr.)

Prerequisite: FR201. Students are prepared to take advanced literature classes. By reading and analyzing plays, poems, and short novels, students improve their ability to read and comprehend literary texts in French. To better understand the context in which the literary texts studied were written, the course also introduces students to literary history. Through vocabulary acquisition, introduction to basic literary terms and genres, grammar review, and analysis and discussion of literary themes, students improve their speaking, reading, writing, and analytical skills in French. Writing assignments are keyed to the course readings and are designed to teach students both American and French styles of analyzing and critiquing literary texts, as well as how to conduct secondary research.

FR330 Introduction to Francophone Literature (3.00 cr.)

Prerequisite: FR316. An introduction to the literatures and cultures of several French speaking countries or regions including Morocco, Algeria, Senegal, Zaire, Lebanon, Quebec, Switzerland, and Belgium. Authors studied may include Tahar Ben Jelloun, Leopold Sedar Senghor, Mbala Ngombo, Georges Schehade, Kateb Yacine, Michel Tremblay, Charles-Ferdinand Ramuz, and Emile Verhaeren. *IAF*

FR340 The Text and the Screen (3.00 cr.)

Prerequisite: FR316. 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. *IF*

FR350 Sex and Violence/Sin and Repentance: Medieval French Literature for Modern Readers (3.00 cr.)

Prerequisite: FR316. Readings drawn from the French works of the Middle Ages, from the first document in the ninth century through the end of the fifteenth century (in modern French). These may include Chrétien de Troyes, early lyric poetry, Arthurian and/or epic literature, and historical documents, as well as films based on the texts. *IM*

FR351 French Women Writers of the Renaissance (3.00 cr.)

Prerequisite: FR316. A study of French Renaissance women who wrote, their writings, and the social context in which they wrote. Includes lyric poetry, letters, short stories, and longer prose pieces of different literary genres. Marguerite de Navarre and Louise Labé are examples of authors read. *IG/IM*

FR352 French Literary Perspectives I: From the Renaissance to Classicism (3.00 cr.)

Prerequisite: FR316. Readings drawn from representative works of the sixteenth and seventeenth centuries. Special emphasis on literary analysis, philosophical trends, historical background.

FR353 French Literary Perspectives II: Romanticism and Realism (3.00 cr.)

Prerequisite: FR316. Readings drawn from representative works of the nineteenth century. Special emphasis on literary analysis, philosophical trends, historical background.

FR354 French Literary Perspectives III: Contemporary Genres (3.00 cr.)

Prerequisite: FR316. Readings drawn from contemporary French and Francophone literatures. Special emphasis on social and philosophical thought, artistic trends, and historical background.

FR358 Topics in Eighteenth-Century Literature and Culture (3.00 cr.)

Prerequisite: FR316. Selected themes and/or periods in the literature and culture of eighteenth-century France. Special emphasis is placed on social practices, political thought, artistic trends, and historical background. *Topic announced each time the course is offered. May count as either a literature or a culture course. May be repeated for credit with different topics.*

FR359 Topics in Nineteenth-Century Literature and Culture (3.00 cr.)

Prerequisite: FR316. Selected themes and/or periods in the literature and culture of nineteenth-century France. Special emphasis is placed on social and political thought, artistic trends, and historical background. *Topic announced each time the course is offered. May count as either a literature or a culture course. May be repeated for credit with different topics.*

FR360 Topics in French Theatre (3.00 cr.)

Prerequisite: FR316. Selected themes and/or periods in French theatre. Special attention is given to the philosophy and social history of the times and to critical theory of this genre. *Topic announced each time the course is offered.*

FR361 Topics in French Poetry (3.00 cr.)

Prerequisite: FR316. Selected themes and/or periods in French poetry. Special attention is given to the philosophy and social history of the times and to critical theory of this genre. *Topic announced each time the course is offered.*

FR370 Special Topics in Medieval Literature (3.00 cr.)

Prerequisite: FR316. An intensive study of an author, theme, movement or genre in medieval literature in French. *Topic announced each time the course is offered. May be repeated for credit with different topics. IM*

FR371 Love's Fatal Triangle: Courtly Love and the Development of Arthurian Literature in Medieval French Literature (3.00 cr.)

Prerequisite: FR316. A study of the earliest literature of Arthur and his knights in France and early French literature, where they came from and a consideration of modern representations. *Closed to students who have taken ML371. IM*

FR375 Women's Voices in the Francophone World (3.00 cr.)

Prerequisite: FR316. Students read and discuss texts from contemporary women authors who write in French but whose links with French culture take on many forms. The authors studied hail from many parts of the world: not only from the French-speaking countries of Europe, but from different parts of Africa, Asia, Canada, the Near East, and the United States. For some, French was their native tongue; but for a great many, French was their language of adoption, the language they considered most suited to express the complex ties between their own personal story and the social, political, and cultural context in which that story has unfolded. Issues of race, gender, class, language, and power relations are discussed in the context of the works chosen. *IAF/JG*

FR376 Outsiders in Sub-Saharan Francophone Literature (3.00 cr.)

Prerequisite: FR316 or written permission of the instructor. Explores the seductions and disillusionments of Europe through the eyes of sub-Saharan Africans abroad, from the colonial period to the present day. Alterity, homesickness, and racism are some of the topics discussed. Readings include works by Bernard Dadié, Jean-Paul Sartre, Ken Bugul, Fatou Diome, and Alain Mabanckou. *IAF*

FR380 Special Topics in French and Francophone Literature (3.00 cr.)

Prerequisite: FR316. An intensive study of an author, theme, or movement in French and/or Francophone literature. *Topic announced each time the course is offered. May be repeated for credit with different topics and written permission of the department chair.*

FR381 Advanced French Grammar (3.00 cr.)

Prerequisite: FR201; FR316 (may be taken concurrently). The systematic study of grammar at an advanced level. *Strongly recommended for students prior to study abroad.*

GERMAN

GR101 Introductory German I (3.00 cr.)

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. *For students with no previous knowledge of the language. Cannot be taken for credit by students who have taken three years of German during high school. Laboratory study outside the classroom is required.*

GR102 Introductory German II (3.00 cr.)

A continuation of GR101. *Laboratory study outside the classroom is required.*

GR103 Intermediate German I (3.00 cr.)

A systematic consolidation and expansion of the four basic skills: reading, understanding, speaking, and writing. To increase and perfect students' acquired abilities/proficiencies in the language, and broaden their understanding of the country's culture and literature. *Laboratory study outside the classroom is required.*

GR104 Intermediate German II (3.00 cr.)

A capstone course, reviewing and reinforcing language skills learned in GR101–103 to help students attain intermediate level as defined by ACTFL guidelines in the five skills: reading, writing, speaking, comprehension, and culture of Germany and German-speaking areas. Course includes use of the language in context, with authentic readings, discussion in German, and film clips. *Laboratory study outside the classroom is required.*

GR144 German for Reading Knowledge (3.00 cr.)

An intensive introduction to German for reading for students with no previous knowledge of German. The course focuses on all elements of grammar and syntax so that students can read texts from business, the humanities, and the sciences. Pronunciation is not stressed. *Does not count toward the core, major, or minor.*

GR161 Comprehensive Beginning German (6.00 cr.)

Prerequisite: Open to students who wish to begin study in a second modern language or who place into GR102. Required for students who have completed three years of high school German, who wish to continue language study in German, and who place into GR101. A review course for students who have had three years of language study in high school and for students who wish to begin a second modern language. The material covered is essentially the same as for the GR101–102 sequence, except that it is covered in one semester instead of two. This includes a thorough grounding in the five language skills: reading, listening, speaking, writing, and cultural knowledge, as well as an

understanding of the structure of the language, cultures, and literatures of the countries that speak German. Special emphasis is placed on preparing students to begin work at the intermediate language level. *Contact time includes six 50-minute class sessions per week. Counts as two, three-credit courses. Laboratory study outside the classroom is required. Closed to students who have taken GR101, GR102, or the equivalent.*

GR201 German Composition and Conversation (3.00 cr.)

Prerequisite: GR104. Increases students' oral and writing ability through the assimilation of advanced structural patterns, stylistic analysis of literature, discussion of current events.

GR202 The Living Language: Techniques of Translation (3.00 cr.)

Prerequisite: GR201. A transition between language study on the lower-division level, where grammar and oral practice are stressed, to more advanced upper-division courses in which the language becomes the primary means of expression and communication. Focuses on various special topics as dictated by the needs and interests of the students to acquaint them with the contemporary idiomatic usage and specialized vocabulary for fields like business, economics science, or literary criticism.

GR204 German for Oral Proficiency (3.00 cr.)

Prerequisite: GR104. Intensive oral practice in the classroom and with audio-visual media to develop facility in oral expression and aural comprehension.

GR210 Advanced German Composition (3.00 cr.)

Prerequisite: GR201. An in-depth study of styles of written communication: advanced grammatical concepts applied to personal, business, and narrative/creative writing.

GR216 Venturing into the Text (3.00 cr.)

Prerequisite: GR201 or equivalent. This course prepares students to take advanced literature classes. By reading and analyzing poems, short stories, short novels and materials from the Internet, students improve their ability to read literary texts and analyze them. The course also introduces students to literary theory to help them to better understand the context in which literary texts were written. Through vocabulary acquisition, introduction to basic literary terms and genres, grammar review, essays as well as oral work, students can improve their written and spoken German.

GR250 Business German (3.00 cr.)

Prerequisite: GR201. A study of German as it is used in various German business institutions. Stresses

stylistics of business letters and reports as well as techniques of translation.

GR301 German Culture and Civilization I (3.00 cr.)

Prerequisite: GR201. A study of the development of German culture from its origins to the present. The first semester covers the periods up to the eighteenth century with special emphasis on the history, politics, art and architecture of the period. The second semester continues examination of the contemporary social context and its historical background. *IM*

GR302 German Culture and Civilization II (3.00 cr.)

Prerequisite: GR201. A continuation of GR301.

GR303 Germany Today (3.00 cr.)

Prerequisite: GR201. For students who wish to become acquainted with major aspects of contemporary German culture, as well as social and political developments in Germany, and their influence on current literature and journalism. Focuses on developments after 1970.

GR305 Dungeons, Dragons, Damsels in Distress (3.00 cr.)

A study of the medieval epic in literature and film. Students study selections of medieval German, French, and Italian epic. They also compare the major epics to their filmed versions and examine popular stereotypes about the knights, women, love, and war in the Middle Ages. Lectures on the culture of the times are included. *Same course as ML305. IM*

GR309 The Classic German Cinema (3.00 cr.)

Prerequisite: GR201 or equivalent. The course focuses on the function of film in the years between 1895 and 1945. Students discuss the role of filmmakers in the Weimar era and the use of film in the Third Reich. Special emphasis is placed on analyzing the films in relation to the artistic, societal, and historical currents at the time. Filmmakers include Lang, Murnau, Reizenstahl, Wilder, and Sirk. *IF*

GR341 Contemporary German Cinema (3.00 cr.)

A brief overview of classic German cinema and its contribution to the art of filmmaking. The main focus of the course is the development of German film from 1960 to the present. Students view and discuss works by von Trotta, Schlöndorff, Dorrie, Petersen, Wender, Herzog, Fassbinder, Tykwer, Becker, Tim, and Akin, and investigate films in relation to the societal, historical, and political developments. *IF*

GR342 Vienna: Imperial Splendor and Fin-de-Siecle Decadence (3.00 cr.)

Prerequisite: GR201. Examines the history and culture of the "other" German-speaking country from the vantage point of Vienna. Covers the period from the Congress of Vienna in 1815 to the present, taking a close look at the intellectual, political, and social life of the time.

GR344 Berlin: The Crucible of Europe (3.00 cr.)

Prerequisite: GR201. Examines the intellectual currents that shaped Berlin in the early twentieth century. Students focus on the contributions made by prominent German-Jewish authors, discuss the foment of the Weimar years, and Berlin's contributions to a developing Europe.

GR352 The Giants of German Literature (3.00 cr.)

Prerequisite: GR201. A study of the general cultural and literary background of the eighteenth and early nineteenth centuries in Germany. Features representative works from such outstanding German writers as Lessing, Goethe, Schiller, Novalis, Eichendorff, and Kleist.

GR354 Confronting the Other in Contemporary German Literature (3.00 cr.)

Prerequisite: GR201. A study of the development of German literature through an examination of works of drama, poetry and prose that show the artist's attempts to deal with the changing realities and problems of the contemporary world.

GR356 Enchanting the Listeners: The Art of Storytelling (3.00 cr.)

Prerequisite: GR201. Historical development of the novella in German from its beginnings in the eighteenth century to its modern exponents such as Thomas Mann and Franz Kafka. Special emphasis on the many problems in defining the form and function of a novella.

GR358 Sexual Politics in German Drama (3.00 cr.)

Prerequisite: GR201. Uses the plays of Buechner, Hebbel, Hauptmann, Brecht and Hochhut to trace the development of German drama and theatre in the nineteenth and twentieth centuries. Special emphasis on the readings in relation to their sociopolitical background. *IG*

GR359 History and Development of German Business (3.00 cr.)

Prerequisite: One GR200-level course or written permission of the instructor. Introduces students to the history and development of German business practices. Special emphasis is placed on the economic, social, and political ramifications of unification and developments in

the European Union. *Taught in German. Closed to students who have taken ML359. GT*

ITALIAN

IT101 Introductory Italian I (3.00 cr.)

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. *For students with no previous knowledge of the language. Cannot be taken for credit by students who have taken three years of Italian during high school. Laboratory study outside the classroom is required.*

IT102 Introductory Italian II (3.00 cr.)

A continuation of IT101. *Laboratory study outside the classroom is required.*

IT103 Intermediate Italian I (3.00 cr.)

A systematic consolidation and expansion of the four basic skills: reading, understanding, speaking, and writing. To increase and perfect students' acquired abilities/proficiencies in the language, and broaden their understanding of the country's culture and literature. *Laboratory study outside the classroom is required.*

IT104 Intermediate Italian II (3.00 cr.)

A capstone course reviewing and reinforcing language skills learned in IT101–103 to help students attain intermediate level as defined by ACTFL guidelines in the five skills: reading, writing, speaking, comprehension, and culture of Italy and Italian-speaking areas. Course includes use of the language in context, with authentic readings, discussion in Italian, and film clips. *Laboratory study outside the classroom is required.*

IT111 Italian Language and Culture I: Rome (3.00 cr.)

Prerequisite: IT103 or placement by examination. Restricted to students studying in Rome. A continuation of Italian language study. Intensive oral practice with contemporary materials.

IT150 Italian in Context I (3.00 cr.)

Prerequisite: Placement by examination. Restricted to students studying in Rome. Italian language study with intensive oral practice and review of elementary language structures. Includes contemporary culture in Rome and comprehension strategies for five-skills abilities.

IT151 Italian in Context II (3.00 cr.)

Prerequisite: Placement by examination. Restricted to students studying in Rome. A continuation of IT150.

IT161 Comprehensive Beginning Italian (6.00 cr.)

Prerequisite: Open to students who wish to begin study in a second modern language or who place into IT102. Required for students who have completed three years of high school Italian, who wish to continue language study in Italian, and who place into IT101. A review course for students who have had three years of language study in high school and for students who wish to begin a second modern language. The material covered is essentially the same as for the IT101–102 sequence, except that it is covered in one semester instead of two. This includes a thorough grounding in the five language skills: reading, listening, speaking, writing, and cultural knowledge, as well as an understanding of the structure of the language, cultures, and literatures of the countries that speak Italian. Special emphasis is placed on preparing students to begin work at the intermediate language level. *Contact time includes six 50-minute class sessions per week. Counts as two, three-credit courses. Laboratory study outside the classroom is required. Closed to students who have taken IT101, IT102, or the equivalent.*

IT162 Comprehensive Intermediate Italian (6.00 cr.)

Prerequisite: Open to students who have completed IT102 or IT161 or placed into IT103. The material covered is essentially the same as for the IT103–104 sequence, except that it is covered in one semester instead of two. It consists of 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, the second half is a capstone reviewing and reinforcing language skills to help students attain the intermediate level as defined by ACTFL guidelines in the five skills: reading, writing, speaking, comprehension, and culture of Italy and Italian-speaking areas. The course includes the use of the language in context—with authentic readings, discussion in Italian, and film clips. *Counts as two three-credit courses. Contact time includes six 50-minute class sessions per week. Laboratory study outside the classroom is required. Closed to students who have taken IT103, IT104, or the equivalent.*

IT201 Italian Composition and Conversation (3.00 cr.)

Prerequisite: IT104 or IT162. Students develop their ability to write and speak correctly and creatively in Italian through models of advanced linguistic structural patterns, related grammar, examples of usage, and composition exercises. Oral practice enhanced through the use of videos. *A section of this course will be offered in Rome. II*

IT202 The Living Language (3.00 cr.)

Prerequisite: IT104 or IT162 or IT201. A transition between language study on the lower-division level, where grammar and oral practice are stressed, to more advanced upper-division courses in which the language becomes the primary means of expression and communication. Special emphasis is put on the study of Italian immigration into the United States, considering different aspects with the help of Italian literature, history, movies, and personal narratives. *II/IU*

IT205 Italian for Business (3.00 cr.)

Prerequisite: IT104 or IT162 or IT201. Familiarizes students with specialized vocabulary, types of documents, protocol, and styles of correspondence related to economy and the business world. Special emphasis on increasing students' international perspective and on development of skills necessary to work effectively in a multicultural setting. *II*

IT212 Italian Language and Culture II: Rome (3.00 cr.)

Prerequisite: IT111 or placement by examination. Restricted to students studying in Rome. A continuation of Italian language study. Intensive oral practice with contemporary materials. *II*

IT213 Italian Language and Culture III: Rome (3.00 cr.)

Prerequisite: IT212 or placement by examination. Restricted to students studying in Rome. A continuation of Italian language study. Intensive oral practice with contemporary materials. *II*

IT214 Oral Proficiency in Rome (3.00 cr.)

Prerequisite: IT202 or placement by examination. Restricted to students studying in Rome. Intensive oral practice in the classroom and with audiovisual media to develop facility in oral expression and aural comprehension. *II*

IT216 Exploring the Text (3.00 cr.)

Prerequisite: IT201. A preparatory course for students who will take advanced literature and culture courses where narrative texts are analyzed in Italian. Students watch films, read plays, poems, short stories, and novels and learn to analyze their structures and themes. All texts are read in the original Italian and placed within their historical, literary, and cultural contexts. The concepts of genre, style, and periodization are also studied. Students learn to discuss literature, cinema, and cultural movements with the correct terms and vocabulary. They will improve their ability to read, write, speak, and analyze in Italian. Students also learn how to conduct secondary research, as well as organize and write a research paper. *All lectures, assignments, and exams are*

in Italian. This course is a recommended prerequisite for all Italian courses at the 300-level and above.

IT301 Italian Literature and Civilization I: Origins to Reformation (3.00 cr.)

Prerequisite: One IT200-level course or written permission of the instructor. A study of the historical, political, and artistic development of the Italian peninsula from the first appearance of the Italian language to the Reformation (circa 960–1600), based upon literature. Major authors and movements of the Middle Ages and Renaissance are included. *II/IM*

IT302 Italian Literature and Civilization II: Romanticism (3.00 cr.)

Prerequisite: One IT200-level course or written permission of the instructor. A continuation of IT301. A study of the historical, political, and artistic development of nineteenth century Italy—from the nationalistic movements to the first years of the country—based upon literary movements of the times. *Courses need not be taken in order. II*

IT303 Italian Literature and Civilization III: Realism (3.00 cr.)

Prerequisite: One IT200-level course or written permission of the instructor. A continuation of IT302. A study of the historical, political, and artistic development of Italy from the end of the nineteenth century to approximately 1950—from the first years of the country through the postwar years—based upon literary movements of the times. *Courses need not be taken in order. II*

IT304 Italian Literature and Civilization IV: Contemporary Italy (3.00 cr.)

Prerequisite: One IT200-level course or written permission of the instructor. A continuation of IT301 and IT303. A study of the historical, political, and artistic developments in Italy since 1950, based upon literary and related movements of the times. Film of other genres may be included. *Courses need not be taken in order. II*

IT310 The Cinema of Italy (3.00 cr.)

Prerequisite: One IT200-level course or written permission of the instructor. A comprehensive but selective overview and analysis of the landmarks of Italian cinema, predominantly from World War II onward. The course examines the ways in which Italian cinema reflects the evolution of modern Italy in terms of changing social, political, economic, and cultural developments which characterize twentieth-century Italian life. *All lectures, assignments, and exams are in Italian. II*

IT321 Italy Today (3.00 cr.)

Prerequisite: IT201 (may be taken concurrently). Restricted to students studying in Rome. A study of modern Italian

culture and society. Topics vary by semester. *Taught in Italian. II*

IT322 Italy in Song (3.00 cr.)

Prerequisite: One IT200-level course. An exploration of the vocal music of Italy (mostly post-1861) as a reflection of society. Topics include opera and unification, Caruso and Neapolitan songs, songs of the resistance, folk music and Cantautori, the Festival of San Remo, pop culture, and the music of Italian emigrants and immigrants. *Taught in Italian, no musical ability necessary. Attendance at concerts or shows off campus may be required.*

IT333 Topics in Italian Renaissance Literature (3.00 cr.)

Prerequisite: One IT200-level course or written permission of the instructor. An introduction to a specific aspect of Italian Renaissance literature in its social, cultural and historical context. *Taught in Italian. Topic announced each time the course is offered. May be repeated once for credit with different topic. II/IM*

IT351 Italian Women Writers of the Renaissance (3.00 cr.)

Prerequisite: One IT200-level course or written permission of the instructor. A study of Italian Renaissance women who wrote, their writings, and the social context in which they wrote. Includes lyric poetry, letters, short stories, and longer prose pieces of different literary genres together with canonical examples of similar writings. Vittoria Colonna and Moderata Fonte are examples of authors read. *Taught in Italian, readings in Italian. IG/IM*

IT352 Dante's Divine Comedy (3.00 cr.)

Prerequisite: One IT200-level course or written permission of the instructor. An examination of Dante's major opus. Focuses on the historical, political, and philosophical aspects of Dante's masterpiece. Appreciation of Dante's place in world literature. *Closed to students who have taken ML332. IC/II/IM*

JAPANESE

JP101 Japanese 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 culture of the country. *For students with no previous knowledge of the language. Laboratory study outside the classroom is required. IA*

JP102 Japanese II (3.00 cr.)

A continuation of JP101. Introduction to the modern Japanese language: speaking, listening, reading, and writing. *Laboratory study outside the classroom is required. IA*

JP103 Japanese III (3.00 cr.)

Designed for advanced introductory students of Japanese. Introduces more complex patterns of Japanese using basic vocabulary. *Laboratory study outside the classroom is required. IA*

JP104 Japanese IV (3.00 cr.)

A capstone course reviewing and reinforcing language skills learned in JP101–103 to help students attain intermediate level as defined by ACTFL guidelines in the five skills: reading, writing, speaking, comprehension, and culture of Japan and Japanese-speaking areas. Course includes use of the language in context with authentic readings, discussion in Japanese, and film clips. *Laboratory study outside the classroom is required. IA*

JP201 Japanese Composition and Conversation (3.00 cr.)

Prerequisite: JP104. Increases students' oral and written proficiency through assimilation of advanced structural patterns, stylistic analysis, and discussion of contemporary topics. *IA*

JP202 Advanced Japanese Composition and Conversation (3.00 cr.)

Prerequisite: JP104. A continuation of JP201. *IA*

INTERDISCIPLINARY

ML101 Introduction to European Culture and Civilization I (1.00 cr.)

Prerequisite: Restricted to students studying in Leuven. A study of European cultural, social, political, and economic life, designed to complement the student's study abroad in Leuven. *Course focus varies based on the expertise and interest of the specific visiting professor.*

ML102 Introduction to European Culture and Civilization II (1.00 cr.)

Prerequisite: ML101. Restricted to students studying in Leuven. A continuation of ML101.

ML111 Study Abroad Immersion Research Project (0.00 cr.)

All students studying abroad through a Loyola program or exchange are required to complete an immersion research project. Students may choose to participate in a well-documented community service project while abroad or complete an independent research portfolio on their interaction with their host cultures. *The project must be submitted to the Office of International Programs no later than 30 days after the student's program abroad ends. Restricted to students participating in a Loyola study abroad program or exchange. May be repeated once for credit. (Pass/Fail)*

ML201 Exploring Language: An Introduction to Linguistics (3.00 cr.)

An examination of the rule-based nature of language. Includes the study of basic English structures (morphological, phonological, syntactic) and practice in analyzing them. Other languages will also be used as examples depending, in part, on the interests and preparation of the students. Further topics covered are the relationship between writing and speaking; the idea of “correctness” in language; language change and variation in social and historical contexts; language and communication; and the concept of language in popular thought.

ML205 Living and Working in the French Caribbean Today (3.00 cr.)

A volunteer and language immersion course offered in Baltimore and Guadeloupe, France. Students spend three weeks living with local families on the island of Marie Galante, part of the French overseas department of Guadeloupe, to organize and run volunteer activities in one of the island’s small underprivileged communities. This course enables participants to apply their knowledge of French and of other academic disciplines to real life situations as they live with and help a Creole French community. Coursework includes readings by writers from Guadeloupe such as Gisèle Pineau, Maryse Condé, and Jean Juraver. Students also conduct interviews with locals and plan, script, and film a short documentary. *Organized in collaboration with the Office Municipal de la Culture et des Sports de Capesterre. May be taken in either French (FR) or English (ML). IL*

ML250 Introduction to Medieval Literature: Selected Languages (3.00 cr.)

A study of selected medieval texts, read in English translation, with readings on the culture and civilization of the times. Representative works in each of the major genres are read: the lyric, the epic, and other narrative genres. *IM*

ML251 Introduction to Medieval Italian Literature (3.00 cr.)

“The Three Crowns”: Dante, Petrarch, and Boccaccio. An introduction to major medieval Italian works in English translation, with readings on the culture and civilization of the times. Selections read from the *Divine Comedy*, *New Life*, *Canzoniere*, *Decameron*. *II/IM*

ML270 Introduction to African Literature (3.00 cr.)

Students are provided with an introductory knowledge of African literature, from the nineteenth century to the present. The cultural trajectories that run through precolonial Africa, colonialism, and the postindependence period are mapped for three countries, usually Nigeria, Senegal, and Algeria. Other issues such as

negritude, the pan-African movement, and Isalm are examined. The course focuses primarily on prose, the novel, the short story, and the essay. *IAF*

ML285 The Passions of Ancient China: Love, War, and Rectitude in the Classic Literary Era (3.00 cr.)

An introduction to traditional Chinese literature (in translation) which focuses primarily on *belles lettres* from *The Book of Songs* (1000–700 B.C.), said to be edited by Confucius, to the sprawling psychological novel of dynastic family intrigue and decline, *Dream of the Red Chamber* (1754). Through in-depth examination and discussion, it aims to make familiar classic masterworks and literary icons ubiquitous in today’s China; their impact upon the popular and intellectual worlds of their own time; and their meaning and significance for those who inhabit modern society. *IA*

ML300 The Study Abroad Experience: Independent Study in Comparative Cultural and Literary Studies (1.00 cr.)

Students are acquainted with global issues related to the challenges and rewards of living in a foreign country and given the opportunity to share their international experience with others after returning to campus. Requirements before going abroad include: attending three ML 207 lectures (or equivalent) and attending three cultural orientations. Requirements while abroad include: writing a guided independent research project and conducting in-depth interviews of two native persons. Upon returning to Loyola, students must organize or help organize two international events. They must also present orally their independent research project. *For students planning to study abroad.*

ML301 Modern Chinese Literature (3.00 cr.)

Since the late nineteenth century, China has witnessed a history of radical transformations. Literature in modern and contemporary China became a battleground for competing political, cultural, and aesthetic discourses. Through a close reading of the literary texts and a review of the socio-historical background, this course provides diverse approaches to understanding the ever changing lives of the Chinese people. Issues of tradition, religion, family, gender, etc., are reexamined within the context of reform, revolution, and modernization in China. *Films based on literary works with English subtitles are occasionally shown. All materials are in English translations.*

ML302 Italian Romanticism and Western Literary Tradition (3.00 cr.)

Prerequisite: HSI01, WRI100 or WRI01. A study of the historical, political, and artistic development of nineteenth-century Italy—from the nationalistic move-

ments to the first years of the country—based upon literary movements of the times. *II*

ML303 Privilege and Prejudice in Modern

Europe: The Case of Germany (3.00 cr.)

The course examines the contribution of immigrants, asylum seekers, and guest workers to the cultural transformation of Europe, especially Germany. Films, autobiographical works, and short stories are used to explore how minorities interact with the local cultures and what impact they have on the identity of the host culture. Students investigate how immigrant groups are perceived and examine issues of privilege and prejudice in Europe and Germany. The course expands students' global awareness and contributes to their understanding of migrant issues in the United States. *Closed to students who have taken GR303.*

**ML305 Dungeons, Dragons, Damsels
in Distress (3.00 cr.)**

A study of the medieval epic in literature and film. Students study selections of medieval German, French, and Italian epic. They also compare the major epics to their filmed versions and examine popular stereotypes about the knights, women, love, and war in the Middle Ages. Lectures on the culture of the times are included. *Same course as GR305. IM*

**ML306 Old Wine in a New Bottle: Modern Film
and Classical Chinese Tales (3.00 cr.)**

Modern films adapted from premodern Chinese historical and literary works connect the past and present, and sometimes also China and the West. By examining famous stories and their cinematic representations, students investigate how these films demonstrate the value of the past in contemporary society, and how they have influenced society's understanding of the cultural past of China. Selected historical, literary, archaeological, and cinematic works are used to analyze the origin and development for each story. The course aims to help students understand the relationship between film and textual discourses, past and present, as well as China and the West. *Films and television series are provided with English subtitles. All readings are in English. No prior background in the subject matter is required. IA/IF*

**ML307 Topics in Comparative Cultural
and Literary Studies (3.00 cr.)**

Students explore and discuss the norms, values, and beliefs of their own and other culture(s) to gain a better understanding of the world in the age of globalization. Literary texts, non-fiction texts, films, documentaries, student presentations, and lectures by scholars and experts from other cultures are used to help students to gain an awareness of the cultural diversity in a globalized world community. By studying the cultural

“output” of cultures other than their own, students gain a clearer understanding of the forces that drive a particular culture. Some of the topics compared include the role of religion and tradition in shaping family values, social and political structures, education, and social classes. *CCLS majors and minors should take this course in the junior or senior year.*

**ML308 Introduction to Comparative
Literature (3.00 cr.)**

Focuses on the nature and function of literature with particular emphasis on the degree to which a certain piece of literature is influenced by, or influences, the cultural milieu in which it was written. The works studied are drawn from a variety of cultures, including a number of African and Asian traditions, and a variety of styles and media—from poems, novels, and plays to films, propaganda, and web publishing.

**ML310 Introduction to Traditional
Chinese Culture (3.00 cr.)**

The unique features of Chinese literature, society, and culture are introduced through the examination of masterworks of history, literature, philosophy, and the arts in order to help students understand the origins and development of Chinese culture, as well as its influence on modern society. *All written works are provided in English translation. IA*

ML311 Language and Identity (3.00 cr.)

Language both determines and is an expression of identity. The connection between the construction of social identity and language use within the context of the United States is investigated. Students explore how discourse is structured to shape the identity of various ethnic groups (e.g., Black, Native, Asian, and Latin Americans), examining common language myths and evaluating the language stereotypes and attitudes reflected in books, film, newspapers, advertisements, etc.

**ML320 Liberation Theology
from Its Origins (3.00 cr.)**

Examines the origins of liberation theology during the Renaissance, comparing European and Latin American paradigms developed in association with the European conquest of the Americas. The course concludes with a liberation theologian from the twentieth century. Themes studied are mortality; charity versus *charity*; charity and justice; God versus the Church; the nature of the soul; temporal power; spiritual power; division of power; virtue; theology and history; the Gospels; the evangelization of Native Americans; the Counter-Reformation; the Church; Utopian visions (Saint Thomas More, Erasmus, Las Casas, and Guamán Poma de Ayala); immanence and transcendence; and revolutionary appropriations of

Christ. *Taught in English. Materials are read in translation; however, students who desire to read them in the original languages (Latin, German, French, Spanish) may do so. IC/IL*

ML322 France Today (3.00 cr.)

For students who wish to become acquainted with the major aspects of contemporary French cultural, social, political and economic life. Focuses on the major developments that have taken place since the 1940s. *Readings are available in English only.*

ML324 Representations of Women in Premodern Chinese Literature (3.00 cr.)

Prerequisite: EN101, HSI01, and WR100 or WR101. Examines the different ways women are portrayed in premodern Chinese literature, varying from instruments for male expression, to objects of the male gaze, to individuals with their own thoughts. By comparing representations of women by both male and female writers, students are able to trace the overall evolution of the female figure in this literature and to analyze how the speaker's gender influences the conception of this figure. Through an analysis of the historical and social context of each work, students can explore more concretely the relationship between gender and political power. Attention is also paid to the way class and regional differences influence the images of women. *Readings are in English. IA/IG*

ML325 Topics in Italian Literature in English Translation (3.00 cr.)

Prerequisite: Restricted to students studying in Rome. The Italian peninsula, from 960 A.D. to modern times, has an extensive literary and linguistic history. Some aspect of its literary history (e.g., medieval, Renaissance, romantic or theatre, short story, etc.) is examined, as determined by the expertise and interest of the specific visiting professor. It will attempt to maximize the advantages of Rome as its meeting place, while fulfilling the usual requirements of a 300-level literature course taught in English at Loyola. *II*

ML327 Myth of Childhood in Italian Cinema (3.00 cr.)

Familiarizes students with the theme of childhood in Italian cinema. The theme of childhood is analyzed in the neorealism and postmodern periods. The child's point of view is often present and gives new perspective to childhood and Italian society in its transformations.

ML330 Bargaining with the Devil: The Faust Legend in Literature, Film, and Music (3.00 cr.)

The legend of a pact with the devil has long served as a metaphor for the desire to surpass the limits of human knowledge and power at any cost. Starting with the sixteenth-century *Faust Book*—which

recounts the story of a scholar, alchemist, and necromancer who sold his soul to the devil—to the most recent cinematic, musical, and literary versions of the devil's pact, this course explores man's enduring fascination with the forbidden: evil, devil worship, witchcraft, magic, and sexuality.

ML332 Dante's Divine Comedy (in translation) (3.00 cr.)

Prerequisite: EN101, WR100 or WR101. An examination of Dante's major opus. Focuses on the historical, political, and philosophical aspects of Dante's masterpiece. Appreciation of Dante's place in world literature. *Lectures in English with bilingual text. Knowledge of Italian helpful but not necessary. Closed to students who have taken IT352. IC/II/IM*

ML333 Witches, Giants, and Tyrants, Oh My! (3.00 cr.)

Prerequisite: HSI01, WR100 or WR101. 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. *II/IM*

ML334 The Continuing Allure of Magic: Fairy Tales from Perrault and Grimm to Walt Disney (3.00 cr.)

Close reading of fairy tales to ascertain their meaning and purpose within the sociohistorical 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 fairy tales with modern rewrites, with Walt Disney versions, and with contemporary fairy-tale theatre productions (videos). Interpretation of fairy tales from the anthropological, psychological, sociological, and political perspectives.

ML335 From Dante to Descartes: Readings on the Renaissance and the Baroque (3.00 cr.)

An examination of this rich period of Western civilization. Philosophical, political, and social thought; artistic creations; and literary masterpieces are explored. Literary readings include works from Petrarch, Boccaccio, Rabelais, Montaigne, Cervantes, Herbert, and Gongora.

ML340 China through Film (3.00 cr.)

Explores Chinese culture through award-winning movies recently produced in mainland China, Hong Kong, Taiwan, and other Chinese-speaking communities. Lectures and discussions focus on the representations of Chinese history, family, and society and further examine how the Chinese identity is constructed

in these movies. Aesthetic styles and cinematic themes are also investigated. Meanwhile, the shifting dynamics between China and the West propose more critical questions on Chinese film as entertainment and its commercialization in an age of globalization. *No prior knowledge of Chinese history, culture, film, or the Chinese language is required. Taught in English. IF*

ML341 Contemporary German Cinema (3.00 cr.)

The course offers a brief overview of classic German cinema and its contribution to the art of filmmaking, with its main focus being the development of German cinema from 1960 to the present. Students view and discuss works by von Trotta, Fassbinder, Herzog, Petersen, Tykwer, Becker, Tim, and Akin, and they investigate the films' relation to the societal, historical, and political developments in contemporary Germany and Europe. *No German necessary. IF*

**ML342 From Plymouth Rock to Ellis Island:
An Examination of Immigration
to America (3.00 cr.)**

The United States has long been known as a nation of immigrants. Most current residents originally came from someplace else, or at least their forebears did. This course examines immigration primarily as a cultural phenomenon, focusing on the process and its impact on the individual immigrant. Students investigate the political, social, and economic conditions which may have motivated someone to leave his or her native country, as well as the adjustments a person had to make upon arrival in North America. Students also have an opportunity to consider the subject from the vantage point of their own family background. *GT*

**ML352 Universal Themes in Spanish
Literature (3.00 cr.)**

A study of major themes in Spanish literature in translation. Examination of such topics as the Don Juan myth, the subject of dreams, the honor code, the problem of madness, and the response to and interpretation of one's surroundings. *Closed to students who have taken SN352.*

**ML355 The Roaring Twenties
in Weimar Germany (3.00 cr.)**

Examines the Weimar Republic and the early years of the Third Reich from a cultural rather than a political perspective. Focuses on the works of such diverse individuals as Einstein, Freud, Kafka, Brecht, and Thomas Mann.

ML358 Japanese Thought and Culture (3.00 cr.)

Japan is a country which remains mysterious and exotic for many; a country which both fascinates and puzzles. This course is intended to take students

beyond the immediately observable and into the heart and mind of Japan. It provides a sociological overview of contemporary Japan and its culture by examining distinctive cultural patterns in many domains. Students explore issues relating to the physical environment; communication styles; the structure of a vertical society; modern mass media; marriage and family life; gender roles; education; the workplace; traditions and values; the Japanese perception of self; and how these various factors effect intercultural communication. *Offered at Notre Dame of Maryland University (DLJA 358). IA*

**ML359 History and Development
of German Business (3.00 cr.)**

Introduces students to the history and development of German business practices. Special emphasis is placed on the economic, social, and political ramifications of unification and developments in the European Union. *Closed to students who have taken GR359. GT*

**ML362 The Early Latino Experience
in the United States (3.00 cr.)**

Traces early Latino experiences and history in the lands that would become the United States. Three milestones are included: the first encounters between the Spanish and indigenous Americans during the sixteenth and seventeenth centuries; the Anglo incorporation of California, New Mexico, and Texas, during which Spanish-speaking peoples suddenly found themselves to be citizens of the English-speaking United States; and the first Pan-American conference (the origins of the Organization of American States), when Puerto Ricans and Cubans began to realize that their struggle for independence from Spain was being diverted and that they, like the upper-Californians, were coming under United States control. *GT/IL/IU*

**ML363 Voices Across America:
A Symphony of Thought (3.00 cr.)**

Attempts an understanding of the diverse textures of thought which have helped define the Americas in the nineteenth century. Texts from France, the United States, and Latin America are examined. Students analyze themes such as slavery, race, class, acculturation, gender, love, power, wisdom, and nationality as they emerge. Students are encouraged to read original materials in Spanish or French when competent to do so. *Students who have taken SN370 must consult with the instructor before registering for this course. IAF/IL/IU*

**ML364 The Hero, the Villain, and the Lady:
French Theatre of the Seventeenth
and Eighteenth Centuries (3.00 cr.)**

Studies the "love triangle" in the French theatre of the seventeenth and eighteenth centuries. Special attention is given to the social history of the periods

in which the plays were written. Texts include masterpieces by Corneille, Racine, Molière, Marivaux, and Beaumarchais.

ML365 Strangers in a Foreign Land: Seeing Home from a Foreign Perspective (3.00 cr.)

Examines the creation and evolution of the idea of *home* in different cultures and specific literary texts. In order to better understand what we call home, students analyze how the concepts of private life, intimacy, and comfort evolved at different times in different cultures and literatures. Once this is defined, the course analyzes how foreigners perceive our home, how their perception often differs from ours, how we see their home, and what it takes to create a new home. *GT*

ML371 Love's Fatal Triangle: Courtly Love and the Development of Arthurian Literature in Medieval French Literature (3.00 cr.)

Prerequisite: EN101, WR100 or WR101. A study of the earliest literature of Arthur and his knights in France and early French literature, where they came from and a consideration of modern representations. *Knowledge of French is helpful but not necessary. Closed to students who have taken FR371. IM*

ML375 Women and Men in Twentieth-Century Latin American Literature (3.00 cr.)

Discusses gender roles and representation, along with specific topics which include romance, marriage, the "honor code," political and sexual identity, and voice in relation to fiction by writers such as Maria Louisa Bombal, Manuel Puig, José Donoso, Gabriel García Márquez, Luisa Valenzuela, and Rosario Ferré. Readings include essays, poetry, short stories, and a few novels or novellas (short novels). One or two artists, like Frida Kahlo, also are studied to explore these issues. *Taught in English; however, students may elect to read Spanish versions of the texts. Closed to students who have taken SN375. IG/IL*

ML380 Italy and Italians in Today's World (3.00 cr.)

Prerequisite: Junior or senior standing. A study of Italian issues in Europe and the world, with history and culture being of primary concern. Students are encouraged to view these diverse realities through the lens of their major discipline, linking the language and culture studied with their major discipline, the courses taken in the minor, and study abroad. Includes readings, films, videos, and a final paper about an issue concerning Italian Studies examined in an interdisciplinary manner. *Capstone course for the Italian Studies minor. II (Spring only)*

ML385 Special Topics in Modern and Comparative Literature and Culture (3.00 cr.)

An intensive study of an author, theme, movement or genre in modern and comparative literature and culture. *Topic announced each time the course is offered. May be repeated for credit with different topics.*

ML392 Introduction to Latin American and Latino Studies (3.00 cr.)

A study of Latin America and Latino issues in the United States, with history and culture being of primary concern to determine how identities and nations are constructed and how they interact with each other. Students are encouraged to view these diverse realities through the lens of their major discipline. *Closed to students who have taken HS392. GT/IL*

ML399 Special Topics during Study Abroad (3.00 cr.)

An intensive study of a theme, issue, movement, historical trajectory, or tradition in relation to the country in which the study abroad is occurring. *Topics vary depending on country, program, and semester. Restricted to students studying abroad.*

ML400 Medieval Studies Capstone Project (1.00 cr.)

Prerequisite: Written or electronic permission of the instructor. Restricted to Medieval Studies minors. An independent study accompanying a concurrently taken three-credit elective approved for the Medieval Studies minor. The interdepartmental subject and title must be approved by the instructor and Medieval Studies Consortium. *IM*

ML401 CCLS Capstone Paper (1.00 cr.)

Prerequisite: Written or electronic permission of the CCLS director. Restricted to CCLS majors. An independent study accompanying a concurrently taken, three-credit elective approved for the CCLS major. Students research and write a senior project paper integrating the course topic into the specific orientation chosen for their comparative studies. *Topics must be approved by the CCLS director, in consultation with the CCLS Committee and the course instructor.*

ML404 Another America, Central America (3.00 cr.)

This course focuses on and compares contemporary Guatemala, Nicaragua, and El Salvador. Topics for discussion include the continuing Spanish conquest and indigenous resistance to it; military dictatorships and genocide; U.S. interventions; social revolutions; and the rise of gang violence. Readings range from fiction and poetry to personal testimony and social science statistical research. *Closed to students who have taken SN304. GT/IL*

ML426 Foreign Language Teaching Methodology (4.00 cr.)

Prerequisite: One foreign language course beyond 104-level or written permission of the instructor. Students examine current methodologies, techniques, and educational goals for teaching foreign languages. Students observe and evaluate foreign language classes in a variety of school settings. Students also have several opportunities for participation in classroom teaching.

ML440 Special Topics in Latin American and Latino Studies (3.00 cr.)

An intensive investigation into a specific aspect of Latin American history, politics, culture, or literature. *Topic announced each time the course is offered. May be repeated once for credit with different topic. IL*

ML441 Modern Hispanic American Fiction (3.00 cr.)

In the great melting pot of the United States, Hispanics are one of the fastest growing ethnic groups. The writing they produce is diverse, highly creative, and passionate. Three types of *Latino* authors are examined: those who have emigrated to the United States, those who were born in the United States, and those who live in Latin America but are influential in the United States. Representatives of these three groups are Isabel Allende (Chile-California), Rudolfo Anaya (New Mexico), and Mario Vargas Llosa (Peru-Washington-London-Madrid). Other traditions are also represented. *All works read in English translation. IL/IU*

PORTUGUESE**PO204 Portuguese for Speakers of Spanish (3.00 cr.)**

Prerequisite: SN104 or written permission of the instructor. Covers the basics of Portuguese grammar and pronunciation and presents selected aspects of the cultures of Lusophone countries. Students learn to use their knowledge of Spanish to gain competency and confidence in speaking and reading Portuguese. *For Spanish majors and minors, as well as heritage and native speakers of Spanish who desire competency in Portuguese. Does not count toward the core. IL*

SPANISH**SN101 Introductory Spanish I (3.00 cr.)**

A thorough grounding in the four language skills: reading, understanding, speaking, and writing, as well as an understanding of the structure of the Spanish language, as well as the national literatures and cultures of Spanish American countries and Spain. *For students with no previous knowledge of the language. Cannot be taken for credit by students who have taken three years of Spanish during high school. Laboratory study outside the classroom is required.*

SN102 Introductory Spanish II (3.00 cr.)

A continuation of SN101. *Laboratory study outside the classroom is required.*

SN103 Intermediate Spanish I (3.00 cr.)

A systematic consolidation and expansion of the four basic skills: reading, understanding, speaking, and writing. To increase and perfect students' acquired abilities/proficiencies in the language, and broaden their understanding of the country's culture and literature. *Laboratory study outside the classroom is required.*

SN104 Intermediate Spanish II (3.00 cr.)

A capstone course reviewing and reinforcing language skills learned in SN101–103 to help students attain intermediate level as defined by ACTFL guidelines in the five skills: reading, writing, speaking, comprehension, and culture of Spain, Latin America, and other Spanish-speaking areas. Course includes use of the language in context, with authentic readings, discussion in Spanish, and film clips. *Laboratory study outside the classroom is required.*

SN161 Comprehensive Beginning Spanish (6.00 cr.)

Prerequisite: Open to students who wish to begin study in a second modern language or who place into SN102. *Required for students who have completed three years of high school Spanish, who wish to continue language study in Spanish, and who place into SN101.* A review course for students who have had three years of language study in high school and for students who wish to begin a second modern language. The material covered is essentially the same as for the SN101–102 sequence, except that it is covered in one semester instead of two. This includes a thorough grounding in the five language skills: reading, listening, speaking, writing, and cultural knowledge, as well as an understanding of the structure of the language, cultures, and literatures of the countries that speak Spanish. Special emphasis is placed on preparing students to begin work at the intermediate language level. *Contact time includes six 50-minute class sessions per week. Counts as two, three-credit courses. Laboratory*

study outside the classroom is required. Closed to students who have taken SN101, SN102, or the equivalent.

SN201 Spanish Composition and Conversation (3.00 cr.)

Prerequisite: SN104. Increases students' oral and written proficiency through assimilation of advanced structural patterns, stylistic analysis, discussion of contemporary topics. *Closed to students who have taken SN203, SN217, or any SN300-level course. IL*

SN203 Introduction to Reading Literature (3.00 cr.)

Prerequisite: SN201. Transition from SN201 to advanced classes. Develops reading skills with emphasis on class discussion and new vocabulary. Introduces Hispanic literature: basic terms, genres, detailed analysis, and themes. Works include novellas, plays, short stories, poems. *Closed to students who have taken SN217. IL*

SN205 Spanish for Business (3.00 cr.)

Prerequisite: SN201. Familiarizes students with specialized vocabulary, types of documents, protocol, and style of correspondence related to economy and the business world. Special emphasis on increasing students' international perspective and on development of skills necessary to work effectively in a multicultural setting.

SN210 Advanced Spanish Composition (3.00 cr.)

Prerequisite: SN201. Develops and refines written expression through a review of complex grammatical structures and idiomatic expressions. Students practice guided compositions and creative writing using factual reporting techniques and literary models. *Closed to students who have studied for a semester or more in a country where Spanish is spoken.*

SN217 Venturing into the Text: Reading Comprehension through Literature (3.00 cr.)

Prerequisite: SN201. Transition from SN201 to advanced classes. Develops students' ability to read Spanish through practice with Hispanic short stories, plays, poems, novellas or novels. Increased facility in reading acquired through emphasis on new vocabulary, introduction of basic terms and genres, some grammar review, reading exercises, analysis and discussion of themes. Speaking and writing skills also developed by class discussions and written assignments. *Closed to students who have taken SN203.*

SN301 The Culture and Civilization of Spain (3.00 cr.)

Prerequisite: SN201. Studies the historical, political, literary, and artistic development of Spain including an examination of the characteristic traditions and customs of their social context.

SN303 Hispanic Film (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. A study of key Spanish and Latin American directors such as Luis Buñuel, Carlos Saura, Pedro Almodóvar, María Luisa Bemberg, and Tomás Gutiérrez Alea. Students become familiar with cinematic terms and relate formal film aspects with sociopolitical events connected to the Spanish Civil War and the postwar, the "Guerra Sucia" in Argentina, and the Cuban Revolution.

SN304 Contemporary Central America (3.00 cr.)

Prerequisite: SN201. Recommended Prerequisite: SN203 or SN217. With civil wars in Nicaragua, El Salvador, Guatemala, and Honduras during the 1980s, Central America endured class struggle in its most extreme form. After the peace accords of the 1990s and the repatriation of Central Americans who had assimilated the gang culture of large U.S. cities, the situation degenerated into nonpolitical, extreme social violence that continued to rip at the social fabric of the Central American region. Students examine a series of texts and videos which define the conflict and the violence related to it in terms of economics, gender, and race. Principal texts include Alegria, Belli, Menchú, Cabezas, and recent sociological research. Film and video documentaries supplement the readings. *Closed to students who have taken ML404. IL*

SN305 Visual Culture in Colonial Latin America (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Examines the visual production of the colonial period considering race, sexual gender, space, and religion as the analyzing factors. Readings consist of a variety of texts and images including chronicles, autobiographies, journals, paintings, maps, and plates. Visual sources come from Gillain Rose's *Visual Methodologies*, Serge Gruzinski's *La colonización de lo imaginario*, and Magli Carrera's *Imaging Identity in New Spain*. Authors included are Father Diego de Landa, Father Martín de Murúa, Jerónimo de Vivar, Úrsula Suárez, and El Inca Garcilaso de la Vega. *IL*

SN306 Literature and Identity Politics in Peru (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Examines what Martín Stabb so aptly called the "quest of identity." Works written over five centuries are compared to see how ethnicity, politics, reli-

gion, and gender negotiate with each other in their pursuit of identity. Five hundred years of scripted ideological activity is brought into focus: the Conquest, the Colonial Era, the Early Republican Era, and the twentieth century. A diverse sampling of genre types, chronicles, poetry, testimonio, fiction, and essay is included. Of special interest is the problem of representation when men and women of Criollo, Quechua, African, and Asian heritages embark on a quest to define themselves. *IL*

SN307 Contemporary Spanish Civilization and Culture (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Examines the historical, political, and cultural aspects of Spain from the death of Dictator Francisco Franco in 1975 to the present. Students are given an insight into Spain's cultural diversity and the Spanish way of life through readings in contemporary history, politics, and culture as well as contemporary film and music. Students consider such topics as Spain's transition to democracy, the cultural boom of the 1980s, and the current importance of regional politics.

SN308 Violence and Culture: Columbia in the Twentieth Century (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Cultural territories that represent the complex and unique political, economic, and social realities of Columbia are explored. Starting with the eighties, students examine important events in the history of the country as recreated by writers Laura Restrepo, Fernando Vallejo, and Jorge Franco Ramos. Modern conflicts such as social violence, guerrilla resistance, and marginality are addressed, as portrayed in testimonial writings, documentaries, painting, and music. Students also analyze the effect of drug-trafficking on the rise in sicarios (young paid assassins) and their sociocultural practices, as well as their representation of juvenile violence both in literature and film. In addition to studying various fictional and nonfictional portrayals of violence, students explore the way other cultures perceive Columbia through the press, as well as the international community's response to the growing violence Columbians have been facing in the last 30 years. *IL*

SN320 Introduction to Spanish Linguistics (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. An introduction to the basic linguistic issues concerning the Spanish language. Students explore the basic concepts of the principle areas of linguistics, such as phonetics, phonology, morphology, syntax, semantics, pragmatics, sociolinguistics, dialectology, and historical linguistics. Focus is placed

on understanding of the basic tools involved in linguistic analysis and their application in the analysis of the Spanish language.

SN321 Spanish Phonetics and Phonology (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Focuses on the linguistic study of the Spanish sound system and explores articulatory phonetics (how sounds are pronounced) and phonology (how sound patterns are formed and organized). Theoretical and practical comparisons between Spanish and English are made to illustrate relevant concepts.

SN325 Spanish Applied Linguistics (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. The processes of learning and acquisition of Spanish as a second or foreign language are studied. Students study the history of this field, as well as the approaches and methodologies that have developed the field throughout its history. During the second half of the course, students focus on the concepts of the linguistic system of the Spanish language which present themselves as the most challenging for learners of Spanish, as well as pedagogical questions and issues associated with the learning and acquisition of Spanish as a second or foreign language.

SN327 History of the Spanish Language (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. An introduction to the genealogy and development of the Spanish language from its roots in spoken Latin to modernity. Emphasis is placed on the close relationship between historical events and language change, as well as the role that literature plays in language standardization.

SN329 Spanish in the United States (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Explores various aspects of the Spanish language in the United States. Sociolinguistic issues of language variation, change, contact, use, attitudes, and maintenance are examined by studying multiple bilingual communities located in the United States. *IL*

SN335 Contemporary Spanish Literature: 1975 to the Present (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. A survey of literature in Spain from the death of Francisco Franco in 1975 to the present, covering the major figures in narrative, poetry, and theatre. Focuses on the relationship between literary structure and political context of the period, with particular attention to the rise of post-modernism as well as feminist and gay literature. Readings include Lourdes Ortiz, Manuel Vázquez Montalbán,

Paloma Pedrero, Antonio Gala, Pere Gimferrer, Ana Rossetti, and others. *IG*

SN350 Short Latin American Fiction (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Reading and discussion of short stories and very short novels (novellas) by Latin American writers. Topics include sociopolitical, familial, or imaginary worlds in relation to the strategies of fiction. Authors include García-Márquez, Borges, Cortázar, and Fuentes. *IL*

SN352 The Golden Age (3.00 cr.)

Prerequisite: SN203 or SN217; and one additional SN300-level course. The most important period in this country's literary heritage surveys Spain's golden age through an examination of representative works such as the anonymous *Lazarillo de Tormes*, Cervantes' *Don Quijote*, Tirso de Molina's *El Burlador de Sevilla*, and Lope de Vega's *Peribáñez*. *Texts for the course are in the Spanish language of the period. IM*

SN354 Contemporary Latin American Literature (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Studies representative, contemporary Latin American writers such as Asturias, Borges, Cortázar, Fuentes, García, Márquez, and Vargas Llosa. Special attention given to works which exemplify innovation in form and the artist's involvement in contemporary social problems. *IL*

SN355 Spanish Postwar Literature (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. A study of representative works which bear witness to and examine the contradictions of postwar Spain. Emphasis placed on sociohistorical context and literary analysis.

SN357 Spanish Literature of the Eighteenth Century (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. An overview of the development of Spanish literature during the Enlightenment. Particular attention is paid to the influence of Enlightenment philosophy and science on the most important figures in Spanish theatre, narrative, and poetry. Readings include works by Cadalso, Feijoo, Jovellanos, Iriarte, and Melendez Valdes.

SN358 A Survey of Spanish Theatre (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Surveys the theatre of Spain from its beginnings to the twentieth century. Aims at providing some insight into major periods in Spanish literature through the study of works by such representative writers as Miguel de Cervantes, Lope de

Vega, Calderon de la Barca, Tirso de Molina, Jose Zorrilla, Federico Garcia Lorca, Alejandro Casona, and Antonio Buero Vallejo.

SN360 Latin American Short Story (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. A study of this important genre in Latin America from its development in the nineteenth century to the present. *IL*

SN362 Spanish Literature at the Turn of the Century (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Examines the various literary and philosophical responses among Spanish writers to the loss of the last colonies after the war of 1898 and the paradoxical entrance of Spain into the twentieth century. Focuses on the major intellectual trends in Europe and the Americas which influenced radical changes of style and structure in the narrative, poetry, and theatre of the period. Readings include works by Miguel de Unamuno, Pío Baroja, Ramón María del Valle-Inclán, Juan Ramón Jiménez, and Antonio Machado.

SN363 Contemporary Spanish Literature: The Generations of 1914 and 1927 (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. A survey of Spanish literature at the beginning of the twentieth century (1910–1936), covering the major figures in poetry, drama, and narrative fiction. Particular attention is paid to the relationship between literary structures and the innovations in technology and social and political organization which characterize the period. Readings include Ramón Gómez de la Serna, Carmen de Burgos, Ramón Pérez de Ayala, Pedro Salinas, Federico García Lorca, Ernestina de Champourcin, and others.

SN364 Spanish Literature of Exile, 1939–1975 (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. A survey of literature written by Spanish exiles after the Civil War (1936–1939), covering the major figures in narrative, poetry, and theater. Focuses on the meaning of exile and the relationship between literary structure and political context of the period. Readings include Francisco Ayala, Rosa Chacel, Max Aub, Rafael Alberti, and others.

SN365 The Latin American Essay and Early Cultural Studies (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Examines political, social, anthropological, and philosophical speculation from nineteenth- and twentieth-century Latin America. Studies authors such as Sarmiento (Argentina), Martí (Cuba), González Prada (Perú), Cabello de Cabo-

nera (Perú), Hostos (Puerto Rico), and Paz (México). Special emphasis is given to the notion of the nation in its relationship to culture, cultural studies, and cultural history. *IG/IL*

SN366 Latin American Testimony (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. An overview of twentieth century testimonial writings in Latin America. Particular emphasis is given to development, trends, and controversies. The relevance of testimony within Latin American literature and historiography is highlighted. The study of texts from specific regions makes it possible to explore the diverse political, economical, social, and ethnic realities of the continent. Readings include works from Barnet, Poniatowska, Dorfman, Jara, Salazar, and Alegría. *IL*

SN367 The Short Story in Spain Since 1936 (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. A survey of the short story form, beginning with the Spanish Civil War and continuing through the postwar period and the transition to democracy after 1975. Readings and class discussion focus on the short story, both as a literary form and as a means to address the changing relationship between the individual and society over the course of the twentieth century. Authors include Manuel Chaves Nogales, Camilo José Cela, Ana María Matute, Ignacio Aldecoa, and Álvaro Pombo.

SN368 Travelers and Migrants in Twentieth-Century Colombian Literature (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Examines representations of travel, migration, and displacement in Colombian narratives, starting in the 1920s and continuing through various decades of the twentieth century. The readings include fictional narratives such as novels and short stories. From the experience of the characters within the literary works, the course focuses on new identities shaped by traveling throughout geographical and symbolic territories. Additionally, it provides students with a better understanding of the relationship between travel and writing, individuals and community, and center and periphery. *IL*

SN369 From Baroque to Enlightenment: Novo-Hispanic Perspectives (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Examines texts written by Criollo authors from New Spain whose works demonstrate the ongoing construction of identities in colonial Mexico. These narrations intertwine personal, fictional, and collective events and show the diversity of the colonial reality observed and constructed by these writ-

ers. Texts are studied in light of cultural, social, and historical contexts. Readings include the late seventeenth- and eighteenth-century authors Sor Juana Inés de la Cruz, Carlos Sigüenza y Góngora, Francisco Xavier Clavijero, S.J., Father Servando Teresa de Mier, and José Joaquín Fernández di Lizardi. Visual images and secondary texts serve as complementary course materials. *IL*

SN370 Nineteenth-Century Latin American Novel (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Focuses on the relationship between love and social institutions in nineteenth-century Latin America. Special attention given to the power of love, social norms, dictatorship, and the institution of slavery. Also examines gender/racial issues within their social context. *IG/IL*

SN371 Spanish Short Stories of the Nineteenth Century (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. The theory and evolution of the short story from romanticism through realism and modernism. Students read representative short story collections from each of the important literary movements of the period with a focus on the evolution of aesthetic ideas and structures. Authors include the Duque de Rivas, Cecilia Böhl de Faber, Pereda, Clarín, Pardo Bazán, Baroja, and Valle-Inclán.

SN372 Realism and Naturalism in Spain (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Covers the development of the Spanish novel in the second half of the nineteenth century with particular attention paid to the historical development and interaction of these two major literary movements. Readings include works by Galdos, Pardo Bazan, Valera, Clarin, and Alarcon.

SN375 Women and Men in Twentieth-Century Latin American Literature (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Discusses gender roles and representation, along with specific topics which include romance, marriage, the "honor code," political and sexual identity, and voice in relation to fiction by writers such as Maria Louisa Bombal, Manuel Puig, José Donoso, Gabriel García Márquez, Luisa Valenzuela, and Rosario Ferré. Readings include essays, poetry, short stories, and a few novels or novellas (short novels). One or two artists, like Frida Kahlo, also are studied to explore these issues. *Closed to students who have taken ML375. IG/IL*

SN376 Spanish Romantic Prose:**Freedom and Social Order (3.00 cr.)**

Prerequisite: SN203 or SN217 or written permission of the instructor. Focuses on the development of narrative prose in Spain during the period, 1800–1870, with special attention paid to the themes of freedom and order as they relate to the position of the individual in modern society. Readings include works by the major writers of the romantic and postromantic movements in Spain including, among others, Larra, Bécquer, Alarcón, and Fernán Caballero.

SN377 Spanish Romanticism:**Poetry and Theater (3.00 cr.)**

Prerequisite: SN203 or SN217 or written permission of the instructor. A survey of the theatre and poetry of Spanish romanticism, with particular attention given to the social and historical events which conditioned the rise to prominence of the Spanish middle class during the nineteenth century. In addition to extensive readings from the major figures in each genre, the course focuses on the appearance of women writers and their contributions to the evolution of the literature of the period. Authors include Espronceda, Zorrilla, Bécquer, Carolina Coronado, Rosalía de Castro, and Gómez de Avellaneda, among others.

SN380 Modernismo (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Development, trends, and influences; study of the works of representative writers of this Latin American literary renaissance, from the initiators to Ruben Dario and the second generation of modernistas. *IG/IL*

SN381 Latin American Avant-Garde (3.00 cr.)

Prerequisite: SN203 or SN217 or written permission of the instructor. Examines both formal experimentation and social commitment of Latin American writers as portrayed in works created between 1916 and 1935. Focuses on poems and cultural manifestos that reflect a high aesthetic awareness and an aspiration to define national and continental identities. Representative writers include Vallejo, Huidobro, Villaurrutia, Gironde, Neruda, and Vidales, among others. *IL*

SN390 Chronicles of Conquest, Resistance and Transculturation (3.00 cr.)

Prerequisite: SN203 or SN217; and SN301 or SN302 or SN303 or SN304 or SN305 or SN306 or SN307 or SN308. Provides the building blocks for understanding the encounter between the Spanish and Native American cultures during the sixteenth and seventeenth centuries. The ideology of the Spanish conquistadores is compared with native strategies for resistance. Special attention is given to two regions: Meso-America and the Andes. *IL*

SN391 Travel Writings of the New World (3.00 cr.)

Prerequisite: SN203 or SN217; and one additional SN300-level course. Examines the role of travel in colonial Spanish America and how it contributed in the creation of the idea of the New World. Special attention is placed on the “ways of seeing” of the authors who represented colonial territories and their inhabitants. Primary texts include works from the sixteenth, seventeenth, and eighteenth centuries, by authors with diverse backgrounds—military men and women, bureaucrats, businessmen, and scientists—like Álvaro Núñez Cabeza de Vaca, Catalina de Erauso “The Second Lieutenant Nun,” Antonio de Ulloa, and Alexander Von Humboldt. *IL*

SN392 Extirpation of Idolatries (3.00 cr.)

Prerequisite: SN203 or SN217; and one additional SN300-level course. Studies the practice of eliminating pre-Hispanic religious traditions in Peru and Mexico, beginning in the sixteenth century, as part of the Christianization process. Examines the religious conquest of Amerindian groups as a fragmentary process since many kept practicing activities that evoked their ancestral traditions, despite the Spanish efforts to change and even suppress them. Texts discussed include works from the sixteenth and seventeenth centuries by Joseph Arriaga, S.J., Pedro Calderón de la Barca, Bernardino de Sahagún, O.F.M., Cristóbal Albornoz, and Father Diego Durán. *IC/IL*

Office: Humanities Center, Room 050r

Telephone: 410-617-2010

Website: www.loyola.edu/academic/philosophy

Chair: Richard P. Boothby, Professor

Professors: Paul Richard Blum; Richard P. Boothby; Malcolm G. Clark (emeritus); Drew L. Leder;

Graham James McAleer

Associate Professors: Paul J. Bagley; Francis J.

Cunningham; Catriona Hanley; Irmgard Braier

Scherer (emerita); Dale E. Snow; Timothy J. Stapleton

Assistant Professors: Mavis L. Biss; Bret W. Davis;

Fuat Gürsözlü; Jeffrey C. Witt

Affiliate Faculty: Nina Guise-Gerrity; Steven Weber

Philosophy is unique among the disciplines. It is distinguished first of all by the fundamental nature of the questions it raises. Over the centuries, philosophers have struggled to explore the true nature of reality and the meaning of human life, to determine the possibility and limits of knowledge, to clarify the demands of justice and the character of good and evil, and to ponder the existence of God.

Philosophical questions are perennially open questions. In this respect, too, philosophy is distinctive. Unlike texts from the past in many other fields, philosophical works, even those from very distant antiquity, retain enduring value and significance for contemporary concerns.

Reading the great thinkers of the past is an indispensable part of training in philosophy. However, philosophical inquiry is by no means a mere history of ideas. Philosophy, said Aristotle, begins in wonder, and to study philosophy is to embark upon an adventure in thinking. Genuine philosophical reflection requires a radical freedom and willingness to question received opinions in an ongoing search for truth.

Training in philosophy, far from being irrelevant or impractical, serves to sharpen the tools of thinking for use in any endeavor. As such, philosophy significantly enriches the study of other disciplines, whether in the humanities, in business, in law, or in the sciences. For this reason, many students choose a double major, taking 10 elective courses in philosophy in addition to fulfilling the requirements for a major in another subject. Students may also incorporate philosophy in an interdisciplinary major, or may choose to minor in philosophy by taking, in addition to PL201, one other 200-level offering, and five upper-level philosophy courses, one of which can be a departmental offering in ethics.

LEARNING OUTCOMES

- Students will have an understanding of the nature of philosophy as an activity and as a discipline, and will be able to articulate its characteristic forms of reasoning, key themes from its history, and key features of its relation to other disciplines.
- Students will practice close, careful reading and interpretation of primary philosophical texts, and be able to demonstrate knowledge of their content.
- Students will use speech and writing effectively, logically, gracefully, persuasively, and responsibly.
- Students will develop philosophical arguments of their own, including the coherent support of conclusions with premises, and formulate and respond to reasoned objections.
- Students will demonstrate freedom from narrow, solipsistic thinking.

MAJOR IN PHILOSOPHY

BACHELOR OF ARTS

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

Freshman Year

Fall Term

PL201 Foundations of Philosophy*

WR100 Effective Writing**

Language Core

Math/Science Core

Social Science Core

Spring Term

HS101 Europe and the World Since 1500**

PL200-Level Philosophical Perspectives Course*

Language Core *or*

Elective

Math/Science Core

Social Science Core

Sophomore Year

Fall Term

EN101 Understanding Literature
 TH201 Introduction to Theology*/** or
 Elective
 Fine Arts Core
 Math/Science Core**
 Philosophy Elective*

Spring Term

English Core
 History Core**
 Theology Core** or
 Elective
 Philosophy Elective*
 Philosophy Elective*

Junior Year

Fall Term

TH201 Introduction to Theology*/** or
 Elective
 Ethics Core**
 Philosophy Elective*
 Nondepartmental Elective
 Elective

Spring Term

Theology Core** or
 Elective
 Philosophy Elective*
 Philosophy Elective*
 Elective

Senior Year

Fall Term

Philosophy Elective*
 Philosophy Elective*
 Nondepartmental Elective
 Elective
 Elective

Spring Term

Philosophy Elective*
 Philosophy Elective*
 Nondepartmental Elective
 Elective
 Elective

* Required for major.

** Terms may be interchanged.

1. **Philosophy Core Requirements:** All students must take the PL200-level core sequence which consists of PL201 and a second 200-level philosophical perspectives course or the honors equivalent.
2. **PL201 is a prerequisite for all other philosophy courses. Two PL200-level courses are required for all 300- and 400-level courses.**
3. **Ethics Core Requirements:** Each student must take one course in ethics. This course may be elected from those offered by the Philosophy Department (PL300–319) or from the courses in Christian ethics offered by the Theology Department (TH300–319).
4. **Major Requirements:** In addition to PL201, one other PL200-level offering, and 10 PL300- or 400-level courses must be taken. One course may be the ethics core requirement, provided this course is chosen from PL300–319.
5. PL202–250 may be taken as free electives. They do not count toward a philosophy major or minor.
6. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

MINOR IN PHILOSOPHY

Five philosophy courses must be taken in addition to PL201 and one other PL200-level offering. One course may be the ethics core requirement, provided this course is chosen from PL300–319.

COURSE DESCRIPTIONS

PL201 Foundations of Philosophy (3.00 cr.)

The first half of a yearlong, two semester introduction to philosophical questioning. Special attention is paid to the origins of philosophy, both with respect to its historical beginnings and its central themes, in the ancient world. Four focal points are: the emergence and development of the distinction between reality and appearance [metaphysics]; questions concerning the grounds for distinguishing between knowledge and opinion [epistemology]; the nature and status of values (ethical, aesthetic, religious, etc.) within the larger framework of human understanding [axiology]; and reflections on the nature of the human as such, or on the human condition [philosophical anthropology].

**PL202 Philosophical Perspectives:
The Project of Modernity (3.00 cr.)**

Prerequisite: PL201. Examines distinctive aspects of the modern philosophical project as it relates to questions of science, politics, society, history, or morals. Philosophical theories ranging from the seventeenth through the twentieth centuries are treated in their historical development and/or their opposition to ancient teachings.

**PL210 Philosophical Perspectives:
Politics and Society (3.00 cr.)**

Prerequisite: PL201. Addresses the basis and goals of human society, including issues concerning the structure of the good community as balanced against the interests of the individual.

**PL214 Philosophical Perspectives:
The Utopian Imagination (3.00 cr.)**

Prerequisite: PL201. A survey of utopian thinkers from the ancient world to the present. Central focus is on the concept of human nature and the meaning and possibility of the good life.

**PL216 Philosophical Perspectives:
Asian Thought (3.00 cr.)**

Prerequisite: PL201. An introduction to the philosophical and spiritual traditions of Asia, such as Hinduism, Buddhism, Confucianism, and Taoism. Comparisons with Western thought are explored. *IA*

**PL218 Philosophical Perspectives:
Philosophies of Love (3.00 cr.)**

Prerequisite: PL201. Considers various interpretations of the nature and destiny of love.

**PL220 Philosophical Perspectives:
Art and Imagination (3.00 cr.)**

Prerequisite: PL201. An exploration of the parallel development of philosophy and art as truth-disclosing activities.

**PL222 Philosophical Perspectives:
Education and Enlightenment (3.00 cr.)**

Prerequisite: PL201. Examines philosophical assumptions about the ends and means of education.

**PL224 Philosophical Perspectives:
Soul and Psyche (3.00 cr.)**

Prerequisite: PL201. An examination of the philosophical foundations of psychology from Plato to Freud.

**PL228 Philosophical Perspectives:
Philosophy and Genocide (3.00 cr.)**

Prerequisite: PL201. Examines the challenges that genocide poses for philosophy and what philosophy and

philosophers might do to confront and even prevent genocide. *GT*

**PL230 Philosophical Perspectives:
Humanity and Divinity (3.00 cr.)**

Prerequisite: PL201. A philosophical investigation of the nature and meaning of the religious life.

**PL232 Philosophical Perspectives:
Gender and Nature (3.00 cr.)**

Prerequisite: PL201. Examines the history of Western concepts of nature and science with particular attention to how ideas about hierarchy, gender, and violence have affected our relationship to the natural world. *Introductory course for the Gender Studies minor. IG*

**PL234 Philosophical Perspectives:
Philosophy of Culture (3.00 cr.)**

Prerequisite: PL201. What defines culture and in what sorts of ways can we think about cultural difference? The American Dream is the major paradigm for cultural self-definition in the United States, but is it a dream or rather, an illusion? Some thinkers see it merely as an interpretation of capitalist economic theory. This course challenges the solidity, utility, and morality of the American Dream by setting it against competing paradigms. Students take a critical look at American culture through the eyes of some modern and contemporary critics, such as Marx, Chomsky, Fussell, and Schlosser.

PL302 Ethics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. Explores, both historically and topically, the basic questions about values and obligation, the social and individual influences on moral judgement, the application of general guidelines to particular situations, and the search for a personal moral life.

PL310 Business Ethics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. A study of the relevance of ethics to business, with special emphasis on the similarities and differences between business and personal life. Case studies and special readings cover such topics as the social responsibilities of business and the notion of the economic common good.

PL311 Bioethics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. A study of the moral problems and uncertainties connected with biomedical research. Theoretical questions on the nature of morality and methodological foundations of science lead to a discussion of current topics, such as recombinant DNA, cloning, organ transplants, definitions of death, and death therapy.

PL312 Ethical Issues in Engineering and Computer Science (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.

An ethics course that focuses on social issues, as well as the ethical impact of engineering and information technologies in today's world. Students examine the policy issues that relate to the uses of engineering and information technology in areas such as engineering failures, privacy, computer network security, transborder information flow, and confidentiality.

PL313 Business Ethics and the Church (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.

Papal encyclicals and other important texts are used in the Catholic philosophical tradition to analyze and critique the philosophical foundations of a global market economy and contemporary business practices. *IC*

PL314 Environmental Ethics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.

An investigation of the relationship between human beings and the natural world, with attention to the ethical dimensions of our life-style and environmental policies. Students explore their obligations to the nonhuman world and to future generations. *Fulfills ethics core requirement. GT*

PL316 Media Ethics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.

An introduction to the social and ethical issues relevant to the practice of journalism and other communications professions, as well as the consumption and understanding of the media's role in our lives. Issues for discussion include privacy, plagiarism, fairness and bias, freedom of the press, and serving the public interest. *Fulfills ethics core requirement.*

PL317 The Experience of Evil (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.

What is the nature of evil? What are its causes? In what forms or guises has it appeared in human history? How is our understanding of evil influenced and informed by concepts like fate, guilt, freedom, responsibility, providence, God, and human nature itself? This course explores such questions by drawing upon a variety of philosophical, religious, and literary sources in an attempt to better understand the all too common *experience* of evil. *Fulfills ethics core requirement.*

PL318 Communication Ethics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.

This interdisciplinary course provides a solid grounding in the moral theory of communication ethics applied to journalism and other forms of global media. Key issues involve truth, objectivity, deception, discernment, and the rights and responsibilities of both pro-

ducers and consumers of the media. *Fulfills ethics core requirement. Same course as CM318. (Fall only)*

PL319 Ethics of Sport (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.

Ethics pervades all aspects of life, no less in sport. Sport seeks excellence of body within the bounds of fairness. This course introduces the student athlete, or anyone interested in a sports related endeavor, to the ethical considerations that should accompany the pursuit of physical excellence.

PL320 Logic (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.

A study of the basic principles and types of reasoning as they function in such fields as business, politics, law, and the natural and social sciences. Attention to the various ways in which language, argument, and persuasion can be used/misused.

PL321 Cross-Cultural Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.

What are the unique challenges and opportunities for philosophy in an age of cross-cultural encounter? Are there other methods and aims of philosophizing than those developed in the West? How do cultural and linguistic differences affect the way we think? Some of the fundamental issues involved in doing comparative philosophy are examined. Texts from both Western and Asian authors are used, including some from the Kyoto School of modern Japanese philosophy. *IA*

PL322 Nature: Mundane and Sacred (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.

Materialism and science have, historically, prospered together since the Enlightenment, but science in itself neither denies nor endorses a materialistic ontology. One danger of modernity is to accept materialism uncritically while at the same time allowing it to coexist with religious faith, unexamined. Students explore the issues that surround investing nature with a spiritual and sacred aspect yet not abandoning a scientific worldview. This course explores how these two outlooks are rooted in the history of Western thought, and how the two worldviews might be seen to form a coherent understanding of the world. *IC*

PL323 Survey of Metaphysics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.

An examination of the 'big questions' of philosophy through an historical survey of thinkers in the Western tradition. Topics include whether time and space have a beginning, the relationship of being to God, the problem of finitude and eternity, death and nothingness, the human search for meaning, and the foundations of truth.

PL324 Philosophy of Service (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. What does it mean to be of service to another? This course explores the issues of social justice, community, the personal search for meaning, and the recognition of difference and mutuality which all come into play when we seek to serve.

PL325 Philosophy of Asian Thought (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. An upper-level exploration of Asian philosophical and spiritual traditions, such as Hinduism, Buddhism, Confucianism, and Taoism. One or more may be the focus of a given course. *IA*

PL326 Philosophy of Religion (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. An examination of phenomenological descriptions of religion, and a discussion of the possibility of metaphysical statements about God. Topics include contemporary problems of God-talk, secularization, the relationship between philosophy and theology.

PL327 Philosophy of Language (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. What is language? How have different philosophers answered questions about the nature of language and its relation to thought, experience, and reality itself? Theories of language from antiquity to the present are examined. Readings include works from classical sources in the history of philosophy, as well as contemporary writings in both the continental and analytic traditions.

PL328 Philosophy of the Body (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. Investigates the human body as a philosophical theme. Contrasts Descartes' vision of the mechanical body with contemporary alternative views. Discusses how bodily experience is shaped by culture, for example, in the context of medicine, sports, labor, punishment, and sexuality.

PL329 Philosophical Foundations of Catholic Social Thought (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. A survey of the philosophical foundations and development of Catholic social thought. The survey begins with a study of ancient and medieval sources which is followed by an analysis of important nineteenth- and twentieth-century Catholic statements on questions of economics, politics, society, and culture in conjunction with significant traditions of the period—Catholic and non-Catholic—such as Marxism, phenomenology, existentialism, neoscholasticism, and contemporary views of the nature of person and community. *IC*

PL330 Social and Political Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. An historical and topical inquiry into the foundations and purposes of society and the state. Contemporary problems regarding the relationship of capitalism and socialism as sociopolitical models are discussed.

PL331 Natural Law and Natural Right (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. An examination of the foundation and arguments for rights doctrines as developed from the natural law or natural rights traditions. The difference between the two traditions is illustrated through a study of the political philosophies of Plato, Aristotle, Machiavelli, Hobbes, and Locke. Close attention is given to the writings of Saint Thomas Aquinas and their pragmatic influence on numerous papal encyclicals. *IC*

PL332 Security Ethics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. It is estimated that about twenty percent of the world economy is generated by criminal enterprise. Increasingly, legitimate business is competing in markets where mafia, pirates, terrorists, and crime gangs are active participants. Security ethics is an emerging subfield of business ethics which aims to understand these criminal risks (e.g., espionage, kidnapping, extortion, piracy) and calibrate ethical responses to them. On the basis of broad reading, this course suggests that an adaptation of Just War theory is an ethical model. *IFS*

PL333 Philosophy of Law (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. An examination of some basic systems of law, including legal positivism, common law, and natural law. Places where these systems come into conflict—for example, the tort law of wrongful birth—are a special focus of this course. By way of a central theme, students are introduced to the kinds and scope of laws governing homicide and how these apply domestically and internationally. The course is historical—covering authors such as Bentham, Blackstone, and de Vitoria—as well as topical. *IFS*

PL336 Comparative Philosophy: East-West Dialogues (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. Places in dialogue western philosophical topics or figures with those drawn from Asian traditions; for example, the theme of a given semester might be one of the following: Heidegger and Asian thought; eastern and western philosophies of religion; Kant and Indian philosophy; mind and body in western and eastern thought; or eastern and western dialectic and deconstruction.

PL337 Philosophy and Feminism (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
An introduction to feminist theory, beginning with a review of the history of philosophy from a feminist perspective, with special emphasis on Aristotle, the Christian tradition, Marx, Mill, and Freud. Contemporary thinkers studied include Firestone, Gilligan, Jaggar, Harding, and Eisenstein. *IG*

PL338 Psychoanalysis and Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
Examines recent interpretations of psychoanalysis, informed by existential philosophy and new conceptions of the nature of language. These perspectives restore the fertility and sophistication of Freud's thought and present new opportunities/challenges for philosophical questioning.

PL339 Twentieth-Century Women Philosophers (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
Calls attention to and explores the contribution of female and feminist philosophers of the twentieth century. Examines the themes of gender, sex roles, patriarchy, and the development of woman's consciousness in the history of philosophy in our century. *IG*

PL341 Philosophy of Education (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
The history and problems of education are approached from a philosophical perspective. What is teaching? What is learning? What is the purpose of education? These are central questions in this course. This historical context (Plato, Aristotle, Rousseau, Dewey) help to illuminate contemporary controversies.

PL342 Law, Society, and God (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
Centered around political writings of Aquinas and Hobbes, this course introduces students to the basic concepts of the philosophy of law and political philosophy's transition from the medieval to the modern period. Main topics of investigation include law, jurisprudence, property, war, civil disobedience, and the role of religion in society.

PL343 Philosophy of Human Rights (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
Addresses basic questions about the nature, content, and philosophical foundations of human rights, with a specific emphasis on the philosophical-historical development of the idea of human rights. Various contemporary human rights problems are explored, including ethnic cleansing and genocide, poverty, and humanitarian intervention.

PL344 The Political Unconscious (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
Seeks to illuminate the unthought assumptions and attitudes that shape contemporary political judgments and perceptions. The result calls into question the practical reality of enlightenment rationality but also offers more general lessons about the nature and function of the mind. Readings from Plato, Marx, Freud, Lakoff, Agambon, and others. *Enrollment limited to 15 students.*

PL346 Philosophy of Peace (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
A study of the nature, aims, and possibility of peace. Students read what philosophers have had to say about peace and war from ancient to contemporary times. Some of the issues examined include just war theory, conscientious objection, nonviolent protest, and the current Iraq war. In general, the course asks the question of whether humans are condemned to eternal war or can hope—as Kant did—for perpetual peace.

PL347 The Morals and Mechanics of Modern Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
Modernity is held to begin with the discovery of the natural sciences, that nature is an object to be mastered or controlled. Here are examined the moral and mechanical doctrines of Niccolò Machiavelli and Francis Bacon which serve as the foundations for the modern philosophic program.

PL348 Exoteric/Esoteric Distinction in Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
Examines the philosophical practice of esotericism, or the habit of secret teaching, in ancient and modern forms. Pertinent themes include noble lying, accommodation, protection from harm and social responsibility, philosophical communication of 'dangerous' truths, and exoteric/esoteric literature. Figures considered include Plato, Aristotle, Maimonides, Galileo, Machiavelli, Bacon, Descartes, Hobbes, Spinoza, Locke, Toland, and others.

PL354 East Asian Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
A focus on the philosophies of China, Korea, and Japan. The course may take the form of a survey or examine in depth a particular text or tradition, for example, concentrating on Confucianism, Taoism, or Buddhism. *IA*

PL355 Philosophy of History (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
History is a central theme of philosophical inquiry. The study of the philosophy of history raises the

question as to whether there is meaning in events over time and space, granting regularity and human freedom. Some key authors are Cicero, Augustine, Vico, Kent, Herder, Hegel, Marx, Dilthey, Ricoeur, and Danto, each of whom contributed to shaping the understanding of history. *IC*

PL356 Philosophical Aesthetics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. Some have considered philosophical aesthetics one of the most exalted keystones of the philosophical enterprise, representing an examination of the mind and emotions in relation to a sense of beauty. Are truth and knowledge relevant categories when it comes to evaluating a beautiful object? Reflections on the passions within the framework of philosophical discourse. Among the viewpoints typically considered are those of Plato, Aristotle, Kant, Goethe, Hegel, Heidegger, Nietzsche.

PL357 Philosophy and Literature (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. Literature gives concrete expression to our sense of reality and in its history "re-presents" the status of man and human events as each age presupposes it. Herein resides the intimate relationship which has always existed between literature and philosophy. The history of this relationship explains both the continuity and the discontinuity which is present in Western literature. Focuses on one (or more) special topics, such as tragedy, modernism, aesthetic theories of literature, and existentialism.

PL358 Ancient Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. From the early inquiries of the Milesians to the elaborately structured reflections of Aristotle, the ancient Greek philosophers inaugurated questions about knowledge, virtue, being, and human nature that we continue to ask today. The course focuses on metaphysical, epistemological, and ethical topics in Thales, Pythagoras, Parmenides, Heraclitus, the Atomists, the Sophists, Socrates, Plato, and Aristotle.

PL359 The Presocratics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. An investigation of the writings of the pre-Socratic philosophers, from Thales to the Sophists. The course looks at their work both in terms of its own intrinsic interest and its influence on later philosophers, chiefly Plato and Aristotle.

PL360 Epistemology (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. A study of theories concerning the nature of knowledge. Examination of the distinction between knowledge and belief, the role of justification in establishing

truth, propositional versus existential truth. Studies classical, modern, and contemporary views.

PL361 Hegel and His Modern

Interpreters

(3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. Hegel is famous for his teleological philosophy of world-spirit that interprets history as a progress of an ever more universal, reflexive self-knowledge. The first part of the course focuses on Hegel's *Phenomenology*. The second on how and why contemporary philosophers like Slavoj Žižek and Alain Badiou rediscover in Hegel a political theorist of antagonism and political violence.

PL362 Hellenistic Philosophy

(3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. A survey of the main systematic philosophies practiced in the Hellenistic empire from 323 until 30 B.C.—Skepticism, Cynicism, Epicureanism, and Stoicism.

PL363 Kant's Revolutions

(3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. An introduction to the revolutionary contributions made by the great German thinker Immanuel Kant to the fields of metaphysics, ethics, and aesthetics. Kant shifts the focus of inquiry from reality in itself to the role of the mind in constructing experience; from moral emotions to rational moral principles; and from the artist's poetic making to judgments of beauty.

PL364 Renaissance Philosophy

(3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. Discussion of the foundations of modern thought: the turn towards human interest and to language, the reassessment of the classical heritage, and the crisis of Christianity. Renaissance philosophy shows current issues of philosophy in the making. *IC/II*

PL365 Japanese Philosophy

(3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. Students are introduced to some of the major themes and figures of philosophical thought in Japan. The focus is on traditional thought, such as that of the Zen Buddhist philosopher Dogen, and/or on modern thought, such as that of the Kyoto School.

PL366 Studies in Plato

(3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. An inquiry into the epistemological, moral, and metaphysical writings of Plato's middle and later periods, with special reference to the relation of anamnesis, participation and the theory of forms in the middle dialogues to *koinonia* and the theory of the greatest kinds in the later dialogues.

PL367 Plato's Republic (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. An examination of the teachings contained in one of the most important of the Platonic dialogues. A close study of the dialogue and lectures treats the nature of justice, the quarrel between poetry and philosophy, relationship between philosophy and politics or theology, the character of the philosopher, the purposes of education, the doctrine of "ideas," and the naturality of political life.

PL368 Introduction to Aristotle (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. A study of Aristotle as a systematic thinker with an integrated view of the natural world, the goals of human life, and the formal properties of thought. Primary focus on selections from Aristotle's logical works and psychological treatises, together with his *Physics*, *Metaphysics*, *Ethics*, and *Politics*.

PL369 Introduction to Saint Thomas Aquinas (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. The philosophy of Saint Thomas represents the high point of medieval thought. Course focuses on the three notions that make up the 'dance of creation': the notion of God as a creator whose knowledge does not distance itself from the world; the notion of the world as being created and, as such, perpetually unfinished; and the notion of the human soul as the site from which the world responds to its creator. *IC/IM*

PL370 Medieval Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. The Middle Ages is a period which not only excels for its cultural richness—in architecture (e.g., the emergence of the Gothic cathedral), literature (e.g., the vibrant innovations in love poetry), and intellectual life (e.g., the rise of universities)—but also for its profound concern with regard to philosophical issues. The scholastic period (approximately c. 1300–1500) particularly stands out for its vigorous and engaged discussion of profound philosophical questions such as time and eternity, being and thinking, soul and intellect, language and truth. Due to the encounter and fusion of four philosophical traditions—the Greek, Arabic, Hebrew, and Latin philosophies—medieval thought turns out to be a unique cross-cultural enterprise whose impact contributed substantially to the formation of modern Western intellectual culture. *IC/IM*

PL371 Introduction to Descartes (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. An examination of the doctrines of René Descartes through the study of his works, *The Discourse on Method* and *Meditations on First Philosophy* with some reference to *Rules for the Direction of the Mind* and *Passions of the*

Soul. Lectures address the centrality of Descartes's teaching to the modern program, mathematical certitude, the relation between reason and passion, philosophic method, metaphysical neutrality, and the project of "mastery and possession of nature."

PL372 Introduction to Spinoza (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. A study of the foundations of the philosophic teaching of Baruch Spinoza, principally through the reading of his *Tractatus Theologico-Politicus*. An examination of revelation, miracles, divine and human law, philosophic communication, natural right, obedience, and the theologico-political problem.

PL373 Philosophy/The Enlightenment (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. Studies the major questions of seventeenth- and eighteenth-century thinkers, such as Descartes, Voltaire, Spinoza, Leibniz, Locke, Hume, Rousseau.

PL374 Continental Rationalism (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. A study of seventeenth- and eighteenth-century rationalism, focusing on the major rationalist thinkers, Descartes, Spinoza, and Leibniz. Some central themes include metaphysics and the emergence of modern scientific rationality; the modern concept of nature; the relation of mind and body; the role of God in metaphysical and scientific systems; monism and pluralism.

PL376 Introduction to Kant (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. An introduction to the "critical" philosophy of the German Enlightenment thinker, Immanuel Kant. Selections from his three primary works, *Critique of Pure Reason*, *Critique of Practical Reason*, and *Critique of Judgement* are read to show the overarching nature of his critical philosophy. Focuses on key issues such as the meaning of transcendental, critique, and the Copernican Revolution, and how these impact on modern tendencies in science, as well as moral and aesthetic value theory.

PL377 Kant's Moral Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. An examination of Immanuel Kant's moral philosophy (ethics and philosophy of law), its place within his overall philosophy, and its place in modern ethics and natural law theory. Topics include freedom as autonomy; rationality and morality; the relationship of morality and law, person, and state. Readings consist of Kant's principal writings in ethics and philosophy of law.

PL379 Thinking through Terrorism (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. A team-taught, interdisciplinary approach that seeks

to examine the causes and effects of contemporary terrorism and to develop critical perspectives concerning on-going efforts to combat it. Special attention is given to the tension between the interests of public security and those of democratic values, civil liberties, and moral principles. *Same course as PS374.*

PL380 Marx and Marxism (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
A study of the philosophical writings of Marx and of the views on man and society presented by some contemporary Marxist authors.

PL381 German Idealism (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
German idealism is the name usually given to the explosive series of developments in philosophy during the period immediately after Kant. Seldom in the history of philosophy has so brief a space of time produced so many philosophical innovations, many of which live on today, albeit under other names. Provides an introduction to the seminal role of Kant's thought as it influenced three of the most important thinkers of the time—Fichte, Schelling, and Hegel.

PL382 Existentialism (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
A study of some of the philosophical and literary works of thinkers such as Kierkegaard, Heidegger, Sartre, Marcel, and Camus.

PL383 Philosophies of Self-Perfection (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
There are compelling reasons to think that how we relate to ourselves, and the efforts we make to improve ourselves, are matters of moral significance. A wide range of topics on this theme are treated, including self-respect, self-deception, self-forgiveness, duties to oneself, and ideals of self-cultivation. Readings alternate between eighteenth- and nineteenth-century authors (e.g., Kant, Nietzsche, Emerson) and contemporary theorists (e.g., Cavell, Dillon, Darwall).

PL384 Phenomenology (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
An introduction to phenomenology through a study of its major representatives, notably Husserl, Heidegger, Merleau-Ponty, and Sartre.

PL385 The Thought of Heidegger (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
Traces the path of Heideggerian philosophy, focusing both on the existential, hermeneutic approach of *Being and Time*, as well as on the later, more meditative period. Questions will be raised about the implications of Heidegger's thinking for our understanding of the nature and history of philosophy.

PL387 Twentieth-Century Analytic Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
Much of twentieth-century philosophy in the English-speaking world was dominated by analytic philosophy. Among its central tenets was the conviction that philosophical questions are best approached through careful "linguistic analysis." The writings of some of the most important representatives of this school of thought are examined, including Gottlob Frege, Bertrand Russell, G. E. Moore, Ludwig Wittgenstein, A. J. Ayer, J. L. Austin, and John Searle.

PL388 Contemporary Continental Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
A survey of some of the most influential figures in contemporary continental philosophy in an attempt to identify the key ideas that inform and unify their thought. Authors who may be read include Husserl, Sartre, Heidegger, Gadamer, Merleau-Ponty, Saussure, Derrida, Lacan, Foucault, and Levinas.

PL389 Nietzsche (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
Nietzsche is the first major figure in the history of philosophy to repudiate the tradition of Western thought that began with Plato. The nature of this repudiation and Nietzsche's attempt to inaugurate a new mode of philosophical thinking are examined.

PL390 American Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
A study of the evolution of American thought and language, from the "reflective primitivism" of the Puritans and the religious consciousness of Edwards and the transcendentalists, to the philosophical positions of American pragmatism, idealism, and naturalism. *IU*

PL393 Technology and the Crisis of Nature (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
Is the human use of technology rooted in a kind of thinking or way of being? Through a reading primarily of Martin Heidegger's work, students look at the dark side of technology and the devastating effects of human technical manipulation of the natural world.

PL394 Process Philosophy (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.
A study of the basic principles of process philosophy through Whitehead's *Process and Reality*. Topics include actual entities and their formative principles, the phases of feeling, the concrescence of an actual entity, actual entities, nexus and societies, the theory of perception.

PL397 Philosophy of Mind (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. Philosophy of mind is concerned with the very nature of thinking: the functions of the intellect and its metaphysical status; the relation between mind and brain; the differentiation between reason, emotion, sense perception, and will. It has been a constant concern of philosophers since Plato and Aristotle, up until analytic philosophy.

PL398 Philosophy and Film (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. Our culture has been reshaped by the new technologies of cinema and television. Examines a range of philosophical issues surrounding the audio-visual structure of these media, and their impact upon society. Also uses films, like written texts, as a medium for addressing significant issues in philosophy. *IF*

PL399 Anthropology of Slavery (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. The most frequently used argument against slavery is “slaves are human beings.” The course turns this statement into a question: What does it mean to be human if slavery is or was possible? The phenomenon of slavery, therefore, is taken as a touchstone concerning the consistency of a philosophy of humanity. *IAF*

PL401 Morals and Politics of the Lord of the Rings (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. A thorough examination of the moral and political philosophy of Tolkien’s masterpiece. Students are required to read the trilogy and are expected to be familiar with the film. Primarily, students read philosophical texts covering the themes of friendship, virtue, privilege, liberty, sovereignty, war, justice, rebellion, family, moral failure, commerce and industry, sacrifice, and love. *IC*

PL403 Philosophy of Happiness (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. What is happiness? How can we discover or create it within our lives? What are the factors—personal, social, and existential—that seem to assist or impede the quest for fulfillment? Classical and contemporary philosophical answers to such questions are explored, with some attention given to the findings of psychological research.

PL404 Reason, Science, and Faith in the Modern Age (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. A philosophical-historical examination of the rise of science in the modern age (1500–present), and the impact this has had on religion, drawing from such thinkers as Luther, Pope John Paul II, Bacon,

Copernicus, Galileo, Descartes, Newton, Hume, Kant, Darwin, and various contemporary scientific, religious, and philosophical works that have been important in informing the relationship between science and religion. *IC*

PL405 Aristotelian Ethics (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. An examination of the ethical writings of Aristotle, with an emphasis on the *Nicomachean Ethics*. It then explores contemporary Aristotelian ethics in its religious (Alasdair MacIntyre) and secular (Martha Nussbaum) variants.

PL406 Philosophies of the Other (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. Recent philosophy confronts a range of Others—the Other that I hate, that I love, that I fight, that I worship, even the Other that I am to myself. This course traces these very different modes of Otherness: social, sexual, political, religious, and metaphysical. Readings from Hegel, Levinas, Freud, de Beauvoir, Sartre, Marx, Lacan, Zizek, and Weil. *Same course as HN406.*

PL407 Marriage and Family through the Lens of Catholic Social Thought and Developmental Psychology (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. An intensive exploration of major milestones of adulthood through the study of scholarship in developmental psychology and Catholic social thought. Topics may include sex and the body, fertility, marriage, parenting, sexual orientation, divorce, marital infidelity, and diverse family structures. *IC (Fall only)*

PL408 Contemporary Mysticism and Spirituality (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. A mystical world-view attentive to the unity of all things, the possibility of release from suffering, and an awakening to a “higher” plane of reality or to the richness of the natural world, have long been themes of ancient philosophies, both Eastern and Western. Such spiritual themes are also central to contemporary authors writing in both popular and explicitly philosophical ways. Students explore a series of such twentieth- and twenty-first-century texts, as well as their own beliefs and experiences.

PL410 Metaphysics and the Meaning of Life (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course. Fundamental queries—metaphysical questions—fascinate human beings: the existence of God, the nature of universals, the riddle of identity, the fact of mortality, the immortality of the soul, the enigma of time. This course examines such “perennial” questions through

an historical survey of philosophical thinking and seeks to revive those questions for today.

PL411 Philosophy of Culture (3.00 cr.)

Prerequisite: PL201 and one additional PL200-level course.

What defines culture? Where do we start in thinking about cultural difference? A wider discussion of the meaning of culture eventually alights on discussion of the 'American dream'—the major paradigm for cultural self-definition in the United States. Is the American cultural binder a dream or an illusion? The solidity, utility, and morality of the American dream is challenged by setting it against competing paradigms. Students should be prepared to encounter a very critical look at American culture through the eyes of some modern and contemporary critics of cultural norms. Possible authors for study include Nietzsche, Marx, Goldman, Gadamer, Adorno, Horkheimer, Chomsky, Baudrillard, Fussell, Zinn, and Berry.

PL417 Beginning and End of Life (3.00 cr.)

Prerequisite: PL201, one additional PL200-level course, PY101, and written or electronic permission of the instructor.

Concerns two of today's most controversial issues: abortion and euthanasia. How are we to think about killing at the beginning and end of life? The course is unique in bringing together theological and philosophical arguments with psychological theories and empirical findings. What is the mindset of people who want assistance with their suicide or expectant parents facing a crisis pregnancy? What are the feelings and thoughts of the medical staff involved? What has theology and philosophy to say about guilt and suffering, and what are the arguments governing who can be killed, when, and by whom? The course is team-taught by professors from the Departments of Psychology and Philosophy, and students learn how to integrate their knowledge of psychological research methods with the theological and philosophical reasoning of Catholic social thought. *IC*

Office: Donnelly Science, Room 247

Telephone: 410-617-2642

Website: www.loyola.edu/physics

Chair: Joseph Ganem, Professor

Professors: Gregory N. Derry; Joseph Ganem;

Frank R. Haig, S.J. (emeritus); Mary L. Lowe;

Bernard J. Weigman (emeritus)

Associate Professors: Andrea Erdas; Randall S.

Jones; Helene F. Perry (emerita)

Affiliate Faculty: Charles A. Gehrman

The Physics Department focuses on undergraduate physics education. Courses are offered at all levels for physics majors, science majors in other disciplines, and nonscience majors. The mission of the department is twofold: to open students' minds to the power, beauty, and utility of the physical sciences; and to help students hone their quantitative skills and problem-solving abilities.

LEARNING AIMS

The department has developed six learning aims for the physics major (see the department's website for a detailed discussion of these aims):

- Students will develop a solid understanding of the fundamental principles of physics, including a firm conceptual grasp of the central principles of physics, an ability to work with the concepts mathematically, and a functional understanding of how these ideas play out in the real world.
- Student will develop a flexible and creative problem-solving ability.
- Students will develop an integrated understanding of the unity of physics.
- Students will develop their ability to communicate ideas of science.
- Students will develop a functional understanding of symbolic and numerical computation.
- Students will develop an expertise in experimental methodologies.

These attributes are important for many areas of endeavor and can lead to graduate study, professional programs, and a wide variety of careers. In addition to graduate programs in physics, Loyola students have entered into many professions: health,

including medicine, dentistry, and pharmacy; engineering, including electrical and mechanical; law; computer science; mathematics; astronomy; meteorology; biophysics; business; the military; education; and other fields.

MAJOR IN PHYSICS

A Major in Physics leads to a fundamental understanding of nature and technology, an ability to think creatively, and a highly developed set of problem-solving skills. Loyola's program in physics offers a high degree of flexibility and choice, making it ideal for a variety of careers, as well as graduate study in physics. The foundation of the program is a sequence of eight physics courses, four mathematics courses, one computer science course, and six physics laboratories. All of these courses are taken in common by all physics majors. Beyond these foundation courses, students can elect one of three tracks: analytic, applied science, or general.

The analytic track consists of three advanced physics courses, a senior laboratory course, and a semester of physics research. If the student has a significant research experience during a summer, another advanced physics course may be substituted for the research requirement. This track is ideally suited as preparation for graduate study in physics or a related field. It provides the broadest physics background in preparation for any career choice.

The applied science and general tracks require that the student take a coherent program of six courses from other disciplines. This curriculum can be tailored to the interests and career goals of the student. The details must be planned with the physics advisor and approved by the department. The applied science track is for majors interested in technical subjects such as computing, engineering, or the health professions, while the general track allows for a focus in nontechnical areas such as finance, education, or science writing. It is possible to complete either the applied science or general track in three years with careful planning.

Physics majors may participate in a 3–2 combined degree program leading to two bachelor's degrees: a Bachelor of Science (B.S.) in Physics from Loyola University Maryland and a Bachelor of Science (B.S.) in Engineering from Columbia University. Students take courses from Loyola for the first three years and then from Columbia for two years. This track enables students to obtain a strong liberal arts education and training in an engineering discipline from a major

engineering institution. Students with a 3.000 average at Loyola are guaranteed admission to Columbia. For more information on the curriculum, consult the department chair and the department's website.

Physics majors may participate in a five-year program resulting in a Bachelor of Science (B.S.) in Physics and a Master of Science (M.S.) in Computer Science. This program enables students to take graduate computer science courses in the senior year that count toward both the bachelor's and master's degrees. CS201 and CS202 should be taken in the freshman year. Interested students should speak with the physics department chair as soon as possible, preferably in the freshman year. Consult the graduate catalogue for more information on the graduate program in computer science.

In the event a student is interested in a physics or astronomy course that is not offered at Loyola, the student may take that course at one of the participating institutions in the Baltimore Student Exchange Program at no additional tuition charge (fees are not included) during the fall and spring semesters. For more information, see the Baltimore Student Exchange Program under Curriculum and Policies.

Requirements for the major are as follows:

Foundation Courses

CS201 Computer Science I
 MA251 Calculus I
 MA252 Calculus II
 MA304 Ordinary Differential Equations
 MA351 Calculus III
 PH201 General Physics I
 PH202 General Physics II
 PH291 General Physics Lab I (1 credit)
 PH292 General Physics Lab II (1 credit)
 PH293 Intermediate Laboratory I (1 credit)
 PH294 Intermediate Laboratory II (1 credit)
 PH307 Mathematical Methods in Physics
 PH312 Modern Physics
 PH316 Classical Mechanics
 PH317 Thermal Physics
 PH397 Experimental Methods I (2 credits)
 PH398 Experimental Methods II (2 credits)
 PH415 Quantum Mechanics I
 PH417 Electricity and Magnetism I

Analytic Track

PH391 Physics Research
 PH416 Quantum Mechanics II
 PH418 Electricity and Magnetism II
 PH480 Advanced Topics in Physics *or*
 PH484 Methods of Theoretical Physics
 PH493 Advanced Laboratory I

Applied Science or General Tracks

Six courses selected in consultation with the physics advisor.

BACHELOR OF SCIENCE

An example of a typical program of courses in the analytic track is as follows:

Freshman Year

Fall Term

MA251 Calculus I*
 PH201 General Physics I*
 PH291 General Physics Lab I*
 WR100 Effective Writing
 Language Core
 Social Science Core

Spring Term

CS201 Computer Science I*
 HS101 Europe and the World Since 1500
 MA252 Calculus II*
 PH202 General Physics II*
 PH292 General Physics Lab II*
 Language Core *or*
 Elective

Sophomore Year

Fall Term

EN101 Understanding Literature
 MA351 Calculus III*
 PH293 Intermediate Laboratory I*
 PH307 Mathematical Methods in Physics*
 PH312 Modern Physics*
 PL201 Foundations of Philosophy

Spring Term

MA304 Ordinary Differential Equations*
 PH294 Intermediate Laboratory II*
 PH316 Classical Mechanics*
 PH317 Thermal Physics*
 PL200-Level Philosophical Perspectives Course
 English Core

Junior Year

Fall Term

PH397 Experimental Methods I*
 PH415 Quantum Mechanics I*
 PH417 Electricity and Magnetism I*
 TH201 Introduction to Theology
 Fine Arts Core
 Elective

Spring Term

PH398 Experimental Methods II*
 PH418 Electricity and Magnetism II*†
 Ethics Core
 History Core
 Theology Core
 Nondepartmental Elective

Senior Year

Fall Term

PH493 Advanced Laboratory*†
 Social Science Core
 Nondepartmental Elective
 Elective
 Elective

Spring Term

PH391 Physics Research*†
 PH416 Quantum Mechanics II*†
 PH480 Advanced Topics in Physics *or*
 PH484 Methods of Theoretical Physics*†
 Nondepartmental Elective
 Elective

* Required for major

† For the applied science or general track, these courses are replaced by six courses approved by the Physics Department. It is possible to complete either track in three years with careful planning.

1. PH202 (or PH102 *with written permission of the department chair*) is a prerequisite for all PH300- and 400-level courses.
2. EG331/EG031 may be counted in lieu of PH397.
3. PH416 and PH418 may not be offered every year, so it is important to plan ahead, particularly if the student is considering spending a semester abroad.
4. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

The following are a few areas of study within the applied science and general tracks. More examples can be found on the department's website. Students should consult an advisor in the Physics Department to design their particular program.

Applied Science Track: Mathematics

MA301 Introduction to Linear Algebra
 MA395 Discrete Methods
 MA402 MATLAB Programming in Mathematics
 MA424 Complex Analysis
 MA427 Numerical Analysis
 ST210 Introduction to Statistics

Applied Science Track: Prehealth

BL118 Introduction to Cellular and Molecular Biology *and*
 BL119 Introduction to Cellular and Molecular Biology Lab
 BL121 Organismal Biology *and*
 BL126 Organismal Biology Lab
 CH101 General Chemistry I *and*
 CH105 General Chemistry Lab I
 CH102 General Chemistry II *and*
 CH106 General Chemistry Lab II
 CH301 Organic Chemistry I *and*
 CH307 Organic Chemistry Lab I
 CH302 Organic Chemistry II *and*
 CH308 Organic Chemistry Lab II

General Track: Business

AC201 Financial Accounting
 EC102 Microeconomics
 EC103 Macroeconomics
 MG201 Management

Two of the following: AC202, EC320, FI320, IB282, MK240, or other course with written permission of the physics department chair.

General Track: Physics Teaching

ED205 Educational Psychology
 ED422 The Teaching of Science
 ED432 Internship I and Seminar (Secondary/Middle) (1 credit)
 ED452 Internship II: Student Teaching (Secondary Level): Science (12 credits)

Two of the following: BL118/BL119, BL121/BL126, CH101/CH105, CH102/CH106

Note: To complete the coursework needed to become certified to teach at the secondary level, students must take additional courses that fulfill a Minor in Secondary Education (see requirements under Teacher Education).

**INTERDISCIPLINARY MAJOR
IN BIOLOGY/PHYSICS**

This major is jointly offered by the Physics and Biology Departments. The curriculum allows students to apply the principles of physics, math, and chemistry to their study of the molecular mechanisms of biological systems. This major prepares students for careers in medicine, other health-related professions, and graduate school in biophysics. For program details and course requirements, visit the department's website.

MINOR IN PHYSICS

MA251 Calculus I
 MA252 Calculus II
 MA304 Ordinary Differential Equations
 MA351 Calculus III
 PH201 General Physics I
 PH202 General Physics II
 Four PH300- or 400-Level Courses*
 Four laboratory course credits (any combination)

COURSE DESCRIPTIONS**PH005 Electronics and Shop Techniques (1.00 cr.)**

Prerequisite: Written or electronic permission of the instructor is required. Knowledge of electronic construction techniques and precision machine tools is essential for an experimental scientist. In this course, students learn techniques to construct a finished electronics project. In addition, through demonstrations and hands-on experience, they learn how to use equipment in the wood and machine shop in order to fabricate specialized setups for use in a scientific environment.

PH101 Introductory Physics I with Lab (4.00 cr.)

A non-calculus-based introduction to physics. Fundamental concepts of classical physics including mechanics, fluids, heat, and thermodynamics. Lab component introduces basic principles of experimentation, error analysis, and report writing. *Fulfills one math/science core requirement. (Fall only)*

PH102 Introductory Physics II with Lab (4.00 cr.)

Prerequisite: PH101. A continuation of PH101 which includes wave motion, sound, electrostatic and electromagnetic fields, DC and AC circuits, geometric and physical optics, and selected topics in atomic and nuclear physics. Lab component introduces basic principles of experimentation, error analysis, and report writing. *Fulfills one math/science core requirement. (Spring only)*

PH110 Physical Science I (4.00 cr.)

Prerequisite: Restricted to elementary education majors. An introduction to the physical sciences, based on hands-on activities and inquiry-based learning. Includes basic concepts in physics and chemistry, including motion, light, heat, and properties of matter. *Fulfills one math/science core requirement.*

PH111 Physical Science II (3.00 cr.)

Prerequisite: BL106, PH110. Restricted to elementary education majors. *Corequisite:* ED430. Selected topics from chemistry and physics, which are a continuation of PH110. Also included are topics from the earth sciences: minerals, historical geology, and climate.

PH116 Integrated Science I (4.00 cr.)

An interdisciplinary presentation of the sciences, focusing on unifying concepts and real-life examples from physics, chemistry, biology, earth science, and astronomy. A particular focus is placed on areas where these traditional disciplines overlap. Hands-on activities and inquiry-based learning methods are used extensively to help in the development of a conceptual understanding of the material. *Fulfills one math/science core requirement. Restricted to elementary education majors.*

PH117 Integrated Science II (4.00 cr.)

Prerequisite: PH116. Restricted to elementary education majors. A continuation of PH116. *Fulfills one math/science core requirement.*

PH120 Introduction to the Universe (3.00 cr.)

A survey of the history of astronomy and the current state of this science. A look at the probabilities of, and search for, extraterrestrial life. A study of our solar system, stars and their evolution, our galaxy and other galaxies, supernovas, pulsars, black holes, quasars. *Fulfills one math/science core requirement. Closed to students who have taken PH140 or PH141.*

PH140 Structure of the Solar System (3.00 cr.)

A survey of the theories of the solar system starting with Pythagoras and Ptolemy and extending through Copernicus, Galileo, Newton, and Einstein. Explores the modern space program and what it has revealed about our planetary environment. *Fulfills one math/science core requirement. Closed to students who have taken PH120.*

PH141 The Stellar Universe (3.00 cr.)

The life of stars is discussed: how they are born, how they mature, how they die—sometimes with a bang and sometimes with a whimper. Pulsars, quasars, and black holes. Galaxies, cluster of galaxies. Cosmology, or how the universe began, if it did, and how it will end, if it will. *Fulfills one math/science core requirement. Closed to students who have taken PH120.*

PH150 Energy and Environment (3.00 cr.)

An examination of energy sources for the future: nuclear power, breeder reactors, gasoline substitutes, the future of coal, solar and geothermal sources are studied in view of the laws of thermodynamics. Studies the impact of energy use on resource conservation, water resources, air quality, waste disposal, land use. *Fulfills one math/science core requirement.*

PH155 The Making of the Atomic Bomb (3.00 cr.)

A survey of scientific discoveries that lead to the creation of the atomic bomb. Topics include atomic and nuclear structure, relativity, electromagnetic and nuclear forces, and early quantum mechanics. Also considers political and ethical implications of nuclear weapons. *Fulfills one math/science core requirement.*

PH160 Light and Color (3.00 cr.)

Light and its behavior influences our perception of the world around us. Reflection, refraction, polarization, diffraction and interference are investigated, as well as optical instruments, vision and the phenomena of color. *Fulfills one math/science core requirement.*

PH165 How Things Work (3.00 cr.)

Demystifies the working of everyday objects such as compact disc players, microwave ovens, lasers, computers, roller coasters, rockets, light bulbs, automobiles, clocks, and copy machines. Focus is on the principles of operation of these objects as well as their histories and relationships to one another. *Fulfills one math/science core requirement.*

PH170 Music and Sound (3.00 cr.)

An introduction to the physical basis of sound in general and of music in particular. The nature of sound as a wave in air is treated first, and the physical quantities which correspond to pitch, volume, and timbre are examined. Topics include sound production in wind, stringed, and electronic instruments; underlying basis of harmony, dissonance and scales; and the human auditory detection system. *Fulfills one math/science core requirement.*

PH185 Nature of Scientific Inquiry (3.00 cr.)

An examination of the central theories and paradigms of modern science and the methodology by which these results came to be accepted. Includes historical narratives of scientific discoveries, comparisons of science with other forms of inquiry, major transdisciplinary ideas in the sciences, and characteristics of a scientific approach to the world. *Fulfills one math/science core requirement.*

PH201 General Physics I (4.00 cr.)

Corequisite: MA251, PH291 or written permission of the department chair. Designed for majors in the physical

sciences. Topics include vectors, kinematics, Newton's laws and dynamics, conservation laws, rigid body equilibrium, rotational mechanics, oscillatory motion, fluid mechanics and motion in a gravitational field, and wave motion. Fundamental concepts of vector analysis and calculus are developed. *Fulfills one math/science core requirement. (Fall only)*

PH202 General Physics II (4.00 cr.)

Prerequisite: PH201. Corequisite: MA252; PH292 or written permission of the department chair. A continuation of PH201 which includes classical electromagnetic theory and geometrical optics. *Fulfills one math/science core requirement. (Spring only)*

PH271 Introduction to Scientific Programming (3.00 cr.)

Prerequisite: PH101 or PH201. An introduction to computer programming and applications in physics. Topics include numerical solution of problems in classical mechanics, use of computer algebra systems, and work with numerical packages. *No prior programming experience is required.*

PH291 General Physics Lab I (1.00 cr.)

Corequisite: PH201. An introduction to experimental physics stressing principles of measurement, treatment and presentation of data and error analysis with experiments taken primarily from mechanics. *(Fall only)*

PH292 General Physics Lab II (1.00 cr.)

Prerequisite: PH291 or written permission of the department chair. Corequisite: PH202. A continuation of PH291 with experiments taken from sound, wave motion, electrostatics, DC and AC circuits, and geometrical optics. Basic electronic instrumentation introduced. *(Spring only)*

PH293 Intermediate Laboratory I (1.00 cr.)

Prerequisite: PH202 and PH292, or written permission of the department chair. A variety of illustrative and sometimes classic experiments in optics, thermal physics, mechanics, electricity and magnetism, and quantum physics; also introduces the rigorous analysis of experimental errors. *(Fall only)*

PH294 Intermediate Laboratory II (1.00 cr.)

Prerequisite: PH293 or written permission of the department chair. A continuation of PH293, with further experiments in optics, thermal physics, mechanics, electricity and magnetism, and nuclear and quantum physics. Extends discussion of error analysis to include use of partial derivatives and statistical distributions. *(Spring only)*

PH307 Mathematical Methods in Physics (3.00 cr.)

Recommended Corequisite: MA351. Development of the mathematical methods needed to describe waves and vector fields. Topics include power series, complex numbers, linear algebra, Fourier series, and vector calculus. Physical examples cover harmonic oscillations, coupled oscillations, and traveling waves. *The course provides a solid mathematical foundation for the advanced physics courses.*

PH312 Modern Physics (3.00 cr.)

An introduction to the two major revolutionary developments in physics during the twentieth century, namely Einstein's special theory of relativity and quantum physics. Topics in relativity include simultaneity, the Lorentz transformations, and mass/energy equivalence. Topics in quantum physics include wave/particle duality, the Uncertainty Principle, quantization of energy and angular momentum, atomic orbitals, and the infinite square well model. *(Fall only)*

PH316 Classical Mechanics (3.00 cr.)

Prerequisite: MA351 or written permission of the department chair. Foundations and applications of Newtonian dynamics are applied to single particle systems, many particle systems, and rigid bodies in two and three dimensions, at the level of *Analytical Mechanics* by Fowles.

PH317 Thermal Physics (3.00 cr.)

An examination of classical thermodynamic concepts including temperature, heat, entropy, free energy, and thermodynamic cycles. Also introduces the concepts of probability and statistical physics with an emphasis on the kinetic theory of gases. *(Spring only)*

PH382 Biomechanics of Sports and Exercise (3.00 cr.)

A study of the applications of classical mechanics to biological problems, particularly human movement. This includes internal biomechanics which is concerned with the structural functioning of the human musculoskeletal system, as well as external biomechanics which focuses on external forces and their effects on the body and its movement.

PH383 Physics of Medicine and the Human Body (3.00 cr.)

Prerequisite: MA251; PH101 and PH102, or PH201 and PH202. Expands on introductory physics courses through the study of mechanics, fluids, optics, and nuclear physics as they are applied to the human body. Examples include biomechanics, the cardiovascular system, and the eye. Modern medical instrumentation is covered, particularly MRI and PET. Hands-on activities are included. *IFS*

PH384 Waves and the Physics of Medicine (3.00 cr.)

Prerequisite: MA251; PH102 or PH202. Wave phenomena applied to medical instrumentation and the human body. Topics include fiber optics and endoscopes, diffraction applied to biological molecules, and sound applied to audiology and ultrasound imaging. Expands on introductory physics topics. Hands-on activities are included. *One field trip may be required. IFS (Spring only, Odd Years)*

PH388 Independent Project in Physics or Astronomy (1–3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. A supervised project including a public presentation of results. *May be repeated for credit.*

PH391 Physics Research (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. A supervised research project including a public presentation of results. *May be repeated for credit.*

PH397 Experimental Methods I (2.00 cr.)

A combined lecture/laboratory course treating the methods and instrumentation used in contemporary physics (along with other technological fields). The major emphasis of the course is on analog and digital electronics. *(Fall only)*

PH398 Experimental Methods II (2.00 cr.)

Prerequisite: PH397 or written permission of the department chair. A continuation of PH397, including an extended treatment of computer interfacing and automated data acquisition. *(Spring only)*

PH415 Quantum Mechanics I (3.00 cr.)

Prerequisite: PH307 and PH312, or written permission of the department chair. A study of quantum physics based on the Schrödinger Wave Equation and its solutions for various physically interesting systems. Applications include atomic and molecular physics, plus other topics contingent on time and interest.

PH416 Quantum Mechanics II (3.00 cr.)

Prerequisite: PH415. A study of the formal structure of quantum mechanics including matrix mechanics, operators, and spin. Includes more advanced applications such as scattering theory, perturbations, and quantum statistics.

PH417 Electricity and Magnetism I (3.00 cr.)

Prerequisite: MA351, PH316 or written permission of the department chair. An examination of Maxwell's equations in free space. Includes the calculation of electric and magnetic fields from charge and current distributions, as well as the creation/propagation of electromagnetic waves.

PH418 Electricity and Magnetism II (3.00 cr.)

Prerequisite: PH417. Electric and magnetic fields in matter and the relativistic formulation of electrodynamics.

PH480 Advanced Topics in Physics (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. An advanced course in one or more areas of special interest. Possible topics include solid state physics, nuclear and particle physics, general relativity, astrophysics, statistical mechanics, advanced mechanics, optics, or computational physics. *May be repeated for credit.*

PH484 Methods of Theoretical Physics (3.00 cr.)

Prerequisite: MA351, PH307, and PH312; or written permission of the instructor. An introduction to advanced mathematical techniques which are often used in physical theory. Includes elliptic integrals, spherical harmonics, Bessel functions, Fourier analysis, complex analysis, and calculus of variations.

PH493 Advanced Laboratory (3.00 cr.)

Prerequisite: PH294, PH312, and PH397; or written permission of the instructor. A laboratory that emphasizes extended experiments requiring equipment design and originality. A public presentation of results is required.

PH495 Senior Honors Thesis I (3.00 cr.)

Prerequisite: PH307, PH312, and written or electronic permission of the department chair. A full-year research project providing the opportunity for students to pursue an area of special interest. A preliminary paper is required outlining the nature and scope of the problem, the associated literature, and the proposed contribution. Progress reports and a final research paper are required. *By invitation only. Must be followed by PH496.*

PH496 Senior Honors Thesis II (3.00 cr.)

Prerequisite: PH495. A continuation of PH495.

PH498 Forensic Studies Experience (3.00 cr.)

Prerequisite: Written or electronic permission of a sponsoring faculty member. A capstone experience in forensic studies in which a student may arrange an internship, independent study, or research experience with a faculty sponsor to engage in an in depth exploration of a topic associated with forensic or criminal investigation. *Generally completed during senior year; students should secure a faculty sponsor and obtain the approval of the forensic studies director by the end of junior year. Same course as BL498, CH498, EG490, and SC498. IFS*

Office: Beatty Hall, Room 314

Telephone: 410-617-2742

Website: www.loyola.edu/politicalscience

Chair: Michael G. Franz, Professor

Professors: Michael G. Franz; Diana J. Schaub

Associate Professors: Douglas B. Harris;

Janine P. Holc; Kevin W. Hula; William I. Kitchin;

Donald T. Wolfe (emeritus)

Assistant Professor: Carsten T. Vala

Political science is the systematic study of government and politics. It deals with the making and implementing of public policy by means of decisions regarded as authoritative or binding for society.

Although lines of intradisciplinary specialization are not rigidly fixed, the principal subfields include political theory, American government and politics, comparative government and politics, and international relations. Within those subfields are more specialized areas of study such as political behavior and public opinion, political parties and interest groups, legislative process, the executive and public administration, public law and judicial behavior, and state and local government. There are also courses regarded as topical and courses dealing with methods used in the discipline.

LEARNING AIMS

- Students demonstrate evidence-based argumentation. In writing, students make assertions, judgments, and claims using evidence. Students provide proof to support written judgments and claims; writing is not merely reflective or rhetorically persuasive. Evidence takes the form of reference to a body of research findings; reference to a legal case or set of cases; or reference to the pattern or logic of a foundational text.
- Students demonstrate the ability to apply concepts from a theoretical text or argument to a tangible political dilemma, proposal, or event. Student achievement is the ability to apply an abstract political concept to political decisions in the past, present, or future. Examples include party identification, search and seizure, and political ideology.
- Students demonstrate an in-depth, critical understanding of American political institutions and processes.

- Students demonstrate an in-depth, critical understanding of foundational ancient and modern Western texts on the formation of the state and the political community.

- Students demonstrate an in-depth, critical understanding of at least one non-Western political text, perspective, or system.

MAJOR IN POLITICAL SCIENCE

BACHELOR OF ARTS

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

Freshman Year

Fall Term

PL201 Foundations of Philosophy

PS101 Politics* *or*

PS102 American Politics*

WR100 Effective Writing

Language Core

Math/Science Core

Spring Term

HS101 Europe and the World Since 1500

PL200-Level Philosophical Perspectives Course

PS101 Politics* *or*

PS102 American Politics*

Language Core *or*

Elective

Nondepartmental Elective

Sophomore Year

Fall Term

EN101 Understanding Literature

TH201 Introduction to Theology *or*

Elective

History Core

Math/Science Core

Political Science Elective*

Spring Term

English Core

Fine Arts Core

Math/Science Core

Theology Core *or*

Nondepartmental Elective

Political Science Elective*

Junior Year

Fall Term

TH201 Introduction to Theology *or*
 Elective
 Political Science Elective*
 Political Science Elective*
 Political Science Elective*
 Elective

Spring Term

Theology Core *or*
 Nondepartmental Elective
 Political Science Elective*
 Political Science Elective*
 Nondepartmental Elective
 Elective

Senior Year

Fall Term

Ethics Core
 Political Science Elective*
 Political Science Elective*
 Elective
 Elective

Spring Term

Political Science Elective*
 Political Science Elective*
 Elective
 Elective
 Elective

* Required for major.

1. PS101, PS102, and any eleven PS300- or 400-level courses are required for the major.
2. Majors are advised, but not required, to take at least one upper-level course in each of the four main subfields of the discipline: political theory, American politics, comparative politics, and international relations.
3. Majors are advised, but not required, to take CS111 as one of the three course mathematics/science requirement.
4. Students are encouraged to study abroad, and the department is flexible in its acceptance of courses from foreign schools.
5. Students majoring in global studies may pursue a double major with political science; however, no more than two political science courses may be counted toward the requirements for both

majors. Similarly, global studies majors may pursue a minor in political science, though no more than two political science courses may count toward both the major and the minor. Since political science is already a basic component of the global studies major, political science-global studies interdisciplinary majors are not permitted.

6. Ordinarily, the Department of Political Science does not offer an interdisciplinary major unless there is a compelling reason why a particular interdisciplinary major would truly create a positive and meaningful academic package not available through a traditional major, or a major and a minor. In order for the department to consider a request for an interdisciplinary major incorporating political science, a student must submit a written proposal outlining the courses that the student intends to take in both halves of the major and explaining how they will lead to an integrated and cohesive academic outcome. The student must demonstrate that the proposed interdisciplinary major is superior to adding a political science minor to a major from another department. Approval is at the discretion of the department chair. For an approved interdisciplinary major, the political science component consists of PS101, PS102, and six relevant upper-level PS courses.
7. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

MINOR IN POLITICAL SCIENCE

PS101 Politics
 PS102 American Politics
 Five Upper-Level PS Courses

INDEPENDENT STUDY

The department sponsors independent study projects. The burden for developing a project rests with the student—in consultation with a member of the faculty whose interests include the prospective area of concentration. Assigned readings, conferences on a regular basis, and a substantial paper are standard requirements.

INTERNSHIPS

The department sponsors internships related to national, state, and local government and politics in the public, private, and nonprofit sectors. Although students are encouraged to consult with the department's internship coordinator and to avail themselves of the resources of Loyola's Career Center, the burden of applying for and securing an internship rests with the student. Examples of such internship opportunities might include the United States Congress; the White House and the executive branch; state and local legislative and executive branch offices; interest groups and public advocacy organizations; research groups and think tanks; media organizations; political campaigns; and various legal and judicial offices (individual attorneys, judges, courts, public defenders, etc.).

The internship's "on-site" component is integrated with appropriate academic assignments including assigned readings, a weekly journal of experience and reflection, frequent contacts with the department's internship coordinator, occasional class meetings, and a research paper due at the end of the semester. Approval of the department is required. Students with a cumulative grade point average below 3.000 generally are not recommended for internships. Only one internship can be counted toward fulfillment of the major.

COURSE DESCRIPTIONS**PS101 Politics (3.00 cr.)**

The basic principles and problems of political science centered on the origin, powers, and limitations of the state and the nature of the political process.

PS102 American Politics (3.00 cr.)

The nature and concepts of the federal government; the function and operations of its three branches—executive, legislative, and judicial; the role of political parties and pressure groups. *IU*

PS301 Asian Politics (3.00 cr.)

The politics of Asia in comparative perspective.

PS302 Chinese Politics (3.00 cr.)

Will the twenty-first century be the "Chinese century"? The course seeks to answer this question by studying the legacies of the pre-1949 era, the impact of the Mao era, and the continuing sources of economic growth and political instability in contemporary China through the writings of Mao, documentary films, and the latest work of political scientists today. *GT/IA*

PS303 Latin American Politics (3.00 cr.)

The politics of Latin America in comparative perspective. *GT/IL*

PS304 Politics of the Middle East (3.00 cr.)

The politics of the Middle East in comparative perspective. *GT*

PS305 Natural Law in Political and Legal Thought (3.00 cr.)

A study of natural law doctrines from Greek and Roman speculations to contemporary debates on the possibility and content of a natural law. A review of the writings of various natural law thinkers is undertaken from both an historical and analytical perspective.

PS306 Politics of Russia (3.00 cr.)

An introduction to Russia in the twenty-first century, emphasizing its political system and foreign policy. An independent research paper on one aspect of this fascinating country is required. *GT*

PS314 Public Opinion and American Democracy (3.00 cr.)

Deals with the origins, nature, content, and impact of American public opinion. Role of demographics and economics on the distribution of public sentiment is noted; so are surprising departures from "conventional wisdoms" regarding its character. *IU*

PS315 American Political Development (3.00 cr.)

What factors explain the "exceptional" character of the American state and American politics more generally? What roles have America's political institutions as well as its political ideas and rhetoric played in society and the economy? What are the dominant patterns, causes, and consequences of political change in American history? Answers to these and other questions concerning the development of the American state are sought through focus on key moments of state-building and institutional development from its founding to the present. *IU*

PS316 American Political Parties (3.00 cr.)

The continuing combat between Democrats and Republicans in the electoral arena. Focus on contemporary studies of the American electorate and its behavior. Attention to congressional and other elections as well as those at the presidential level. *IU*

PS317 Contemporary Campaigns and Elections (3.00 cr.)

A thorough examination of modern campaigns, electoral strategy, and campaign finance.

PS318 Media and Politics (3.00 cr.)

What impact do media institutions and actors have on public opinion, governing, and the substance of public policy? Students examine how media routines affect what constitutes news; how political elites use media strategies for campaigning and governing;

and how the public consumes and perceives media messages about politics. *IU*

PS319 Interest Groups in American Democracy (3.00 cr.)

An in-depth look at how interest groups and lobbyists function inside the Washington beltway. The course strikes a balance between practical, strategic, and theoretical issues, including interest group formation and maintenance, lobbying, influencing elections, and group representation in a democratic society. *IU*

PS321 Religion and Politics in America (3.00 cr.)

Examines the attempts by religious groups, movements, and interests to influence American Politics through agenda setting, lobbying, demonstrations, and electoral activities. Is “religion and politics” a toxic mix? How do religious interests compete in the political arena? Is the United States a “Christian nation”? *IU*

PS323 Gender in American Politics (3.00 cr.)

Provides students with a critical examination of how gender matters in American politics. The course explores the different ways that men and women participate in politics through both traditional and nontraditional means and the difference such participation makes to public policy.

PS324 State Politics and Policymaking (3.00 cr.)

Examines the process and politics of policymaking at the state level in our federal system. Students seek understandings of the fluctuations in national and state government power over time, as well as how politics and policymaking differ among the states and between the states and the federal government.

PS325 Introduction to Public Policy (3.00 cr.)

Examines the politics and processes that govern policy making and policy implementation in the American political system. Combining substantive knowledge about a variety of public policy areas with multiple theoretical perspectives about policy processes and political institutions, this course focuses on how the national policy agenda is set, where policy alternatives are developed, and the influence of governmental and nongovernmental actors in policy making. *IU*

PS326 Congress: The Legislative Process (3.00 cr.)

Explores the political and institutional factors that determine how and whether legislation becomes law. The role of parties, committees, and other House and Senate legislative institutions in the legislative process are examined. What factors promote and hinder Congress’ ability to pass laws in the public interest? *IU*

PS327 Congressional Politics (3.00 cr.)

Explores the politics of Congress, both as a collection of individual members and as an institution. Using the whole of congressional history, students examine changes in congressional representation and elections, the politics of lawmaking, the role of Congress in the separation of powers, and Congress’ impact on society. *IU*

PS328 Statesmen and Tyrants (3.00 cr.)

Explores the nature and dilemmas of political leadership. Examines the actions and reflections of notable rulers from a variety of regimes and historical periods. Pericles, Caesar, Charlemagne, Bismark, Lincoln, Lenin, Churchill, DeGaulle.

PS329 The Modern American Presidency (3.00 cr.)

Examines the presidency since FDR in theory and practice, placing special emphasis on the concept of presidential power. The personal and institutional politics of the oval office in war and peace, crisis and conspiracy. *IU*

PS330 Strategic Intelligence and American Democracy (3.00 cr.)

An introduction to one of the least understood sectors of the American government, the intelligence community. Examines the missions of the major agencies linked to intelligence collection and analysis, and explores the roles they have played and the challenges they have posed to the democratic state since the second World War. *IU*

PS331 Political Responses to Crisis (3.00 cr.)

Explores the reactions of the executive branch to unanticipated domestic and international events. Students examine both the institutional mechanisms and the political imperatives generated in cases such as the Cuban Missile Crisis, the onset of the First World War, and 9/11. Is the “energy in the executive” touted by Hamilton up to the challenges of the twenty-first century?

PS333 Politics and Science: The Biotech Revolution (3.00 cr.)

Students examine the political and ethical questions arising from advances in biotechnology. Possible topics include cloning, stem cell research, animal-human chimeras, genetic engineering, and nanotechnology.

PS341 Constitutional Law: Power in the National System (3.00 cr.)

A case and doctrinal approach to the Constitutional issues involved with the “separation of powers” system and American federalism. Focuses on the growth of presidential power, the use of congressional power,

and the place of judicial power in the United States government. *A visit to the Supreme Court is planned. IU*

PS342 Equal Protection Law (3.00 cr.)

A case and doctrinal approach to Supreme Court interpretations of the equal protection clause of the Fourteenth Amendment: racial, gender, wealth, etc.; discrimination; affirmative action. *IU*

PS343 Crime, the Individual, and Society (3.00 cr.)

America's means for controlling undesirable behavior include criminal law. Examines how much behavior criminal law controls; how crimes are handled by courts; and what notions of individualism, criminality, and "justice" emerge from criminal law process. *IU*

PS344 Civil Liberties I (3.00 cr.)

A case and doctrinal approach to criminal procedural freedoms of the fourth, fifth, sixth, eighth, and fourteenth amendments of the United States Constitution. Due process, search and seizure, wiretapping, privacy, self-incrimination, cruel and unusual punishment. *A visit to the Supreme Court is planned. IU*

PS345 Civil Liberties II (3.00 cr.)

Freedoms of the first and fourteenth amendments of the United States Constitution. Focuses on the controversies regarding speech, press, religion, assembly, racial discrimination, and voting rights. *A visit to the Supreme Court is planned. IU*

PS350 Introduction to Comparative Politics (3.00 cr.)

An introduction to the study of countries through comparing and contrasting their domestic political, economic, and social institutions and practices. Deliberate comparison of two or more different political systems and cultures enable students to develop a global perspective in understanding government in our current era of transformation. *GT*

PS351 Third World Politics (3.00 cr.)

The difficulties and complexities of the long trek from tradition to modernity. *IA*

PS353 Global Democratization (3.00 cr.)

Examines the foundations and growth of democracy, in theory and practice, from the institutions of ancient Greece and the Renaissance Italian republics, through early English and American democracy, up to late twentieth century democratization. Countries in different stages of democratization are studied: Russia, South Africa, China, and Chile. Country studies cover various aspects of democratization including economics, institutions, the transition from communism, and globalization. *GT*

PS355 Religion and the State in Asia (3.00 cr.)

Students grapple with the contentious relationship between religion and politics, analyzing ways that states have made use of, attempted to keep apart from, and tried to exterminate religious beliefs among their populations. Three sociological approaches to religion are studied and applied to cases of religion-state interaction. By tracing the religious and political histories of Japan, India, and China, students grasp the commonalities between religious and nationalist mobilization; identify beliefs and organization of three religions practiced in Asia (Shinto, Hinduism, and Christianity); and analyze the points of conflict that emerge as a consequence of different religion-state arrangements. *GT*

PS357 The Politics of Globalization (3.00 cr.)

In globalization flows of people, ideas, and resources across state borders affect politics, power, and wealth in often unpredictable ways. Through film, supplemented by written texts, students study transnational issues such as international trade, the environment, social movements, and immigration. *GT*

PS359 Approaches to American Foreign Policy (3.00 cr.)

A study of American foreign policy since World War II. Compares the usefulness of real politik, Marxist, bureaucratic, and pluralist approaches in understanding post-1945 events such as the Cuban Missile Crisis, Vietnam, and the Gulf War. *GT/IU*

PS360 Transitional Justice (3.00 cr.)

Since World War II, the use of human rights trials, truth commissions, and other justice mechanisms has become a common strategy to hold nonstate and state actors accountable for human rights violations. The origins of this international norm of accountability and the various mechanisms states have designed and implemented to remedy past injustices are examined.

PS364 International Relations through Non-Western Lenses (3.00 cr.)

Students study global politics through the lenses of gender, race, and ethnicity. Suspending the traditional view of international relations as the study of how nation-states make war, this course emphasizes the processes by which gendered and racialized local communities act to challenge dominant cultures, ideologies, and institutions. Students are encouraged to question the role of their own social locations and identities in their interpretations of the world. *GT/IG*

PS365 International Politics (3.00 cr.)

Students are introduced to the main arguments about the causes of war and peace in today's world. The course covers current debates over whether conflict

will continue to occur among states; the role of human rights; and if globalization and trade will bring more cooperation to the world stage. *GT*

PS366 International Political Economy (3.00 cr.)
Students consider the evolution of the theory and practice of the interplay between politics and economics. They also gain an understanding of the competing arguments in current policy debates. *GT*

PS369 War (3.00 cr.)
As aggressive instincts appear to be part of the human psyche, the drumbeat of war has echoed down the corridors of history. This team-taught course attempts to trace this phenomenon to its psychological and social roots, looks at the political and economic ramifications and the present-day configurations of war, its future and that of mankind. *GT*

PS370 Theories of International Relations (3.00 cr.)
Explores the theoretical foundations of international relations as well as modern and postmodern 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. *GT*

PS372 Political Pathology: Terrorism (3.00 cr.)
A broad-based examination of modern terrorism, inquiring into historical roots, cross-civilizational dimensions, internal rationales, personal motivations, underlying spiritual disorders, political ramifications, and future prospects.

PS374 Thinking Through Terrorism (3.00 cr.)
A team-taught, interdisciplinary approach that seeks to examine the causes and effects of contemporary terrorism and to develop critical perspectives concerning on-going efforts to combat it. Special attention is given to the tension between the interests of public security and those of democratic values, civil liberties, and moral principles. *Same course as PL379.*

PS376 International Law (3.00 cr.)
Students examine the legal consequences of the fact that contemporary nation-states are creations of international law. This course explores who is subject to this law, how the law is created and enforced, and the relationship between international law and international politics. *GT*

PS379 Studies in the Origins of War (3.00 cr.)
A team-taught, interdisciplinary course designed to promote a dialogue between philosophical reflection and social scientific analysis in the treatment of a singularly important yet immensely complex problem:

the origins of war. In the conduct of such a dialogue, philosophical theorizing is challenged in the confrontation with concrete actualities just as the plain "facts" of political history are stripped of their veneer of false obviousness, thereby opening the space for more essential questions. We hope students leave the course less inclined to demand simple answers and more imbued with the patience and humility demanded by the greatest questions. Readings include Homer, Thucydides, Machiavelli, Hobbes, Hegel, Clausewitz, Lenin, Nietzsche, and Freud.

PS380 Platonic Political Philosophy (3.00 cr.)
Socrates and the founding of political philosophy; Thucydides and the crisis of the polis; the critique of Aristophanes; Plato's *Apology*, *Crito*, *Gorgias*, *Republics*, *Theaetetus*; subsequent contributions to the tradition by Cicero, Saint Augustine, Alfarabi, Saint Thomas More; Plato's modern enemies: Machiavelli and Mill. *Same course as CL380.*

PS381 Aristotelian Political Philosophy (3.00 cr.)
An investigation of the founding of political science by Aristotle devoted to a reading of *Nicomachean Ethics* and *Politics*, as well as selections from Aristotle's scientific and logical treatises. Subsequent contributions to the tradition are also considered, including those of Marsilius of Padua and Saint Thomas Aquinas. Aristotle's modern enemies: Hobbes and Marx. *Same course as CL381.*

PS382 Modern Political Theory (3.00 cr.)
An analysis of major works in political theory from the Italian Renaissance to the French Revolution, including readings from Machiavelli, Descartes, Hobbes, Locke, and Rousseau. Special emphasis on modern conceptions of human nature, authority, and power, as well as the formative impact of the Enlightenment, Scientific Revolution, and Protestant Reformation.

PS383 Contemporary French Political Thought (3.00 cr.)
An examination of current French political philosophy, including the writings of Claude Lefort, Raymond Aron, Pierre Manent, Philippe Beneton, and Chantal Delsol. The course focuses on some of the most penetrating students of contemporary liberal democracy.

PS384 American Political Thought (3.00 cr.)
An investigation of the ideological origins of the American Revolution; principal writings of the founding period including those of Jefferson, John Adams, Hamilton, and Madison; Tocqueville's assessment of American democracy; Calhoun, Lincoln, Frederick Douglas, and the crisis of the house divided; contemporary currents in American political thought. *IU*

PS385 Democratic Theory (3.00 cr.)

A theoretical and historical examination of the structural advantages and limitations of democratic political systems, incorporating readings from the history of political philosophy and contemporary political science. Special emphasis on the tension between liberty and equality, the problem of democratic statesmanship, and the relationship between democracy and capitalism.

PS386 Marxist Political Thought (3.00 cr.)

Origins of Marxist theory in Utopian Socialism and German Idealism; Marx's writings on human nature, historical development, political struggle, and economic relationships; subsequent developments in Marxist theory and practice in the Soviet, Chinese, and Third World contexts.

PS387 Marx after Marxism (3.00 cr.)

Contemporary problems in the relation of polity and economy are explored by way of an intensive re-reading of Marx and several of his most insightful successors. By surveying the contemporary economic landscape through the lens of his work, students will judge how much of Marx is either vital or vitiated today.

PS388 Socratic Political Philosophy (3.00 cr.)

Socrates, the first political philosopher, wrote nothing. We know of his unique life and thought through the writings of others—both friends and enemies. By reading works by Aristophanes, Plato, Xenophon, and Nietzsche, we will seek to understand the Socratic way of life. Examines the famous “Socratic turn”—Socrates' move from natural philosophy toward political philosophy and the study of “the human things.” Students examine Socrates' quarrels with poets, the Sophists, and the political community itself. Was the Athenian democracy right to put Socrates to death? Finally, Socrates' relations with his friends and students—how and what did he teach them—is examined.

PS389 African American Political Thought (3.00 cr.)

Examines the writings of those African Americans who have reflected most profoundly on the American regime and their place in it, from the time of the nation's founding to the present. Authors include Frederick Douglass, Booker T. Washington, W.E.B. DuBois, Martin Luther King, Jr., Malcolm X, Ralph Ellison, James Baldwin, Shelby Steele. *IAF/IU*

PS391 Historicism (3.00 cr.)

Perhaps no development has been so fateful for modern man as the philosophic discovery of History. No longer simply an adjunct of philosophic reasoning, History acquires a new primacy for those thinkers

who seek an alternative to Nature or Providence. Examines the emergence of the historical consciousness, beginning with its first appearance in Rousseau and moving through its subsequent elaboration in nineteenth- and twentieth-century thinkers (Kant, Hegel, Marx, Nietzsche, and Heidegger).

PS392 Sexual Politics (3.00 cr.)

While most courses in political philosophy are concerned with the nature of man (understood to mean the nature of humankind), this course is concerned with the nature of men and women—humankind in its bifurcated state. Students examine the classical treatment of sexual politics (in Plato and Aristophanes); the Bible's handling of the question; as well as modern and contemporary authors who deal with the ever vexed questions of the relation between nature and convention, family and state, public and private, men and women. *IG*

PS395 Bio-Politics (3.00 cr.)

An inquiry into the basic nature of Homo sapiens and how that nature helps shape politics. Particular attention to questions such as: Is man inherently good or bad? Aggressive? Rational? Destructive? Genetically determined? Able to survive another hundred years, given what we know about ourselves and our technology?

PS396 Politics of Eastern Europe (3.00 cr.)

An examination of the politics, economics, and history of the region of east central Europe. Special attention to the collapse of communist party rule and its implications for state and society. *GT*

PS397 Politics of Western Europe (3.00 cr.)

An examination of the politics, economics, and history of the region of western Europe. *GT*

PS398 Contemporary Italian Politics (3.00 cr.)

Examines the current political structure of Italy. *Offered in Rome only.*

PS401 Seminar: Research Methods in Political Science (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor.

Is political science really a science? Students read works on the underlying philosophy of science, as well as the nature of hypothesis, evidence, and theory in the social sciences. Research strategies and techniques that can serve students when writing papers, theses, pursuing graduate degrees, or in future careers are developed.

**PS402 Seminar: State-Society Relations
in Contemporary China (3.00 cr.)**

Prerequisite: Written or electronic permission of the instructor. Rapid and tumultuous economic changes during the reform era have led to more incremental, yet far-ranging transformation in China's social and religious sphere. Will these changes in state-society relations lead to civil society as in the West, and potentially democracy? Or, will China's hybrid relationship between state and society reinforce state power and prolong authoritarian rule? These questions are the core themes of this seminar.

**PS410 Seminar: Modern Constitutional
Theory (3.00 cr.)**

Prerequisite: Written or electronic permission of the instructor. Allows students who have had an introduction to constitutional law to explore more deeply the theoretical foundations that animate contemporary constitutional doctrine. Focuses on discussion of some of the debates surrounding the fundamental premises underlying various constitutional issues, including the nature of and justification for judicial review, methods of constitutional interpretation, federalism, equal protection, and substantive due process. *IU*

**PS420 Seminar: American Political
Development (3.00 cr.)**

Prerequisite: Written or electronic permission of the instructor. Examines the historical development of the American state by focusing on key moments of state-building in the nineteenth and twentieth centuries. An emerging subfield in political science, American Political Development treats political institutions and practices as embedded in social and economic changes and as consequential for future political developments. *Same course as HN420. IU*

PS468 Seminar: Rousseau (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. An intensive study of the political philosophy of Jean-Jacques Rousseau.

PS469 Seminar: Montesquieu (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. An intensive study of the political philosophy of Montesquieu, with special emphasis on *The Spirit of the Laws* and *The Persian Letters*. Also considers the implications of Montesquieu's writings for liberalism and modernity, and their broader significance within the history of political philosophy.

PS470 Seminar: Tocqueville (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. An intensive study of Alexis de Tocqueville's *Democracy in America*. *IU*

**PS471 Seminar: The Politics
of Spiritual Disorder (3.00 cr.)**

Prerequisite: Written or electronic permission of the instructor. A theoretical and historical examination of the convergence of spiritual disorientation and political disorder. Readings focus on the doctrines and political activities of apocalyptic cults in the ancient world, millenarian sects in the Middle Ages, and the revolutionary communist and fascist parties in the nineteenth and twentieth centuries. Students explore the extent to which patterns of continuity can be found among these groups, and offer presentations to the seminar based upon extensive research papers.

**PS472 Seminar: Warfare
and Human Nature (3.00 cr.)**

Prerequisite: Written or electronic permission of the instructor. An intensive examination of leading theories regarding the causes of war and of their implications for the mutability or immutability of organized combat between human groups. *GT*

**PS474 Seminar: Eastern Europe between
Nationalism and Democracy (3.00 cr.)**

Prerequisite: Written or electronic permission of the instructor. Focuses on different ways of interpreting the collapse of communism in Eastern Europe in 1989. Explores the roles of nationalist and democratic politics in the establishment of new forms of governing in Poland, Hungary, Czechoslovakia, Romania, and former Yugoslavia.

**PS476 Intelligence, Secrecy,
and Governmental Reform (3.00 cr.)**

Prerequisite: Written or electronic permission of the instructor. This seminar examines the purposes and limitations of the U.S. intelligence community and explores the role of secrecy and covert action in a democratic regime. Special emphasis is placed upon opportunities and impediments to fundamental reforms in the intelligence community. *IU*

**PS477 Intelligence and
the Executive Branch (3.00 cr.)**

Prerequisite: Written or electronic permission of the instructor. This seminar examines the unique relationship between the United States intelligence community and the president. Students explore the historical patterns of interaction between the White House and the intelligence community, with special emphasis on the use of intelligence, intelligence related activities, and covert action to achieve the president's national security goals. *IU*

**PS480 Seminar: Poland
and the Holocaust (3.00 cr.)**

Prerequisite: Written or electronic permission of the instructor.

While Nazi Germany initiated the Holocaust, Poland was the territory on which it was carried out. Almost half of the Jews killed in the Holocaust were Polish. This seminar focuses on the relationships between Catholic and Jewish citizens of Poland during the Nazi occupation and terror. Recent scholarship, memoirs, and films are used to understand the politics of the Holocaust in Poland, both in the past and today. *GT*

**PS490 Capstone Project
in American Studies (3.00 cr.)**

Prerequisite: Written or electronic permission of the instructor.

As the capstone experience for the American Studies minor, each student develops an independent research project, internship, or service-based project, to be advised by two professors from different departments and presented at an end-of-year American Studies Symposium. The project constitutes the culmination of the student's work in American Studies and provides an opportunity for the student to bring together the perspectives of two different disciplines on a research area of particular interest. A project proposal must be submitted to and approved by the American Studies committee prior to registration for either the fall or spring semesters of senior year. The project must contain both a research and a formal writing component (the equivalent of a 20–25 page research paper). *IU*

PS499 Honors Thesis Research (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor and the department chair. Students are invited into this optional program by the department during the spring of the junior year and are ordinarily required to complete one course at the 400-level before undertaking honors work. Eligible students who accept the invitation must prepare a formal proposal of their honors project and secure an advisor for the project prior to the start of the honors semester, which may be set for either semester of the senior year. The thesis is read by the advisor and two other faculty members, who also conduct an hour-long oral examination of the student. Based on the oral exam, the thesis, and consultations with the other two readers, the advisor then determines if the student is to receive honors.

Office: Beatty Hall, Room 220
Telephone: 410-617-2696
Website: www.loyola.edu/psychology

Chair: Beth A. Kotchick, Associate Professor
Associate Chair: Jeffrey Barnett, Professor

Director, Undergraduate Education:
Rachel L. Grover
Director, Undergraduate Field Education:
Katie J. Loomis
Director, Undergraduate Professional Development: Patrick LoPresto
Director, Master's Education, Thesis Track:
Martin F. Sherman

Professors: Jeffrey Barnett; Faith D. Gilroy (emerita); Jeffrey M. Lating; Martin F. Sherman; Amanda McCombs Thomas
Associate Professors: Carolyn McNamara Barry; David G. Crough (emeritus); Sharon Green-Hennessy; Rachel L. Grover; Matthew W. Kirkhart; Beth A. Kotchick; Charles T. LoPresto; Jen L. Lowry; Heather Z. Lyons; Alison A. Papadakis; Steven A. Sobleman (emeritus)
Assistant Professors: Marianna E. Carlucci; Theresa DiDonato; Frank Golom; Christopher I. Higginson; Michiko Iwasaki; Adanna J. Johnson; Jason Prenoveau
Clinical Faculty: Katie J. Loomis; Tamra A. Shockley
Affiliate Faculty: George S. Everly, Jr.; Patrick LoPresto; Anthony Parente

Psychology is the scientific study of behavior and mental processes. The undergraduate program in psychology endorses Loyola's educational mission to "challenge students to learn, lead, and serve in a diverse and changing world." To that end, courses in the major offer students exposure to many specialty areas of psychology, while providing a solid, broad-based appreciation of the discipline as a whole.

LEARNING AIMS

Complementary to the learning aims of the University, graduates of the undergraduate psychology major are expected to demonstrate the following competencies:

Goal 1: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Goal 2: Students will understand and apply basic research methods in psychology, including research design, data analysis, and report findings.

Goal 3: Students will use critical and creative thinking, skeptical inquiry, and, when possible, a scientific approach to solve problems related to behavior and mental processes.

Goal 4: Students will understand and apply psychological principles to individual, social, and organizational issues.

Goal 5: Students will be able to communicate effectively in a variety of formats.

Goal 6: Students will be able to weigh evidence, tolerate ambiguity, act ethically, and recognize and understand the complexity of individual and societal diversity.

MAJOR IN PSYCHOLOGY

In accordance with the learning aims of the undergraduate psychology major, students are provided with a unique degree of flexibility in selecting courses from seven required areas to prepare them best for graduate programs or careers of their choice. The following four courses are required for all psychology majors:

| | |
|-------|---|
| PY101 | Introductory Psychology |
| PY200 | Professional Development in Psychology (1 credit) |
| PY291 | Research Methods I (with Lab) |
| PY292 | Research Methods II (with Lab) |

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

Group I: Advanced Topics (choose two)

| | |
|-------|---|
| PY300 | Independent Study in Psychology I |
| PY353 | Contemporary Issues in Psychology |
| PY400 | Independent Study in Psychology II |
| PY404 | Ethics in Psychology |
| PY413 | Psychological Tests and Measurements |
| PY414 | Advanced Statistics with Computer Applications |
| PY415 | Psychological Systems and Theories |
| PY417 | Special Topics in Psychology and Catholic Studies |
| PY418 | Research Seminar in Psychology I |
| PY419 | Research Seminar in Psychology II |
| PY420 | Applied Special Topics in Psychology |
| PY435 | Field Experience in Psychology I |
| PY490 | Special Topics in Psychology |

Group II: Learning and Cognition (choose one)

| | |
|-------|------------------------|
| PY221 | Psychology of Learning |
| PY222 | Cognitive Psychology |

Group III: Behavioral Neuroscience (choose one)

- PY331 Biopsychology
 PY332 Human Neuropsychology
 PY333 Sensation and Perception
 PY412 Evolutionary Psychology

Group IV: Developmental (choose one)

- PY241 Child Development
 PY242 Adolescent Development
 PY243 Adult Development
 PY244 Life Span Development

Group V: Social (choose one)

- PY201 Social Psychology
 PY203 Psychology of Personality
 PY351 Interpersonal Behavior
 PY352 Group Process

Group VI: Clinical/Applied (choose one)

- PY202 Psychopathology
 PY261 Introduction to Health Psychology
 PY262 Industrial/Organizational Psychology
 PY323 Introduction to Counseling
 PY325 Controlling Stress and Tension
 PY326 Substance Abuse: Diagnosis and Treatment
 PY421 Forensic Psychology

Group VII: Culture and Context (choose one)

- PY253 Multicultural Issues in Psychology
 PY254 Psychology of Women
 PY255 Psychology of Religion

In addition to the 11 three- and four-credit courses and the one-credit course mentioned above, students are to choose four more courses from any of the groups to serve as psychology electives.

BACHELOR OF ARTS

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

Freshman Year*Fall Term*

- BL105 Introduction to Anatomy and
 Physiology* (with Lab)
 PY101 Introductory Psychology*
 WR100 Effective Writing**
 Fine Arts Core**
 Language Core

Spring Term

- HS101 Europe and the World Since 1500**
 ST110 Introduction to Statistical Methods
 and Data Analysis* or
 ST210 Introduction to Statistics or
 ST265 Biostatistics
 PY Group IV Course**
 Language Core or
 Elective
 Elective**

Sophomore Year*Fall Term*

- EN101 Understanding Literature
 PL201 Foundations of Philosophy
 PY200 Professional Development in Psychology
 (1 credit)
 PY291 Research Methods I (with Lab)*
 PY Group V Course**
 Nondepartmental Elective

Spring Term

- PL200-Level Philosophical Perspectives Course
 PY292 Research Methods II (with Lab)*
 PY Group II Course**
 English Core
 History Core

Junior Year*Fall Term*

- TH201 Introduction to Theology or
 Elective
 PY Group VII Course**
 PY Elective**
 PY Elective**
 Math/Science Core (CS111 recommended)

Spring Term

- PY Group I Course**
 PY Group III Course**
 Ethics Core (PL/TH300- or 400-Level)
 Theology Core
 Elective

Note: Psychology Competency Examination is taken this semester.

Senior Year

Fall Term

PY Group I Course**

PY Group VI Course**

PY Elective**

Nondepartmental Elective
Elective

Spring Term

PY Elective**

Nondepartmental Elective

Elective

Elective

Elective

* Required for major.

** Terms may be interchanged.

1. PY101 is a prerequisite for all other PY courses.
2. ST110 or ST210 or ST265 is ideally taken prior to PY291, but it may be taken concurrently. This statistics requirement must be completed prior to taking PY292. **These are the only math courses that fulfill the pre-/corequisite for PY291.**
3. Psychology majors and interdisciplinary majors are strongly encouraged to take BL105; however, they may take BL121/BL126 (and in the case of BL/PY are required to take BL121/BL126). Taking either BL105 or BL121 serves as the prerequisite for Group III courses.
4. All PY200-level courses (except PY291 and PY292) may be used by the nonpsychology major as social science core courses, provided the PY101 prerequisite is met.
5. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

HONORS IN PSYCHOLOGY

An honors option is available to all psychology majors who have a 3.700 GPA in the major and a 3.500 GPA overall. This GPA determination is based upon grades in the student's second to last semester and is contingent upon the approval of the director of undergraduate education. Students will present their seminal project in a professional forum (e.g., Undergraduate Research and Scholarship Colloquium, Psi Chi Induction, professional conference). Moreover, they need to complete one of three possible two-semester

sequences listed below in addition to the GPA requirement to earn honors.

- PY300 and PY400 (wherein an individual research project is completed)
- PY418 and PY419
- PY435 and PY436

ACCELERATED B.A.–M.S. PROGRAM

Majors intending to pursue graduate studies who achieve a GPA of 3.500 or better become eligible to apply for the department's accelerated B.A.–M.S. thesis track program. This program enables students to take graduate courses during their senior year which count toward both the bachelor's and master's degrees. Students accepted into the accelerated program take the following graduate courses during their senior year, in addition to the necessary undergraduate courses:

Fall Semester

PY620 Theories of Counseling and
Psychotherapy (3 credits)

PY746 Research Methods in Psychology I
(3 credits)

PY761 Thesis Guidance I (1 credit)

Spring Semester

PY621 Principles and Practices in
Psychotherapy with Lab (3 credits)

PY747 Research Methods in Psychology II
(3 credits)

PY762 Thesis Guidance II (1 credit)

Students enrolled in the accelerated program may count PY746 and PY747 as fulfilling Group I requirements; PY621 as fulfilling a Group VI requirement; and PY620 as fulfilling the PY elective requirement.

If the aforementioned course requirements have been satisfied at the time of enrollment in the accelerated program, the above courses will count as "free electives" toward the graduation requirement for the bachelor's degree. Students are also strongly encouraged to take Advanced Statistics with Computer Applications (PY414) as part of the undergraduate curriculum.

Students with an interest in the accelerated program, who meet the GPA requirement, are encouraged to apply. Candidates are selected based on GPA, letters of reference, GRE scores, and participation in departmental and college activities, such as conducting research or holding an office in Psi Chi. Master's thesis track applications may be obtained from the

Loyola website (www.loyola.edu). Applications must be completed by **February 1** of the student's **junior year**. Once the application has been submitted, students should contact the director of master's education, thesis track. Questions should be addressed to the director of master's education, thesis track.

INTERDISCIPLINARY MAJOR

Students may choose psychology as one component of an interdisciplinary major. Eight psychology courses and two cognate courses are required to fulfill the psychology portion of the interdisciplinary major:

- PY101
- PY291 and PY292
- One Group I Course (Advanced Topics)
- One Group IV Course (Developmental)
- Three other courses chosen with the guidance of the academic advisor

Psychology/sociology majors may take SC342/SC343 to fulfill the PY291/PY292 requirement. In this instance, students should select two additional PY courses to fulfill the eight course requirement for the interdisciplinary major. Students interested in pursuing a graduate program in psychology are advised to take PY291/PY292. Those interested in pursuing a graduate program in sociology are advised to take SC342/SC343.

Interdisciplinary majors also take a statistics course (ST110, ST210, or ST265) as a math core requirement, and Introduction to Anatomy and Physiology (BL105) or Organismal Biology (BL121) as one of their core natural science requirements (except biology/psychology majors who take a specific set of biology courses, as detailed under Biology). The remainder of the major courses are selected according to the requirements of that discipline, and certain interdisciplinary combinations stipulate courses that must be taken.

The popular combination of biology/psychology is often chosen by those students who would like to eventually pursue medical school, graduate school in health psychology, or a career in research (see requirements under Biology).

PSYCHOLOGY COMPETENCY EXAMINATION

In order to be eligible for graduation, all psychology majors must pass the Psychology Competency Examination that measures knowledge in ten areas of psychology. Students are required to sit for the examination in either the spring of the junior year or fall of the senior year (at the latest), assuming a typical eight-semester sequence with May graduation. They must choose one of these two examination times; spring senior year is not an option, and there are no make-up examinations. Students who are studying abroad at the time of testing arrange with the director of undergraduate education in psychology to take the test in the fall of their senior year.

Students who have a disability that is documented with Loyola's Disability Support Services (DSS) office may request special testing accommodations for the examination. Students should bring a letter from DSS to the director of undergraduate education in psychology at least **three weeks prior** to the designated testing date to request accommodations.

Interdisciplinary majors must complete four psychology courses *prior to the spring of their junior year* to be eligible to sit for the examination. Therefore, it is highly recommended that interdisciplinary majors work with their advisors early in their careers to ensure that they have completed their coursework in order to take the examination in a timely manner. Interdisciplinary majors' scores are assessed individually.

A passing score is deemed as a score of at least 300 or better on each subject area. Students whose scores fall below 300 (two standard deviations below the national mean) in any area, are required to meet with the director of undergraduate education in psychology to determine the appropriate remediation to be completed before being eligible to apply for graduation. Possible remediation may include, but is not limited to: taking a course in the subject area of difficulty or independently studying material in the designated area and successfully completing a psychology department-administered multiple choice examination.

Students whose scores are above 600 (one standard deviation above the national mean) will be recognized as passing the examination with distinction, and those with scores above 700 (two standard deviations above the national mean) will be recognized as passing with great distinction.

COURSE DESCRIPTIONS

PY101 Introductory Psychology (3.00 cr.)

Surveys the multifaceted aspects of both the science and practice of psychology. Biological, cognitive, and social bases of behavior and mental processes are explored, as are the key features and importance of critical thinking skills and solid psychological research. *Fulfills social science core.*

PY200 Professional Development in Psychology (1.00 cr.)

Prerequisite: Sophomore or higher standing. Presents career possibilities for psychology majors and how to prepare for such careers. Colloquium includes presentations by guest speakers representing different career paths in psychology, as well as professionals explaining how best to prepare for various paths; e.g., field experience, research experience, graduate school applications. *(Pass/Fail)*

PY201 Social Psychology (3.00 cr.)

Prerequisite: PY101. A social psychological perspective is used in examining such issues as prejudice, attitude change, interpersonal attraction, attributions, altruism, aggression, conformity, and cultural diversity. *Fulfills social science core and Group V requirement.*

PY202 Psychopathology (3.00 cr.)

Prerequisite: PY101. A study of abnormal behavior, cognition, and affect. The definition of abnormality is explored, as well as the concept of what constitutes a mental disorder. Classification of abnormality and theories regarding the development of disorders are discussed. Current research findings concerning specific mental disorders, ethical issues, and cultural diversity are explored. *Fulfills social science core and Group VI requirement.*

PY203 Psychology of Personality (3.00 cr.)

Prerequisite: PY101. Familiarizes students with key theoretical approaches to the study of personality in psychology. Includes a variety of different theoretical perspectives such as psychodynamic, trait, and humanistic approaches, as well as current research relevant to each approach. Both structure and development of personality are examined. Students learn to distinguish and integrate different theoretical approaches and to apply these approaches in understanding human behavior. *Fulfills social science core and Group V requirement.*

PY221 Psychology of Learning (3.00 cr.)

Prerequisite: PY101. An in-depth survey of classical, instrumental, and cognitively-based theories with emphasis on human and clinical applications. *Fulfills social science core and Group II requirement.*

PY222 Cognitive Psychology (3.00 cr.)

Prerequisite: PY101. Reviews various theories of cognitive psychology including memory, information processing, and artificial intelligence. Focuses on human information processing as it is related to memory, concept formation, problem solving, and other complex processes, as well as the influences of conscious and unconscious information on behavior. Primarily, psychological theories are discussed; however, brain/behavior relations are also covered, especially as related to brain injury, amnesia, and dementia. Practical and clinical applications are discussed. *Fulfills social science core and Group II requirement. (Fall/Spring)*

PY241 Child Development (3.00 cr.)

Prerequisite: PY101. The psychological development of the child, including maturation and development of behavior, language, emotion, intelligence, social behavior, motivation, and personality. Presentation of significant theorists and their impact on child psychology. *Fulfills social science core and Group IV requirement. (Fall/Spring)*

PY242 Adolescent Development (3.00 cr.)

Prerequisite: PY101. A study of the physical, intellectual, and emotional changes occurring in adolescence and their physical correlates. Presentation of significant theorists and their impact on adolescent psychology. Considers the effect of these personal changes and of culture upon the developing personality, with the goal of developing student understanding of adolescent behavior. *Fulfills social science core and Group IV requirement.*

PY243 Adult Development (3.00 cr.)

Prerequisite: PY101. Understanding changes in biological, behavioral, cognitive, and social processes as they occur from young adulthood to old age. A life span perspective is adopted which recognizes the multiple influences affecting development and attempts to identify and integrate these factors. *Fulfills social science core and Group IV requirement.*

PY244 Life Span Development (3.00 cr.)

Prerequisite: PY101. A study of the developmental factors that affect a person from biological, behavioral, cognitive, and social perspectives. These factors are considered across the entire life span of the individual. Summarizes and integrates material presented in the other developmental courses. *Fulfills social science core and Group IV requirement. (Fall/Spring)*

PY253 Multicultural Issues in Psychology (3.00 cr.)

Prerequisite: PY101. Designed to critically examine major multicultural issues in psychology. Conceptual, historical, philosophical, and theoretical issues are reviewed.

Guidelines for psychological practice with ethnic and culturally diverse populations and the current status of multicultural psychology are examined. Self-reflection is emphasized as a means of learning about the dimensions of culture that each person possesses (e.g., racial identity, sexual orientation). *Fulfills social science core and Group VII requirement.*

PY254 Psychology of Women (3.00 cr.)

Prerequisite: PY101. Introduces students to the scientific study of female behavior, personality, and roles in our society. Students will acquire information on the biological, psychological, and cultural determinants of women's roles. *Fulfills social science core and Group VII requirement. IG (Fall/Spring)*

PY255 Psychology of Religion (3.00 cr.)

Prerequisite: PY101. An examination of religious experience as interpreted and explained by the main schools and researchers within psychology. Topics include religion as learned behavior, religion as psychopathology, religion as peak experience, religious experience and psychological development, religion and prejudice, and current directions of research in the psychology of religion. *Fulfills social science core and Group VII requirement.*

PY261 Introduction to Health Psychology (3.00 cr.)

Prerequisite: PY101. An introduction to the nature and practice of health psychology. Topics include the roles of diet, exercise, stress, smoking, weight, and environmental pollutants in health and disease. Focuses on the role of self-responsibility in health care as well as nontraditional approaches to medicine. *Fulfills social science core and Group VI requirement. (Spring only)*

PY262 Industrial/Organizational Psychology (3.00 cr.)

Prerequisite: PY101. Application of psychological principles to the work environment. Students attempt to understand and predict human behavior in organizational settings through the scientific study of individual and group processes as well as organizational structures and functions. Demonstrates the role of applied psychology in the recruitment, selection, performance appraisal, and promotion of applicants and employees. *Fulfills social science core and Group VI requirement.*

PY291 Research Methods I (with Lab) (4.00 cr.)

Prerequisite: PY101; ST110 or ST210 or ST265. Written or electronic permission of the undergraduate program director (Spring only). ST110 may be taken concurrently. ST210 or ST265 may be taken concurrently with written permission of the undergraduate education director. First half of an integrated course wherein students are instructed in all phases of the research process, from its beginning

in the formulation of a research question, through the write up of a finished study. Students are provided with the tools and skills needed to conduct their own studies. In this semester, students work in small groups as they research literature, learn to select and/or construct questionnaires and conduct surveys, select appropriate research designs, and understand basic statistical techniques. *(Fall/Spring)*

PY292 Research Methods II (with Lab) (4.00 cr.)

Prerequisite: PY291; ST110 or ST210 or ST265. Written or electronic permission of the undergraduate program director (Fall only). 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. *(Fall/Spring)*

PY300 Independent Study in Psychology I (3.00 cr.)

Prerequisite: PY101. Recommended Prerequisite: PY292 for a research independent study. Advanced study in an area of psychology which is supervised by a faculty member. Students must arrange for supervision with the faculty member prior to registration. *Fulfills Group I requirement.*

PY305 Research Practicum: Special Topics (1–3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. Students participate in a psychology faculty member's research laboratory. Tasks vary by research project and may include study conceptualization and design, literature review, writing of manuscripts and conference presentations, and data collection, coding, processing, or analysis. *Does not count toward the 120-credit graduation requirement. May be repeated for nondegree credit only.*

PY323 Introduction to Counseling (3.00 cr.)

Prerequisite: PY101. Students are introduced to the basic principles, theories, techniques, and experiences of counseling and psychotherapy. Students learn about the history and basic skills of counseling, the key domains of counseling, and different professions which include counseling. They are also exposed to the theory and techniques of several approaches to psychotherapy and to what occurs in an actual counseling/psychotherapy session. *Fulfills Group VI requirement.*

PY325 Controlling Stress and Tension (3.00 cr.)

Prerequisite: PY101. How to manage stress and tension. A practical overview of stress and coping with an emphasis on students learning to apply course material to everyday living. The applied nature of the class

is enhanced by students practicing EMG biofeedback in a laboratory setting. *Fulfills Group VI requirement.*

PY326 Substance Abuse: Diagnosis and Treatment (3.00 cr.)

Prerequisite: PY101. Provides an introduction to diagnosis and treatment of substance abuse and dependence. Information includes an overview of classes of psychoactive drugs and their effects; definitions and diagnosis of substance use disorders; treatment models and interventions; effects of addiction on family; and the role of 12-step programs in treatment. The emphasis is on practical clinical application of material presented. *Fulfills Group VI requirement.*

PY331 Biopsychology (3.00 cr.)

Prerequisite: BL105 or BL121, PY101. A study of the relationships between physiological processes and behavior. Areas covered include anatomy of the nervous system, neural conduction, synaptic transmission, development of the nervous system, and the biological components of emotion. Covers methodological issues as well as content. *Fulfills Group III requirement. Closed to biology/psychology interdisciplinary majors who have taken BL403, BL405, or PY332.*

PY332 Human Neuropsychology (3.00 cr.)

Prerequisite: BL105 or BL121, PY101. Introduces students to the field of neuropsychology. Information includes basic neuroanatomy and neurophysiology, as well as an in-depth analysis of the functions of the various lobes of the cerebral cortex. The behavioral and cognitive symptoms of a number of neurological disorders are discussed. *Fulfills Group III requirement. Closed to biology/psychology interdisciplinary majors who have taken BL403, BL405, or PY331.*

PY333 Sensation and Perception (3.00 cr.)

Prerequisite: BL105 or BL121, PY101. Examines the organization and processing of sensory information and the influence of emotion, learning, thinking, and other personal factors on human perception. Includes an in-depth analysis of the physiological structure and processing of physical energy by sensory organs, as well as the interactive relationship between the physiological structure of sensory organs, the sensation resulting from environmental stimulation, and the perception of an environmental event. *Fulfills Group III requirement.*

PY351 Interpersonal Behavior (3.00 cr.)

Prerequisite: PY101. Introduces concepts involving basic communication skills, motivational theory, and interpersonal learning theory. More specifically, friendships, love, dating, marital relationships, sex, parenting skills, and relationships in the work environment

are explored through lectures, discussions, and guest speakers. *Fulfills Group V requirement. IG*

PY352 Group Process (3.00 cr.)

Prerequisite: PY101. Designed to make students aware of the complex relationships that exist in any group, the needs that govern group behavior, the patterns of communication that exist, and the personal and organizational goals that move or restrain a group. Also emphasizes issues for group problem-solving and decision-making. *Fulfills Group V requirement.*

PY353 Contemporary Issues in Psychology (3.00 cr.)

Prerequisite: PY101. A dialectical approach to controversial issues in psychology, including the etiology of sexual orientation, the false memory debate, and the effects of divorce on children. Emphasizes critical thinking and persuasive skills. *Fulfills Group I requirement. IG*

PY400 Independent Study in Psychology II (3.00 cr.)

Prerequisite: PY300. A continuation of PY300. *Fulfills Group I requirement.*

PY404 Ethics in Psychology (3.00 cr.)

Prerequisite: Junior or senior standing in psychology. An introduction to professional and scientific ethics in the field of psychology. Ethical principles and standards are covered as they relate to a wide variety of contemporary issues in the field. Case studies are presented emphasizing critical thinking skills. *Seminar format. Fulfills Group I requirement.*

PY412 Evolutionary Psychology (3.00 cr.)

Prerequisite: PY101. An introduction to this rapidly growing approach to the study of psychology. Evolutionary psychology is a combination of evolutionary biology and cognitive psychology, with contributions from anthropology and the neurosciences, which seeks to understand the structure of the human mind. Topics include human nature, problems of survival, sex and mating, parenting and kinship, cooperation, social dominance, aggression, and war. *Fulfills Group III requirement.*

PY413 Psychological Tests and Measurements (3.00 cr.)

Prerequisite: Junior or senior standing in psychology. A study of the rationale, theory and standardization of individual and group psychological tests. Test theory, construction and validation are studied and applied to testing in areas of intelligence, aptitude and personality. Diagnostic features of individual tests are emphasized. *Fulfills Group I requirement.*

PY414 Advanced Statistics with Computer Applications (3.00 cr.)

Prerequisite: PY292. Students are taught to use a statistical software program (SPSS). Students learn to organize basic psychological data for statistical analysis and execute various statistical procedures (e.g., descriptive statistics and inferential statistics). Survey data are collected and analyzed via the techniques learned. *Previous computer experience not required. Fulfills Group I requirement.*

PY415 Psychological Systems and Theories (3.00 cr.)

Prerequisite: Junior or senior standing in psychology. An historical approach to contemporary psychological thought. Explores the nature of scientific psychology. Covers major schools of psychological thinking in the areas of sensation, perception, learning, thinking, emotion, motivation, personality, and psychological measurement. *Fulfills Group I requirement.*

PY417 Special Topics in Psychology and Catholic Studies (3.00 cr.)

Prerequisite: PY101 and written or electronic permission of the instructor. An intensive exploration of a selected topic (e.g., abortion, euthanasia, marriage, sexuality, work) through the lens of psychological literature and/or research as it intersects with theological and/or philosophical works in Catholic social thought. *Topics vary. Seminar format with limited enrollment. Fulfills a Group I requirement. May be repeated for credit. IC*

PY418 Research Seminar in Psychology I (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. An intensive exploration of a selected topic in psychology through a review of the literature and/or research using a small group seminar approach. *Prerequisites may vary according to topic. Fulfills Group I requirement. May be repeated once for credit with different topic.*

PY419 Research Seminar in Psychology II (3.00 cr.)

Prerequisite: PY418 and written or electronic permission of the instructor. Individual research guidance in selected areas. *Fulfills Group I requirement. May be repeated once for credit with different topic.*

PY420 Applied Special Topics in Psychology (3.00 cr.)

Prerequisite: PY101. Advanced study in an applied area of psychology. *Topic varies by semester and/or year. Fulfills Group I requirement. May be repeated for credit with different topics.*

PY421 Forensic Psychology (3.00 cr.)

Prerequisite: PY 101. Designed to give students an overview of major topics in forensic and legal psychology, while exploring similarities and differences between the two disciplines. Students examine the law and legal processes through the use of psychological research and theory. Topics include eyewitness identification, interrogations, juries, criminal behavior, the insanity defense, profiling, and punishment. *Fulfills Group VI requirement. IFS*

PY435 Field Experience in Psychology I (3.00 cr.)

Prerequisite: Junior or senior standing in psychology and written or electronic permission of the director of undergraduate field education. By special arrangement with an individual and a selected agency, the student will engage in a supervised experience designed to develop psychological skills in a practical setting. *Fulfills Group I requirement.*

PY436 Field Experience in Psychology II (3.00 cr.)

Prerequisite: PY435, junior or senior standing in psychology, and written or electronic permission of the director of undergraduate field education. By special arrangement with an individual or a selected agency, the student engages in a supervised experience designed to develop further psychological skills in a practical setting. *Does not count toward the 120-credit graduation requirement.*

PY490 Special Topics in Psychology (3.00 cr.)

Prerequisite: PY101. Advanced study in an area of psychology. *Topic varies by semester and/or year. Fulfills Group I requirement. May be repeated for credit with different topics.*

Office: Beatty Hall, Room 314
Telephone: 410-617-2742
Website: www.loyola.edu/sociology

Chair: Mark F. Peyrot, Professor

Professors: Mark F. Peyrot; Jai P. Ryu (emeritus)

Associate Professors: M. Antonia Keane;
 Barbara H. Vann

Assistant Professors: Michelle I. Gawerc;
 Joshua D. Hendrick; H. Lovell Smith

Affiliate Faculty: Gisele Ferretto; Amanda Konradi;
 Jana Kopelentova-Rehak; Jill-Kristi Tyler

Sociology incorporates the dual traditions of the humanities and natural sciences in an effort to describe, understand, and explain human social behavior. Sociology addresses many of the great questions that humanists have posed with the attitude and methods of the natural sciences. Students of sociology develop a strong appreciation for history, philosophy, and the liberal arts in general, while learning to think scientifically and systematically. Students learn to apply basic sociological research techniques and skills, which graduates will find useful in a variety of career tracks. Many students are drawn to sociology because they are people-oriented and are considering a career in which they will require “people skills,” such as law, business, medicine, teaching, government, nonprofit organizations, or social work.

Sociology majors and minors have a wide range of interesting and useful courses to choose from, and considerable freedom to design programs of study that match their academic and career goals. Because of its integrative, synthesizing nature and its emphasis on social research skills, sociology complements other disciplines, as in a double or interdisciplinary major.

LEARNING AIMS

Upon graduation, sociology majors will:

- understand the discipline of sociology and its role in contributing to an understanding of social reality;
- understand basic sociological concepts and their fundamental theoretical interrelations;
- be able to think critically;
- be able to write and speak clearly;
- possess a keen sociological imagination;

- understand the role of theory in sociology;
- understand the role of evidence and qualitative and quantitative methods;
- understand in depth at least two specialty areas in sociology;
- understand the diversity of U.S. society and the place of the United States in international context;
- understand the micro/macro distinction in sociology;
- understand reciprocal relationships between individuals and society;
- have developed a sociologically-informed appreciation of values.

MAJOR IN SOCIOLOGY

BACHELOR OF ARTS

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

Freshman Year

Fall Term

- SC101 Self and Society* *or*
- SC102 Societies and Institutions*
- WR100 Effective Writing
- Fine Arts Core
- Language Core
- Nondepartmental Elective

Spring Term

- EN101 Understanding Literature
- HS101 Europe and the World Since 1500
- SC101 Self and Society* *or*
- SC102 Societies and Institutions*
- Language Core *or*
- Elective
- Math/Science Core

Sophomore Year*Fall Term*

- PL201 Foundations of Philosophy
 SC342 Social Research Methods
 ST110 Introduction to Statistical Methods and
 Data Analysis*
 TH201 Introduction to Theology *or*
 Nondepartmental Elective
 English Core

Spring Term

- PL200-Level Philosophical Perspectives Course
 SC343 Survey and Design Analysis *or*
 SC344 Qualitative Sociological Inquiry *or*
 SC345 Social Work Methods*
 History Core
 Theology Core *or*
 Elective
 Sociology Elective*

Junior Year*Fall Term*

- SC355 Sociological Theory*
 TH201 Introduction to Theology *or*
 Math/Science Core
 Sociology Elective* (SC360–499)
 Sociology Elective*
 Nondepartmental Elective

Spring Term

- Theology Core *or*
 Elective
 Sociology Elective* (SC360–499)
 Sociology Elective*
 Elective
 Elective

Senior Year*Fall Term*

- SC400-Level Seminar*
 Ethics Core
 Elective
 Elective
 Elective

Spring Term

- SC401 Sociology Practicum and Seminar*
 Elective
 Elective
 Elective
 Elective

* Required for major.

1. **Major in Sociology:** Twelve courses are required: SC101, SC102, SC342, SC343 or SC344 or SC345, SC355, SC401, three courses at the SC360–499 level (one of which must be a 400-level seminar), and three electives.
2. Introduction to Statistical Methods and Data Analysis (ST110) or an equivalent statistics course (e.g., EC220) is required for the major. Introduction to Computers with Software Applications (CS111) is strongly recommended. ST110 and CS111 can be used to fulfill the mathematics/natural science core requirements.
3. **Interdisciplinary Major:** Students wishing to combine sociology with some other field for an interdisciplinary major must take SC101, SC102, SC342, SC355, and four sociology electives, two of which must be SC360–499 level (and one of those must be a 400-level seminar).

The combination of biology/sociology is an excellent program of study for students interested in medical school, graduate study in medical sociology, or a career in the health field.

4. Only SC100-level courses may be used to satisfy the social science core requirement.
5. Prerequisites may be waived for any course upon receiving written permission of the instructor and the department chair.
6. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

MINOR IN SOCIOLOGY

- SC101 Self and Society
 SC102 Societies and Institutions

Five additional sociology courses, one of which must be at the SC360–499 level.

COURSE DESCRIPTIONS**SC101 Self and Society (3.00 cr.)**

A microsociological view of the relationship between the person and the social world. The underlying theoretical assumption is that we construct our social reality through the process of social interaction. Through this interaction we learn the roles, norms, and values of our society—we learn to be social beings. *Restricted to freshmen, sophomores, and sociology majors/minors.*

SC102 Societies and Institutions (3.00 cr.)

A macrosociological view of major types of societies that have existed in the past or exist currently. Students are exposed to the major patterns, causes, and consequences of social change in societies and institutions through comparative sociology. *Restricted to freshmen, sophomores, global studies majors, and sociology majors/minors. GT*

SC103 American Society (3.00 cr.)

Examines social and economic changes in American society, focusing on the period since World War II. Changes and experiences are compared by class, gender, race, and geography. Special emphasis on the implications of changing society for today's young adults. Topics include occupational prospects, residential patterns, social problems, political behavior, and the role of public policy in changing society. *IU*

SC104 Cultural Anthropology (3.00 cr.)

An introduction to anthropology through the study of diverse past and present cultures: hunting and gathering, horticultural, agrarian, industrial, and contemporary global culture patterns. Examines various anthropological approaches to understanding human behavior, and highlights the insights other cultures offer about our own culture. *GT/IG*

SC105 Education in U.S. Society (3.00 cr.)

Examines the impact of social context (family, community, school system) and social location (ethnicity/race, gender, social class) on education in the urban United States. Students are encouraged to reflect critically on topics such as the dynamics of race, class, and gender in education; the impact of cultural/social capital on educational outcomes; and the changing roles of private and parochial education. *IAF*

SC106 Health and Society (3.00 cr.)

An introduction to macro-, micro-, and mesosociology with particular emphasis on the social causes, social distribution, and social responses to health/illness. Topics include cultural conceptions of disease and its treatment (including roles and norms); the consequences of social inequality (especially race/ethnicity, class, and gender); and the social organiza-

tion of care. Historical-evolutionary and cross-national comparisons supplement a primary focus on the contemporary situation in the United States.

SC204 The Family (3.00 cr.)

An overview of the family institution. Examines the family from both a cross-cultural and an historical perspective. Special emphasis on the American family. Topics include mate selection, sex roles, love, sexuality, family roles and relationships, parenthood, conflict and divorce. *IG/IU*

SC205 Social Problems (3.00 cr.)

Looks at disapproved behavior which has aroused major societal concern. After a survey of the major social problems, theories of deviance including social learning theory are examined. Various types of deviant behavior are examined from the perspectives of sociological theory. The behaviors examined include crime, sexual deviations, drug addiction, and alcohol abuse. *IU*

SC206 Introduction to Sociology of Healthcare and Professions (3.00 cr.)

Healthcare issues are an important item of U.S. domestic policy. Students explore how these issues reflect and impact American society. Following the tradition in medical sociology, students examine a variety of sociological relationships—health and illness, quality of life and health disparities, policy making and healthcare institutions, family and community care, managed care and financing, bioterrorism and the role of the healthcare industry, and so on. Recognizing the importance of these topics to students seeking careers in healthcare, special attention is accorded to education, professionalism, and institutionalization of key professions (medicine, nursing, pharmacy, HMO, hospital and public health administration, health research, and consulting).

SC207 Protest: Legacy of the Sixties (3.00 cr.)

An examination of protest movements in the United States and western Europe with emphasis on movements originating in the 1960s. Particular attention given to the civil rights movement, protest against the Vietnam War, the women's liberation movement, and the broader countercultural rebellion as reflected in psychedelics, the hippie phenomenon, and revolutionary activity. Sociological perspectives on protest provide the interpretive framework. Films, music, literature, and firsthand reports are used to depict the mood and legacy of the sixties. *IG/IU*

SC210 Introduction to Gender Studies (3.00 cr.)

A broad overview of the role of gender in society. An interdisciplinary approach—ranging across history, psychology, art, economics, literature, philosophy,

sociology, political science, biology, and anthropology—is used to address questions such as: How does biology contribute to gender differences? What role does culture play in the construction of gender? A unifying course theme is the myriad of ways gender, race/ethnicity, and social class intersect. Although the main focus is on the sex/gender system of contemporary U.S. society, cross-cultural and historical perspectives are incorporated. *GT/IG*

**SC211 Political Commentary
in Popular Media (3.00 cr.)**

An examination of the form and content of political commentary in contemporary society, with a focus on print and electronic media that are accessible to the general public. The full spectrum of political ideologies is considered. Students are encouraged to bring examples of political commentary into class discussions. The goal of the course is to help students to think critically about this aspect of popular culture.

SC214 Introduction to Social Work (3.00 cr.)

Objectives are to understand the concept of human services; to know the fields of practice in which human services are delivered; to understand the social worker's role in the service delivery system; to be exposed to problems experienced by people and the issues addressed by social service workers; and to understand the concepts of social work practice with individuals, groups, and communities.

SC220 Sociology of Sexuality (3.00 cr.)

Prerequisite: Any PY100- or PY200-level course or any SCI100-level course, or SC210 or equivalent. A sociological perspective is used to examine human sexuality, focusing on how sexuality reflects the societies in which we live. Although it is often assumed that sexual attitudes and behaviors are biologically based, they are strongly shaped by society. This course examines the history of sexuality in Western society, the acquisition of sexuality, and alternative forms of sexuality. *IG*

**SC221 Sociology of Race, Class,
and Gender (3.00 cr.)**

The social construction and intersection of race, social class, and gender is examined. Particular attention is paid to privilege, economics, historical and legal contexts, and systems that act to perpetuate these categories. *GT/IG*

SC224 Sociology of Religion (3.00 cr.)

This course focuses on religious beliefs and practices and how they interact with political, economic, and social dimensions of people's lives. While emphasis is placed on Christianity in modern America, other religious traditions (including the nonreligious), historical eras, and societies also are considered.

**SC230 Introduction to Czech Culture
and Society (3.00 cr.)**

Students are introduced to Czech culture and society. Although based primarily on the disciplines of sociology and political science, the course uses an interdisciplinary perspective to examine Czech history, art, literature, music, architecture, and film. Class consists of lectures and discussion as well as experiential components. *Taught as part of the Loyola summer program in Prague, Czech Republic. GT (Summer only)*

SC231 Independent Study in Prague (3.00 cr.)

Students pursue an independent study project under the supervision of the program director. *Part of the Loyola summer program in Prague, Czech Republic.*

**SC244 Human Social Ecology
and Evolution (3.00 cr.)**

Examines human social evolution and the ways this process interacts with the environment. The ecological approach regards human societies as having co-evolved with the natural environment, meaning the environment influences social evolution and social evolution influences the environment. The ecological approach helps students to understand the rise and fall of human societies and the impact that human societies have in changing their environments for better or worse. *GT*

SC309 Child Welfare (3.00 cr.)

Exploration of issues related to the child welfare (social service) system which responds to children who have service needs as a result of a dysfunctional family or from experiencing traumatic events in their childhood. Issues addressed include child abuse and neglect, foster care, adoption, impact of chemical dependent or mentally ill caretakers on childhood development, impact of family violence on childhood development, and teen suicide. Highlights the role of the social worker and response by child welfare agencies and the juvenile court for each topic discussed.

**SC312 International Social Work: Social Justice
and Human Rights (3.00 cr.)**

An overview of international human rights with a focus on issues of pressing concern for social workers. An array of global problems are analyzed, such as healthcare, war and conflict, child soldiers, forced labor, and violence against women. Local and international responses to these problems are highlighted. Various critiques of the doctrine of human rights are explored with an eye toward the ethical challenges posed for social workers. *Students have the opportunity to engage in service-learning. GT*

SC330 Forensics (3.00 cr.)

Forensic sociology examines the use of sociological data and its interpretation in decisions made by the agencies of the criminal justice system. Topics considered include racial profiling, family violence, the insanity defense, serial killing, mass murder, and criminal profiling. *IFS*

SC331 Deviance and Social Control (3.00 cr.)

An examination of the relationship between deviance and social control, including how and why certain forms of behavior come to be defined as deviant, the nature of formal and informal response to deviance, and the interaction of different social control institutions. An overview of general theories of deviance and the particular forms it takes, with special attention to issues that cut across the whole range of deviance. *IFS/IU*

SC332 The Sociology of Crime and Criminals (3.00 cr.)

An historical and contemporary overview of the nature of crime and the causes of criminal behavior. Examination of the measurement of crime and crime trends. *IFS/IU*

SC333 Juvenile Delinquency (3.00 cr.)

An introduction to the field of juvenile delinquency. Covers the history of juvenile crime and its treatment, major developments in the law, trends in youth crime and victimization, theories of causation and the current status of treatment programs. *IFS/IU*

SC339 Conflict, War and Peace (3.00 cr.)

Prerequisite: SC102. The end of the Cold War has not put an end to either war or violent conflicts within society. Students increase their understanding of the conditions under which social conflicts tend to become violent and how these conflicts can be resolved nonviolently. A highlight around which much of the course is built is SIMSOC, a game simulation of society. *GT*

SC340 Individual Study Project (3.00 cr.)

Prerequisite: Written or electronic permission of the instructor. May be repeated for credit.

SC341 Independent Study in Gender Studies (3.00 cr.)

Prerequisite: SC210 and written or electronic permission of the Gender Studies coordinator. Gender Studies minors may arrange to do independent study with a member of the Committee on Gender Studies or another approved instructor. *May be repeated for credit with different topics. IG*

SC342 Social Research Methods (3.00 cr.)

Prerequisite: SC101, SC102. Recommended Prerequisite: ST110. An introduction to the logic, ethics, and techniques of social research. Students learn research design, sampling, and measurement. Tasks include a review of literature on a specific research topic. *(Fall only)*

SC343 Survey Design and Analysis (3.00 cr.)

Prerequisite: EC220 or ST110 or ST265 or written permission of the instructor; SC342. Students learn how to use quantitative data to answer questions about the social environment. Familiarizes students with computer applications and presents the logic underlying the analysis of survey data. Skills involve working with existing data sets in the conceptualization and examination of causal relationships. Report writing is an additional component of the coursework.

SC344 Qualitative Sociological Inquiry (3.00 cr.)

Prerequisite: SC101, SC342. Examines the ways sociologists use qualitative methods to develop and evaluate research. Students learn principles of sociological reasoning and research, including the relationship between theory and methods. Students pursue independent research project to produce a paper and presentation.

SC345 Social Work Methods (3.00 cr.)

Prerequisite: SC101, SC214. Students learn the skills and multiple levels used by social workers to assist individuals, families, and groups. Basic counseling skills such as active listening and effective communication, as well as crisis management, goal setting, and solution-focused strategies are learned and practiced.

SC346 Applied Anthropology (3.00 cr.)

Students learn the skills of applied anthropology through participation in urban field work in the city of Baltimore.

SC348 Special Topics in Anthropology (3.00 cr.)

Prerequisite: SC104. Focuses on a specific issue, or issues, in anthropology. *May be repeated for credit with different topics.*

SC349 Special Topics in Sociology (3.00 cr.)

An overview of issues of current concern in sociology. *May be repeated for credit with different topics.*

SC355 Sociological Theory (3.00 cr.)

Prerequisite: SC101, SC102. An overview of classical, modern, and contemporary theories. Classical theory stresses the contributions of scholars whose work most strongly influenced modern theory. Modern theory includes functionalism, varieties of Marxian theory, symbolic interactionist theories, and various middle-range theories. Contemporary theory

includes feminist theory, postmodern social theory, globalization theory, and others. *(Fall only)*

SC361 Social Inequality (3.00 cr.)

Prerequisite: SC101, SC102. Examines economic, political, gender, racial, and ethnic inequality in the United States. Extensive descriptive materials are presented on various systems of social inequality, and the major theoretical and ideological perspectives on inequality are considered. *GT/IG/IU*

SC362 Global Inequality (3.00 cr.)

Prerequisite: SC102. Examines patterns of economic, political, and social inequality within and among the world's societies. Topics include theories of economic development and underdevelopment; origins of dictatorship and democracy; racial, ethnic, and gender inequalities; consequences of globalization for patterns of inequality; and anti-globalization movements. *GT*

SC363 Special Topics in Global Studies (3.00 cr.)

Prerequisite: SC102. Focuses on a topical area of global studies from a sociological perspective; e.g., democratization, immigration. *May be repeated for credit with different topics. GT*

SC364 Psychosocial Factors in Health, Illness, and Medicine (3.00 cr.)

Prerequisite: SC101. *Restricted to juniors and seniors.* Examines psychosocial and behavioral factors that contribute to health and illness and influence the ways 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 the use of legal and illegal substances. The application of psychosocial understanding in a medical care context—especially with regard to chronic illness—is examined.

SC365 Neighborhood and Community in Urban America (3.00 cr.)

Prerequisite: SC101, SC102. *Restricted to juniors and seniors.* Examines the social aspects of urban life in modern America. Topics include patterns of city growth; the loss of traditional community; the growth of the underclass; social disorder; economics; and the welfare state. Special emphasis is given to the social organization within the community (e.g., neighborhood associations, faith congregations, business and political coalitions, and interpersonal networks). *IAF/IU*

SC367 Criminal Justice (3.00 cr.)

Prerequisite: SC101, SC102. An introduction to the structure and operation of the criminal justice system in the United States. Attention is focused on the individual and institutional level. Topics include

criminal law, the police, the judicial system, victimology, and corrections. *IFS/IU*

SC373 Sociology of Human Rights (3.00 cr.)

Prerequisite: SC102. Human rights are approached from a comparative historical and interdisciplinary perspective. Students learn about foundational notions of human rights as they are interpreted in accordance with various belief systems and secular humanist philosophy; the UN-based human rights regime; and a number of contemporary challenges to the protection of human rights in the global era. *GT*

SC374 Sociology of Development (3.00 cr.)

Prerequisite: SC102. The topics of political and economic development are approached from a comparative historical perspective. Students learn about the history of modern development practices; the postulates and assumptions of various theories of development; and the various criticisms/critiques of development in regard to European colonialism, Cold War geopolitics, and contemporary global integration and backlashes. *GT*

SC375 Political Sociology (3.00 cr.)

Prerequisite: SC101, SC102. *Restricted to juniors and seniors.* An examination of basic patterns in national power structures, both historically and today. The primary focus is on national elites, how they relate to one another and to nonelites, 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. *GT*

SC376 Conflict Narratives, Media Discourse, and Peacebuilding: Israel-Palestine (3.00 cr.)

Focused on Israel-Palestine, this course deepens students' understanding of the dynamics of deep-rooted conflict; the role of media in maintaining conflict; the challenges posed by conflicting narratives; and the social, psychological, and structural processes inherent in peacebuilding. *GT*

SC377 Social Movements and Social Protest (3.00 cr.)

Prerequisite: SC102. Explores national and transnational efforts by organized civil society groups to bring about social and political change. Emphasis is on learning about the grievances, goals, tactics, and achievements of a wide range of social movements. Students examine additional movements through term paper projects. Required readings draw on scholarly analyses and first-hand accounts; video materials vividly portray social movement participants and their actions. *GT*

SC378 Islamic Political Identity and Activism (3.00 cr.)

A survey of the historical development of Islam as a world systemic force and its interaction with other world systemic forces, namely: secularism, liberalism, the nation-state, democracy, and globalization. Students learn about the civilization and faith of Islam; the often stated, and more often misunderstood, "Islamic Revival" observable around the world; and key intellectuals, social movement leaders, politicians, teachers, lawyers, students, business people, farmers, and workers in the world today who employ similar Islamic categories to engage in a variety of social and political projects. *GT*

SC379 Israel-Palestine: Roots of the Conflict and Prospects for Peace (3.00 cr.)

Recommended Prerequisite: SC102. Explores the roots and evolution of the Israeli-Palestinian conflict, the competing historical narratives, the critical issues in the conflict, and the prospects for peace. Current local and international responses to the conflict are highlighted with particular attention given to civil society efforts for peace in Israel-Palestine. *GT*

SC400 Seminar(s) in Special Topics (3.00 cr.)

Prerequisite: SC101, SC102. Restricted to juniors and seniors. The study of a topic area through intensive review of the literature and/or research. *Seminar format with enrollment limited to 15 students. May be repeated for credit with different topics.*

SC401 Sociology Practicum and Seminar (3.00 cr.)

Prerequisite: SC101, SC102, and written or electronic permission of the instructor. Restricted to juniors and seniors. Students develop career-relevant skills through participation in supervised work experience. Agency placements include courts, social services, counseling centers, research centers, and federal/state/local government. Relevant issues are discussed in weekly seminars. *Seminar format with enrollment limited to 15 students. 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. (Spring only)*

SC402 Social Work Practicum and Seminar (3.00 cr.)

Prerequisite: SC101, SC214, and written or electronic permission of the department chair. Students develop social work skills through participation in supervised social work setting. A weekly seminar provides a forum for discussion of relevant issues and professional development toward a career in social work. *Seminar format with enrollment limited to 10 students. Interested students should contact the department chair or the instructor early*

in the fall semester before registering. Students will not be permitted to enroll once the semester has started.

SC410 Seminar: Social Organization of Everyday Life (3.00 cr.)

Prerequisite: SC101. Restricted to juniors and seniors. Studies the naturally-occurring activities in which people participate during their day-to-day living. Topics include behavior in public places, such as maintenance of privacy and personal space; forms of social interaction, such as queuing and ordinary conversation; and the social construction of meaning. Emphasizes students' ability to observe, describe, and analyze the social organization of the world in which they live. Students videotape and/or audiotape for class assignments. *Seminar format with enrollment limited to 15 students.*

SC414 Seminar: Psychosocial Factors in Health, Illness, and Medicine (3.00 cr.)

Prerequisite: SC101 and SC102, or SC210. Restricted to juniors and seniors. Examines psychosocial and behavioral factors which contribute to health and illness and influence the ways that medical care is delivered. Etiological factors studied include stress and coping, health promotion behaviors such as diet and exercise, and disease causation factors such as use of legal and illicit substances. Examines how knowledge regarding these factors can be applied in a medical care context, including how health care providers can help patients achieve behavior change. Special emphasis is put on the role of health care providers in helping patients to manage chronic diseases such as diabetes and cardiovascular disease. *Seminar format with enrollment limited to 15 students.*

SC421 Seminar: Race, Class, Gender, Sexuality (3.00 cr.)

Prerequisite: SC101 or SC210. A seminar organized around the themes of gender, race, class, and sexuality that is designed to familiarize students with the theory and methods of studying these categories. The focus is on how these categories are socially constructed. Particular attention is paid to privilege, economics, historical and legal contexts, and systems that operate to perpetuate these categories. Throughout, the course relies on the voices of individuals to tell their stories via readings, personal interactions, and class visits. *Seminar format with enrollment limited to 15 students. IAF/JG*

SC434 Seminar: Women and Deviance (3.00 cr.)

Prerequisite: SC101. Restricted to juniors and seniors. This seminar is divided into two parts. The first part of the semester examines the adequacy of traditional approaches to deviance in explaining the deviance of females. The second part focuses on selected problem areas: women and violence, substance abuse, and

sexual deviance. *Seminar format with enrollment limited to 15 students. IFS/IG*

SC435 Seminar: Forensic Sociology (3.00 cr.)

Prerequisite: SC101, SC102. The course considers the use of sociological data and its interpretation in decisions made by courts and other agencies of the judicial system. Areas considered may include profiling in law enforcement and corrections, spousal abuse, the death penalty, the CSI effect, and pornography. *IFS*

SC440 Seminar: Global Sociology (3.00 cr.)

Prerequisite: SC101 and SC102 or completion of two social science core courses. Restricted to juniors and seniors. Globalization has become a favorite topic of the late twentieth century, as technological revolutions during recent decades, combined with the collapse of communism in central and eastern Europe, have profoundly expanded the connections among the world's people. Any educated person in the twenty-first century will need to think globally, and this course explores the possibilities. Similarities and differences among societies are examined, along with the argument that a global social system is emerging. *Seminar format with enrollment limited to 15 students. GT*

SC441 Seminar: Reconciliation and Justice after Violent Conflict (3.00 cr.)

Recommended Prerequisite: SC102. Focuses on the challenges of fostering reconciliation after violent and protracted conflict. Students have the opportunity to learn about various contemporary conflicts, peace processes, and peace-building efforts, and to examine the tension between peace and social justice. Case studies include South Africa, Northern Ireland, Israel-Palestine, and Rwanda. *GT*

SC471 Minority Group Conflict (3.00 cr.)

Prerequisite: SC101, SC102. Restricted to juniors and seniors. A critical examination of the character and origins of ethnic and racial conflict in American cities. Students explore cultural, social, and political factors associated with competition and violence between and within these communities. Topics discussed include intergroup violence, political contest and coalition building, welfare reform, housing opportunities, economic restructuring, drug warfare, and school desegregation. *Seminar format with enrollment limited to 15 students. GT/IAF/IU*

SC498 Forensic Studies Experience (3.00 cr.)

Prerequisite: Written or electronic permission of a sponsoring faculty member. A capstone experience in forensic studies in which a student may arrange an internship, independent study, or research experience with a faculty sponsor to engage in an in-depth exploration of a topic associated with forensic or criminal investigation. *Generally completed during senior year; students should secure a faculty sponsor and obtain the approval of the forensic studies director by the end of junior year. Same course as BL498, CH498, EG490, and PH498. IFS*

Office: Newman Towers, Room W105a
Telephone: 410-617-5317
Website: www.loyola.edu/speechpathology

Chair: Marie Kerins, Associate Professor

Professors: Libby Kumin; Lisa Schoenbrodt
Associate Professors: Marie Kerins; Janet Preis
Assistant Professors: Lena Caesar; Ronald Gallop; Kathleen Siren
Clinical Faculty: Donna Pitts; Kathleen Ward
Affiliate Faculty: Brianne Higgins Roos; Kara Tignor; Lura Vogelman

The Major in Speech-Language Pathology/Audiology provides a comprehensive, academic course of study and training, within the Jesuit tradition, that enables students to become skilled and caring professionals who can lead and serve in a diverse and changing world. Students are challenged to rise to the University tradition of “strong truths well lived” through academic coursework, mentorship by dedicated faculty, experiences, and opportunities. Students develop the knowledge and skills needed to pursue graduate education in communication sciences and disorders and other related fields, and to become people for and with others.

Coursework in the major typically begins in the freshman year with introductory courses on normal and disordered communication. Following the introductory courses, students enroll in a variety of courses including those that address the anatomical structures and functions as well as the normal development of speech, language, and hearing. Additionally, the disorders of speech, language, swallowing, and hearing are addressed for both pediatric and adult populations. All students complete a capstone clinical/ethical seminar (SP412) preparing them for entry into a graduate program. Seniors whose academic achievements distinguish themselves as having high academic standing and service to the National Student Speech-Language Hearing Association (NSSLHA) may be elected into Loyola’s chapter of the NSSLHA’s honor society.

Many courses contain experiential components including service-learning and clinical observations. Some of these experiences are conducted through a myriad of off-campus settings that are used for both observation and/or service-learning. These settings include general and specialized school programs; child and adult rehabilitation centers; and acute and chronic care hospitals such as Good Samaritan Hospital, Johns Hopkins Hospital, Mt. Washington Pediatric

Hospital, Achievements Center, the Kennedy Krieger Institute, and Gallagher Services.

The undergraduate program provides the academic foundation and clinical exposure to prepare students to pursue a graduate degree in speech-language pathology and/or audiology. It is important that students consider this since most graduate programs require at least a *B* (3.000) average for acceptance. Students may also use the knowledge obtained through the degree for employment in other health-related fields. Typically, students continue their academic and clinical training in a master’s program in speech-language pathology or in a doctoral program in audiology, although others may pursue alternative fields such as special education, teacher training in English speakers of other languages, rehabilitation services, prelaw, and premed. Students who have a bachelor’s degree but have not completed the requirements for a Major in Speech-Language Pathology/Audiology must complete prerequisite courses before they can apply to the graduate program. For more information on the graduate program in speech-language pathology/audiology, see the graduate catalogue.

LEARNING AIMS

Intellectual Excellence

- Students will develop a passion for intellectual curiosity and a habit of intellectual inquiry.
- Students will develop and maintain habits of academic honesty and integrity.
- Students will understand the interconnectedness of speech-language pathology and audiology coursework, and the relationship of this coursework to other disciplines.

Critical Understanding: Thinking, Reading, and Analyzing

- Students will critically evaluate new information utilizing prior knowledge and sound evidence.
- Students will analyze and solve problems of both theoretical and applied natures using logical reasoning and appropriate sources of information.
- Students will be able to research a topic using both printed and electronic sources, with an appreciation of the advantages and limitations of information technology.

Eloquentia Perfecta

- Students will use speech and writing effectively, logically, clearly, persuasively, and responsibly.
- Students will use appropriate writing styles, including research and professional writing, for different audiences.
- Students will understand communication variables including the needs, values, preferred mode of communication, and cultural/linguistic background of the listener.

Faith and Mission/ Promotion of Justice

- Students will respect the dignity and value of all humans and will promote justice for all individuals through a commitment to those who are disadvantaged or marginalized particularly because of issues with communication.
- Students will think about, write about, and talk about others using “person first” language, focusing on the individual as a person first with other characteristics, including disabilities, as secondary identifiers.

Diversity

- Students will be knowledgeable of, sensitive toward, and respectful of, communication differences due to race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and/or disabilities
- Students will appreciate the multiplicity of viewpoints in theory and practice within speech-language pathology and audiology.

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*

- SP102 Introduction to Human Communication*
- ST110 Introduction to Statistical Methods and Data Analysis*
- WR100 Effective Writing
Language Core
Social Science Core

Spring Term

- HS101 Europe and the World Since 1500
- SP103 Introduction to Communication Disorders*
- Language Core *or*
Elective
Science Core (BL Course)
Social Science Core

Sophomore Year*Fall Term*

- EN101 Understanding Literature
- PL201 Foundations of Philosophy
- SP205 Phonetics*
- SP207 Speech and Language Development*
- SP301 Anatomy and Physiology:
Speech and Voice*

Spring Term

- PL200-Level Philosophical Perspectives Course
- SP201 Fundamentals of Hearing*
- SP303 Sociolinguistics*
English Core
Science Core (CH/GL/PH Course)

Junior Year*Fall Term*

- SP304 Articulation and Phonology*
- SP306 Observation Methods and Techniques in
Speech-Language Pathology/Audiology*
- TH201 Introduction to Theology
Fine Arts Core
Nondepartmental Elective

Spring Term

- SP308 Professional and Technical Writing in
Speech-Language Pathology/Audiology*
- SP405 Organic Bases of Childhood
Communication Disorders*
History Core
Theology Core
Elective

Senior Year*Fall Term*

- SP400 Speech and Voice Science*
- SP412 Clinical/Ethical Seminar in Speech-
Language Pathology/Audiology*
- SP440 Clinical Audiology*
Ethics Core
Nondepartmental Elective
Elective**

Spring Term

SP406 Organic Bases of Adult Communication Disorders*

Nondepartmental Elective

Elective**

Elective

* Required for major.

** May be used for possible clinical placement.

1. Majors must complete ST110 and two science courses (one biology and one chemistry or physics) to fulfill the math/science core requirement. (Note: For admission into most Au.D. programs, one of the science courses must have an associated lab.)
2. The following courses are **electives** within the major: SP214, SP312, SP314, SP414, SP417, SP441, SP443, SP444. Students who wish to pursue graduate studies in speech-language pathology are strongly encouraged to take SP441 in their senior year.
3. Some states require teacher certification in order to pursue a career within the school system. Interested students should check each state's requirements and consult with their major advisor.
4. The curriculum includes primarily core courses for the freshman and sophomore years. Students often complete two major courses in the freshman year, and a consistent number of major courses thereafter. Major courses are offered at least one time each semester.
5. Students planning to study abroad should talk with International Programs, the Academic Advising and Support Center, and the department's director of undergraduate studies **and** their academic advisor during their freshman or sophomore year to plan their course of study. While the department encourages students to participate in programs that they choose, coursework in the major cannot be fulfilled in the study abroad program except in Newcastle, and the department cannot guarantee the sequence or availability of courses as outlined should the student choose to study abroad.
6. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies). Currently, SP303 and SP312 fulfill the diversity requirement for the Class of 2010 and beyond.

COURSE DESCRIPTIONS

SP102 Introduction to Human Communication (3.00 cr.)

Effective communication is a critical skill affecting most, if not all, areas of our personal and professional lives. The speech and hearing processes, as well as the components and principles surrounding human communication are addressed. The impact of perception, difference, and language on human communication is explored and evaluated. Communication specific to gender, culture, and personal relationships is examined, culminating in evaluation of others and ourselves.

SP103 Introduction to Communication Disorders (3.00 cr.)

A survey of the disorders of speech, language, and hearing in pediatric, adolescent, and adult populations. The role of the speech-language pathologist and audiologist in the identification and treatment of individuals with these disorders is addressed. Students learn the professional vocabulary and concepts that are the foundation for advanced courses in the department.

SP201 Fundamentals of Hearing (3.00 cr.)

Prerequisite: SP102 and SP103 (either may be taken concurrently). *Restricted to majors.* An introduction to acoustics and psychoacoustics as they apply to hearing and the communication process. Detailed information on the anatomy and physiology of the human peripheral and central auditory mechanisms is provided. An in-depth study of the pathological conditions that can/may affect those mechanisms is presented.

SP205 Phonetics (3.00 cr.)

Prerequisite: SP102, SP103. Restricted to majors or students with written permission of the undergraduate program director. Students learn principles of speech sound production and use of the International Phonetic Alphabet for phonetic transcription. Normal rule-based variations in sound production are discussed, specifically as related to different dialects and idiolects. Students also learn auditory discrimination of speech sound productions with reference to diagnosing and treating speech disorders.

SP207 Speech and Language Development (3.00 cr.)

Prerequisite: SP102, SP103. Restricted to majors. Covers typical speech and language development in children from birth through adolescence. Provides students with information regarding the phonological, morphological, semantic, syntactic, and pragmatic processes of normal speech and language development. Also explores specific acquisition sequences and the impact of social and cultural influences on communication development.

SP214 Introduction to Sign Language (3.00 cr.)

Students master the basics of communicating with finger spelling and American sign. Coursework addresses the culture, politics, and history of the Deaf. Considers the impact of deafness on the individual, the family, and the community in relation to their psychological, sociological, and legal perspectives. American sign language and signed English are introduced.

SP301 Anatomy and Physiology: Speech and Voice (3.00 cr.)

Prerequisite: SP102 and SP103 (either may be taken concurrently). *Restricted to majors.* The study of the structures and functions that support the processes of normal voice and speech production. The speech systems of respiration, phonation, articulation are studied in depth. There is an introduction to neuroanatomy as it relates to human communication and an introduction to swallowing.

SP303 Sociolinguistics (3.00 cr.)

Prerequisite: SP102, SP103. *Restricted to majors.* The field of sociolinguistics deals with the ways in which language serves to define and maintain group identity and social relationships among speakers. Students learn to describe relationships between language and society, including regional and social variation and gender differences. Language variations are compared through the lens of phonology, morphology, syntax, semantics, and pragmatics.

SP304 Articulation and Phonology (3.00 cr.)

Prerequisite: SP102, SP103, SP205. *Restricted to majors.* Anatomical, physiological, neurological, and acoustic bases of speech sound disorders and phonological systems. Current theories and evidence-based practices in assessment and intervention related to phonological development, articulation, oral motor skills, childhood apraxia of speech, phonological processes, phonological awareness, social dialects, and bilingualism are addressed.

SP306 Observation Methods and Techniques in Speech-Language Pathology/Audiology (3.00 cr.)

Prerequisite: SP102, SP103. *Restricted to majors.* Students gain knowledge and experience in clinical practice methods, both in the classroom and through outside clinical observations across a wide range of ages and variety of speech, language, swallowing, and hearing problems. In addition to scheduled lecture periods, students observe in the Loyola Speech and Hearing Clinic, and a minimum of two off-campus settings. Upon satisfactory completion of this course, students will have fulfilled the observation requirements of the American Speech-Language-Hearing Association for professional certification.

SP308 Professional and Technical Writing in Speech-Language Pathology/Audiology (3.00 cr.)

Prerequisite: SP102, SP103, SP207, SP304 (may be taken concurrently). *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. *Service-learning required.*

SP312 Cultural Diversity in Communication (3.00 cr.)

Prerequisite: *Restricted to majors or students with written permission of the undergraduate program director.* Focuses on the role and impact of communication in a multicultural society. The course specifically examines systems and characteristics of culture, as well as the role of perception and bias on intercultural communication. The students are required to examine their own biases and are expected to learn, expand, and develop more successful means of communication with members across a variety of societies.

SP314 Intermediate Sign Language (3.00 cr.)

Prerequisite: SP214 or written permission of the undergraduate program director. *Restricted to majors.* Expands the student's sign language vocabulary and increases speed, accuracy, and fluency of sign language communication. Students give several signed presentations to the class. ASL word order and idioms are highlighted. Discussion of sign language interpreters and the laws governing interpreters in the fifty states are addressed. Lectures focus on deaf culture.

SP400 Speech and Voice Science (3.00 cr.)

Prerequisite: SP102, SP103, SP205, SP301. *Restricted to majors.* Students learn advanced physiology and acoustics of speech and voice production, as well as current research and theory regarding speech perception. Technological advances in the measurement of the parameters of both normal and disordered speech and voice production are introduced. Laboratory sessions during which students analyze the acoustic properties of speech are included.

SP405 Organic Bases of Childhood Communication Disorders (3.00 cr.)

Prerequisite: SP102, SP103, SP301. *Restricted to majors.* A survey of the physical, psychological, and neurological bases of communication disorders in young children. Topics may include the overview of special education for children and the identification, definition, and description of the impact of these disor-

ders on communication disorders. *A service-learning and/or field experience may be included.*

SP406 Organic Bases of Adult Communication Disorders (3.00 cr.)

Prerequisite: SP102, SP103, SP301. Restricted to majors. A survey of acquired neurological disorders in the adult population. An overview of normal neuroanatomy and neurophysiology is followed by topics: aphasia, right hemisphere disorder, traumatic brain injury, dementia, and motor speech disorders. Career choices in medical speech pathology are explored.

SP412 Clinical Seminar in Speech Pathology/Audiology (3.00 cr.)

Prerequisite: SP102, SP306, SP308 (may be taken concurrently), and senior standing. Restricted to majors. Weekly seminar sessions focus on clinical issues in speech pathology and audiology, as well as professional and ethical issues that relate to the field. Clinical case presentations are used.

SP414 Advanced Intermediate Sign Language (3.00 cr.)

Prerequisite: SP214, SP314, or equivalent. Restricted to majors. Emphasis is 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.

SP416 Independent Study in Speech-Language Pathology/Audiology (3.00 cr.)

Prerequisite: Admission by approval of department committee. Restricted to majors. Enables students to pursue advanced study on topics of individual interest under faculty supervision. *May be repeated once for credit.*

SP417 Clinical Research in Speech-Language Pathology (3.00 cr.)

Prerequisite: SP306, SP308, SP412 (may be taken concurrently), and written or electronic permission of the instructor or undergraduate program director. Restricted to majors. Supervised clinical research in speech-language pathology at an off-campus setting, to include direct intervention services with clients and possible screenings and/or evaluation for the purpose of data collection. *Admission by invitation of the undergraduate program director. May be repeated for credit.*

SP440 Clinical Audiology (3.00 cr.)

Prerequisite: SP102, SP103, SP201. Restricted to majors. A study of the assessment of the auditory and balance systems. Differential diagnosis of hearing disorders in children and adults, middle ear analysis, speech audiometric procedures, site of lesion assessments, electrophysiological auditory assessments, and

behavioral auditory assessments are addressed. Students participate in lab exercises and clinical report writing to reinforce the lectures regarding the diagnostic procedures.

SP441 Aural Habilitation (3.00 cr.)

Prerequisite: SP440. Restricted to majors. A study of the effects of hearing impairment on the communication abilities of adults and children. Adult social, emotional, and communication competency is addressed with a focus on conversational repair. Assessment and intervention strategies and amplification systems are highlighted, including hearing aids, assistive technology aids, and cochlear implants. Pediatric populations are covered including educational options, assessment, and intervention methods. An overview of syndromes associated with hearing impairment is presented.

SP443 Clinical Practice in Audiology I (3.00 cr.)

Prerequisite: SP306, SP440, and written or electronic permission of the clinical placement director. Restricted to majors. Supervised clinical practice; clinical experience at the on-campus clinical centers and off site screening settings. Students administer diagnostic procedures and produce clinical reports and document contact in client records. Students are expected to adhere to all HIPAA confidentiality guidelines. Clinical practice involves participation during the fall and/or spring terms. *Admission by application to the director of clinical placements in spring of junior year.*

SP444 Clinical Practice in Audiology II (3.00 cr.)

Prerequisite: SP306, SP440, SP443, and written or electronic permission of the clinical placement director. Restricted to majors. Advanced supervised clinical practice; clinical experience at on-campus clinical centers and off-site screening settings. Clinical practice involves advanced participation in clinical diagnostic and assessment procedures, as well as administering preventative hearing screenings. Students are expected to interpret results of audiological test procedures. Students are expected to adhere to all HIPAA guidelines regarding confidentiality. *Admission by application to the director of clinical placements. (Spring only)*

Office: Humanities Center, Room 042c

Telephone: 410-617-2219

Website: www.loyola.edu/theology

Chair: Frederick Bauerschmidt, Professor

Professors: Frederick Bauerschmidt; James J. Buckley; Angela Russell Christman; John J. Conley, S.J.; Stephen E. Fowl; Brian F. Linnane, S.J.; Claire Mathews-McGinnis

Associate Professors: R. Trent Pomplun; Joseph S. Rossi, S.J.; Arthur M. Sutherland

Assistant Professors: J. David Decosimo; Rebekah Ann Eklund; John R. Kiess; Maiju Lehmijoki-Gardner (visiting)

Instructor: Daniel Wade McClain

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. The electives aim to introduce students 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. Loyola's theology courses are addressed to all students—Catholic and Christian, Jewish or members of other religions, doubters and nonbelievers.

LEARNING AIMS

Students who successfully complete the theology major will be able to:

- describe the major events of the biblical narrative and name significant figures and events in the Bible, locating them temporally and spatially in relation to one another;
- distinguish different approaches to biblical interpretation and assess their relevance for particular theological aims;
- describe major doctrinal disputes and figures in the history of Christianity, locating them temporally and spatially in relation to one another;
- analyze and assess the significance of selected historical theological debates for Christians today;
- relate different Christian doctrines to one another in a systematic way and articulate the interconnections between them;
- relate Christian theological views to currents in the wider culture, including the views of other religious traditions;
- analyze and evaluate the congruities and incongruities between Christian theological views and other phenomena of human culture;
- practice the technique of “close reading” of a theological or other text;
- write papers using clear and persuasive language to analyze and appraise theological and other positions.

MAJOR IN THEOLOGY

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

- Introduction to Theology (TH201)
- Second Theology Core (TH202–299)
- Ethics Core (TH300–319)
- Ten (10) additional courses in theology, including at least: two courses from Bible (TH221–239, TH341–360); two courses from History (TH202–220, TH321–340); one course from Christian Theology (TH240–260, TH361–380); one course from Theology, Ethics and Culture (TH261–280, TH381–399); and Senior Seminar (TH400).

Normally, majors take courses at the 300-level. Up to three courses beyond the core may be taken at the 200-level to complete the major.

BACHELOR OF ARTS**Freshman Year***Fall Term*

PL201 Foundations of Philosophy*
 TH201 Introduction to Theology *or*
 Elective
 WR100 Effective Writing**
 Language Core
 Math/Science Core

Spring Term

HS101 Europe and the World Since 1500**
 PL200-Level Philosophical Perspectives Course*
 Language Core *or*
 Elective
 Theology Core *or*
 Elective
 Elective

Sophomore Year*Fall Term*

EN101 Understanding Literature
 History Core**
 Math/Science Core
 Social Science Core
 Elective**

Spring Term

English Core
 Math/Science Core
 Social Science Core
 Theology Elective*
 Elective**

Junior Year*Fall Term*

Ethics Core
 Fine Arts Core
 Theology Elective*
 Elective*
 Elective**

Spring Term

Theology Elective*
 Theology Elective *or*
 Elective
 Nondepartmental Elective
 Elective
 Elective**

Senior Year*Fall Term*

Theology Senior Seminar
 Theology Elective*
 Theology Elective**
 Nondepartmental Elective
 Elective

Spring Term

Theology Elective*
 Theology Elective*
 Theology Elective**
 Nondepartmental Elective
 Elective

* Required for major.

** Terms may be interchanged.

1. **Core Requirements:** All students are required to take two courses in theology: Introduction to Theology (TH201), followed by a second theology core course (TH202–299).
2. TH201 is the prerequisite for all courses TH200-level and above.
3. **Ethics Core Requirement:** Each student must take one course in ethics or Christian ethics, preferably in junior or senior year. This course may be elected from those offered by the Philosophy (PL300–319) or Theology Departments (TH300–319). Organically related to TH201, the ethics courses offered

by the Theology Department focus on the crucial struggle of our time: the struggle for faith and that struggle for justice which it includes.

- Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

INTERDISCIPLINARY MAJOR IN THEOLOGY

Students pursuing the interdisciplinary major should plan their course of study in consultation with a major advisor in theology and a major advisor in the other relevant department. Theology requirements for the major are as follows:

- Introduction to Theology (TH201)
- Second Theology Core (TH202–299)
- Ethics Core (TH300–319)
- Four (4) additional theology courses, as follows: one course from Bible (TH221–239, TH341–360); one course from History (TH202–220, TH321–340); one course from Christian Theology (TH240–260, TH361–380); one course from Theology, Ethics and Culture (TH261–280, TH381–399)*
- Two Theology Electives*

* No more than two of the courses beyond the core may be taken at the 200-level.

ACCELERATED B.A.–M.T.S. PROGRAM

Theology majors who intend to pursue graduate studies and who achieve a GPA of 3.500 or better become eligible to apply to the department's accelerated B.A.–M.T.S. program. This program enables students to take up to two graduate courses per semester (fall/spring) during their senior year which count toward both the bachelor's and master's degrees. Students accepted into the accelerated program will be assigned an advisor in the department who will work with them to determine which graduate courses they should take in their senior year.

Students with an interest in the accelerated program who meet the GPA requirements are encouraged to apply. Candidates are selected based on GPA, letters of reference, a statement of purpose, and GRE scores. Applications may be obtained through the department's website. Completed applications are due by **March 15** of the student's junior year.

MINOR IN THEOLOGY

- Introduction to Theology (TH201)
- Second Theology Core (TH202–299)
- Ethics Core (TH300–319)
- Four (4) additional theology courses, as follows: one course from Bible (TH221–239, TH341–360); one course from History (TH202–220, TH321–340); one course from Christian Theology (TH240–260, TH361–380); one course from Theology, Ethics and Culture (TH261–280, TH381–399)*
- Two Theology Electives*

* No more than two of the courses beyond the core may be taken at the 200-level.

COURSE DESCRIPTIONS

TH100 Christianity in the Czech Republic (3.00 cr.)
Students explore aspects of Christianity while studying in Prague, Czech Republic. *Does not fulfill theology core requirement.*

TH201 Introduction to Theology (3.00 cr.)
An introduction to the Jewish and Christian scriptures, the history of Christianity, and the way these texts and traditions challenge, and are challenged by, the contemporary world.

TH202 Theology and Catholic Autobiography (3.00 cr.)
Prerequisite: TH201. Why have Catholics produced an astonishing number of autobiographies? Is it because of Augustine, often credited with creating the genre? Or is it because of the place of spiritual journey in Catholic tradition? Or is it because of a relationship between public conversation and private confession? To answer these questions, students explore the meaning of conversion, calling, and commitment, as well as the value and limits of autobiography as a method of theological reflection. *IC*

TH203 Catholic Church: Life and Thought (3.00 cr.)
Prerequisite: TH201. A survey of the seminal events of the two-thousand-year history of the Catholic Church. Because the Church's history is so vast and complex, and its membership so various, key events are presented through the prism of the lives and thought of major figures. Generally, the persons selected are canonized saints or those proposed for canonization; whether pope or lay woman, each is acknowledged to have lived a Christ-like life, sometimes under the most trying circumstances. Without exception, the persons

studied are integral to universal Catholicism and can accurately be called re-formers of the Church. Profoundly involved with the ideas, issues, movements, and crises of their time, they exerted an extraordinary influence on contemporaries, becoming in the process exemplars for future generations of Catholics. In this way, they shaped the course of Church history. Students assess carefully why the weight of their accomplishments is felt even to this day. *IC*

TH204 The History and Theology of the Papacy (3.00 cr.)

Prerequisite: TH201. Restricted to students studying in Rome. Presents the theological and historical development of the papacy. The course is linked with various places in the city of Rome that were of particular importance in this history. *IC/II*

TH205 Christian Rome: Understanding Jesus Christ in Rome (3.00 cr.)

Prerequisite: TH201. Restricted to students studying in Rome. Christians confess Jesus of Nazareth to be the Messiah or Christ awaited by Israel and the Son of God made flesh. Different ages have had different ways of expressing this understanding, both in theological discourse as well as in art, monuments, and the lives of saints. Students explore the various ways that Christians have spoken and represented their belief in and the devotion to Jesus. In this way, they encounter the riches of theological reflection on Jesus, using the history, art, and architecture of the city of Rome as a means of focusing their discussion. *IC/II*

TH206 Liturgical Art and Architecture (3.00 cr.)

Prerequisite: TH201. An exploration of theology expressed in Christian liturgical art, architecture, and worship space. Using an historical approach, the diverse forms, contexts, and world views that have shaped ritual, visual objects, and worship space from the early church to the present are investigated, each with the purpose of understanding the underlying theology of the worshipping community's understanding of the sacred, their relationship to God, and their relationship to each other. *Offered in Rome.*

TH211 Women in the Christian Tradition (3.00 cr.)

Prerequisite: TH201. Examines the contributions of women to the Christian tradition, as well as questions addressed by their presence through the use of primary texts and monographs. Writings include Augustine's letters to women and such topics as the role of widows in the early church and medieval reformers and abbesses. The modern era includes women evangelicals, questions raised by some contemporary feminists, and women and religion in America. *IC/IG*

TH214 Friends and Foes: Jews and Christians through the Ages (3.00 cr.)

Prerequisite: TH201. The almost two-thousand-year relationship between Christianity and Judaism has often been characterized, at best, by fear and mistrust, and at worst, by violence and antagonism. Studies the relationship between Church and Synagogue from its beginnings in the first century to the current day. *IC*

TH216 Ignatius and the Jesuits: History and Spirituality (3.00 cr.)

Prerequisite: TH201. A theological and historical investigation of the Society of Jesus, arguably the most influential order in the history of the Catholic Church. From the religious conversion of Saint Ignatius Loyola in Renaissance Spain to the state of the Jesuit order in contemporary America, this course endeavors to clarify and interpret the intellectual, spiritual, and pedagogical vision of Ignatius and his followers. The survey includes an examination of the Spiritual Exercises; a study of the evolution of the Society's structure and mission from the first Jesuits to the present; analyses of diverse Jesuit writings over the centuries; a survey of the dazzling triumphs and nefarious intrigues imputed to the Society, and an overview of sundry 'jesuitical' observations on issues facing Catholics at the end of the twentieth century. *IC*

TH218 Sacred Journeys: The History and Theology of Christian Pilgrimage (3.00 cr.)

Prerequisite: TH201. From the Church's earliest days, pilgrims have taken lengthy, sometimes dangerous journeys to visit holy places—to walk where Jesus walked and to see where saints lived and died. The development of Christian pilgrimage, from its beginnings to the present day, is studied with emphasis on the theological concepts behind pilgrimage practices. Visits to local pilgrimage sites are included. *IC*

TH220 The Catholic Church in the United States (3.00 cr.)

Prerequisite: TH201. From the Colonial Era to the present. Examines the relationship between the Catholic Church and American culture. Special attention devoted to Catholic attitudes toward independence and the Revolutionary War; the trusteeship controversy; nativism; post-Civil War movements; American imperialism and neutrality prior to United States entrance into World War I; positions on foreign affairs, e.g., the Spanish Civil War, Fascism, and World War II; domestic background of the Second Vatican Council and ecumenism. *IC/IU*

TH222 The Kingdom of God (3.00 cr.)

Prerequisite: TH201. The image of the Kingdom of God provided the focal point for the message and ministry of Jesus. It has also proved to be a decisive

image for Christian theology, particularly in discussions about how the church should relate to secular powers. Begins by studying Jesus' proclamation of the Kingdom of God as it is related in the gospels. It then looks at such figures as Augustine, Luther, and contemporary liberation theologians in order to see how this image of God's kingdom has and continues to inform Christian thought and practice.

TH224 The Gospels and the Earliest Churches (3.00 cr.)

Prerequisite: TH201. Explores what we can discover about Jesus and the earliest Christian communities from the texts of the Gospels and other early Christian literature. Constantly examines how such knowledge is relevant to Christian life today. *IC*

TH225 Biographical Tales of the Bible (3.00 cr.)

Prerequisite: TH201. Explores stories of various individuals from the Old and New Testaments (Abraham, Joseph, Moses, David, Ruth, Esther, Jesus, etc.); analyses 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. *IC*

TH229 Images of God in Scripture (3.00 cr.)

Prerequisite: TH201. Examines the various images/titles given to God in the Old and New Testaments from an historical theological perspective. Some images/titles discussed are God the Father, God the Mother, the Divine Warrior, the Good Shepherd, the Storm God, Christ the King, the Lamb of God and God the Judge. Since our understanding of God is largely shaped by the image we have of Him, this course explores the influences these images/titles have had and continue to have on our approach to worship, on our concept of Church, and on our self understanding in relation to God.

TH231 Story and Revelation:

The Art of Biblical Narrative (3.00 cr.)

Prerequisite: TH201. Examines the ways in which the Old and New Testaments use storytelling as a medium for revelation. We will look both at the literary features of particular biblical narratives and the theological perspectives presented in those stories.

TH241 Christian Feast and Devotions (3.00 cr.)

Prerequisite: TH201. An exploration of the origin, development, and significance of feast, seasons, and devotions in the life of the Christian community: Sunday observances, Easter and Lent, Christmas and Advent, devotion to the saints, Marian devotions, and Eucharistic devotions. *May be offered in Rome.*

TH242 A History and Theology of Saints (3.00 cr.)

Prerequisite: TH201. Addresses Christian sanctity as a topic that not only opens a view to central aspects of Catholic faith but also to Western history more generally. Content focuses on the medieval period (500–1500) when the cult of saints held a central position not only in religion but also in social, cultural, and even political life. Students also study the biblical and early Christian influence on the understanding of sanctity as well as the role of the saints in modern Western culture. *IC*

TH243 Heaven and Hell (3.00 cr.)

Prerequisite: TH201. Are heaven and hell real or merely symbolic? What is the ultimate fulfillment of heaven, and how is it related to fulfillment here and now? What is the eternal loss and misery of hell, and how is it compatible with God's infinite mercy? Analyzes human destiny in light of our own task of character formation. Special attention paid to creation and original sin, the offer of salvation, the interplay of grace and freedom. Also treats Church teaching on purgatory, as well as theological speculations about "limbo." *IC*

TH244 Forgiveness and Reconciliation (3.00 cr.)

Prerequisite: TH201. Forgiveness and reconciliation are central to a Christian understanding of God and to Christian life. Several different dimensions of forgiveness and reconciliation are explored, including how forgiveness of sin is related to Jesus' ministry, death, and resurrection; and what forgiveness and reconciliation entail in liturgical and communal contexts. Some moral and political issues are also considered; e.g., the relationships between forgiveness and accountability and forgiveness and memory. Readings are drawn from both theological and nontheological sources. *IC*

TH245 Eucharist (The Mass)

in Ordinary Time (3.00 cr.)

Prerequisite: TH201. Studies the history of the Eucharist in Jesus and his Judaism, the logic of traditional controversies over the Eucharist (for example, arguments over "real presence"), and the way the Eucharist challenges (and is challenged by) modern men and women. Most importantly, it studies how the Eucharist can be a way of thinking about God's world through thinking about the ordinary times of our own lives. *IC*

TH246 Who is Jesus? (3.00 cr.)

Prerequisite: TH201. Explores the identity of Jesus Christ, as expressed in Scripture, the doctrine and tradition of the Church, as well as in art and literature. Emphasizes the historical context of Jesus' life, the variety of ways in which the significance of that life has been articulated over the centuries, and

the ways in which one might discern faithful from unfaithful articulations. *IC*

TH247 The Presence of God: Christian Mysticism, East and West (3.00 cr.)

Prerequisite: TH201. An introduction to the Christian mystical tradition, from its roots in the first century to the present. The course examines biblical texts that have been significant sources of Christian mysticism, as well as the writings of important figures in the mystical tradition. *IC*

TH249 Christian Sacraments (3.00 cr.)

Prerequisite: TH201. Examines various understandings of the nature of the Church and the sacraments, focusing particularly on the interrelationship between the two. Specific issues include the place of Israel and the Christian community in the teachings of Jesus and the early Church, the historical development of the practice and theology of the sacraments, the past and present controversies over the nature of both Church and sacraments. Special attention paid to the Roman Catholic tradition, but Protestant and Eastern Orthodox perspectives are also included. *IC*

TH261 Introduction to Judaism (3.00 cr.)

Prerequisite: TH201. Evolution of Jewish belief and practice from Abraham to modern times; the historical relationship between Judaism and Christianity.

TH262 African American Religious Thought (3.00 cr.)

Prerequisite: TH201. Americans of African descent have accumulated a variety of religious experiences and thought since the 1600s. This course places those experiences and thoughts in historical context and seeks to uncover their impact on and importance for theology, politics, society, literature, and the arts. Selected readings in Cone, Raboteau, Hurston, Thurman, and others. *IAF/IU*

TH263 The Catholic Church in the Czech Republic (3.00 cr.)

Prerequisite: TH201. Students explore the Catholic Church in the Czech Republic through an understanding of the history of the Czech Republic in relation to religion. Of particular interest is the period under communism and the role of the underground church. The course ends by focusing on Catholicism in the contemporary Czech Republic. *Taught as part of the Loyola summer program in Prague, Czech Republic. (Summer only)*

TH265 World Christianity (3.00 cr.)

Prerequisite: TH201. Christianity is a global phenomenon. There are far more Christians living outside of the United States than inside of it. Diverse forms of Christi-

anity from around the world are presented. In addition, the impact of the immigration of Christians from other countries on U.S. churches is explored. *IC/IL*

TH266 Christian Theology and World Religions (3.00 cr.)

Prerequisite: TH201. Jews and Christians have long dealt with what modern people call "other religions." They have sometimes talked and worked with such religions; they have sometimes debated with them, or gone to war; and, perhaps most often, they have ignored them. This course studies a narrative of the interaction of Christian theology and other religions from the early Church (Jews and Greeks) through the Middle Ages (Islam) and Catholic Reformation (the Jesuit missions to China) to the rise and demise of "religion" in our own time. Course focus is placed on contemporary debates, particularly the issue of "truth" as it arises in Buddhist-Christian conversation and debate. *IA/IC*

TH269 Theology and Literature (3.00 cr.)

Prerequisite: TH201. A study of major themes in Christian theology which juxtaposes works of modern fiction and poetry with theological writing. *IC*

TH270 Creation and Evolution (3.00 cr.)

Prerequisite: TH201. Prepares students to appreciate what both the Judeo-Christian religion and the sciences say about the world in which we live. Includes an historical review of both the religion and scientific sides so students can situate contemporary views of nature and God. *IC*

TH272 The Christian Imagination (3.00 cr.)

Prerequisite: TH201. Is there a distinctively Christian imagination? What is the relation between faith and human creativity? Do, or should, Christians have a particular way of understanding artistic and literary expression? Students examine a broad range of commentary concerning "the Christian mind," including biblical and historical writings, novels, poetry, drama, psychology, mystical literature, and film.

TH273 Urban Health and Faith (3.00 cr.)

Prerequisite: TH201. Examines the impact of religious traditions and faith communities on the understanding and management of urban health issues such as infectious diseases, health disparities, food access, addictions, and public safety.

TH301 Ethics: Theology and Ethics of Hospitality (3.00 cr.)

Prerequisite: TH201. Examines theological sources and foundations for hospitality. Practices of hospitality such as monastic life, pilgrimages, and hospitals are contrasted with vices of inhospitality such

as wrath, gluttony, and bribery. The class considers topics like individualism, friendship, and vulnerability that are applicable to issues like ethnocentrism, health care, and urban planning. *IC*

TH303 Ethics: Ancient, Modern, and Christian Approaches to Ethics (3.00 cr.)

Prerequisite: TH201. Studies the ways in which Christians of the first six centuries answered the question: How should one live? Pays particular attention to the themes which emerge in their answers to this question; e.g., the imitation of Christ, holiness, and the virtues. While some New Testament texts are 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. *IC*

TH304 Ethics: Introduction to Christian Ethics (3.00 cr.)

Prerequisite: TH201. Introduces students to the Christian understanding of the moral life through a critical examination of some of the classical texts concerned with this issue. *IC*

TH305 Ethics: Contemporary Moral Issues (3.00 cr.)

Prerequisite: TH201. An inquiry into the process of deliberate and voluntary moral decision, into the ways in which persons assume and assess responsibility for such decisions, and into the formation of conscience and character. Practical applications are made to questions of peace and violence, resources and poverty, marriage and sexuality, education, medicine and politics. Endeavors, through discussion, to share values, insights, and experience with a view to growth in freedom and responsibility.

TH307 Ethics: Marriage and Sexuality (3.00 cr.)

Prerequisite: TH201. A Catholic theology of human sexuality and the marriage covenant including an analysis of such specific issues as pre- and extramarital sex, homosexuality, marital exclusivity and indissolubility, contraception, abortion, and responsible parenthood. *IC*

TH308 Ethics: Justice and the Church in the World (3.00 cr.)

Prerequisite: TH201. What does faith have to do with politics, economics and ethics in general? Can we say or do anything that will move forward the debates about abortion and sexuality, friendship and the shape of the political commonweal? In terms of theory, the course looks to Christian Scripture, philosophers and theologians to study what has come to be known as

'Catholic social teaching'. This theory is then applied to contemporary ethical questions. *IC*

TH310 Ethics: Peace Ethics (3.00 cr.)

Prerequisite: TH201. Concentrates on the theological roots of religious efforts to contribute to peace between and within individuals, nations, and religions. The course surveys the three most important models for thinking about conflict (holy war, just war, and pacifism) in the history of Judaism, Christianity, and Islam. It also analyzes the contribution of the Catholic Church in the twentieth century, along with other contemporary peace initiatives and their theological backgrounds. *IC*

TH311 Ethics: Spirituality and Social Ethics – Biblical and Theological Perspectives (3.00 cr.)

Prerequisite: TH201. Explores ethical issues on both a theoretical and practical level. It begins with biblical and theological bases for thinking about human rights and human responsibilities toward God and neighbor. Contemporary, practical issues explored include how we acquire and distribute our wealth as individuals and as a society, as well as issues of diversity, privilege, poverty, racism, and the environment. Readings in black, liberation, and feminist/womanist theologies as well as Catholic social teaching comprise a significant portion of the study. *IC*

TH315 Ethics: Catholic Social Thought in the United States (3.00 cr.)

Prerequisite: TH201. American Catholic social thought is a collection of diverse notions and proposals for making American society conform to principles of social justice, elucidated by scripture, tradition, and religious, social and economic experience. Attempts an historical understanding of trends and patterns in the Catholic encounter with social and economic developments in the United States such as emancipation, cosmopolitan conformism, immigration, temperance, industrialization, the labor movement, the New Deal, civil rights, the 'Social Gospel', women's rights, nuclear war, critiques of liberal capitalism.

TH316 Ethics: Catholic Spiritual Life in the United States (3.00 cr.)

Prerequisite: TH201. Spirituality is understood in its functional connotation, as referring to the world of the American Catholic Church in its social, ethnographic, geographical, and even political and economic dimensions and ramifications as they related to formal ecclesiastical life, sacramental practice, ritual activity, contemporary theologies, popular piety—common and persistent beliefs and practices, the line where religion shadows off into superstitions, attitudes toward death, conceptions of hell and visions

of the after life, parish life, and regional contrasts among different parts of America. Accents what it was like to be an ordinary Catholic in diverse places at various points in American history. *IC/IU*

TH319 Ethics: The Church and the Human Body (3.00 cr.)

Prerequisite: TH201. An exploration of Catholicism's approaches to the human body from the earliest days of the Christian community to contemporary America. Identifies and evaluates the extensive theological and philosophical tradition that Catholicism has brought to matters such as birth control, abortion, celibacy, marriage, chastity, heterosexuality and homosexuality, and self-mortification. Also considers positions within the Church that challenge(d) official Catholic teaching. *IC*

TH321 Studies in the Protestant Reformation (3.00 cr.)

Prerequisite: TH201. The aim of this course is to understand some of the developments, movements, and ideas in early modern Europe that fostered Protestant history, theology, and ethics. Primary figures include Luther, Erasmus, Calvin, and Zwingli along with radical, English, and Catholic reformers.

TH322 Christianity and Its Critics (3.00 cr.)

Prerequisite: TH201. Beginning with the earliest followers of Jesus, Christianity has responded to criticism from those outside the faith and from dissenters within. This course investigates historical, theological, political, sociocultural, and philosophical problems related to Christianity and asks students to evaluate ancient and modern critiques of Christianity and judge the adequacy of Christianity's response. *IC*

TH325 From Christopher Columbus to Global Catholicism (3.00 cr.)

Prerequisite: TH201. The Catholic Church is arguably the first, if not the only, truly global culture. Students are introduced to the development of global Catholicism, beginning with the discovery of the New World in 1492. Topics include inter-religious dialogue, the spirituality of the missions, and the modern conflict between church and state. *IC*

TH326 Ignatius Loyola and the Spiritual Exercises (3.00 cr.)

Prerequisite: TH201. A series of meditations on the life of Christ and God's grace in our daily lives, the *Spiritual Exercises* of Ignatius Loyola are the foundation of Jesuit spirituality. This class is a close reading of the entire text in light of key theological concepts such as sin, grace, vocation, and redemption. *IC*

TH327 The Virgin Mary in Scripture and Tradition (3.00 cr.)

Prerequisite: TH201. Devotion to Mary is an essential element of Catholicism. This course studies Marian devotion from the early Church to Pope John Paul II. Topics include Mary's divine motherhood, immaculate conception and assumption, and the (very controversial) doctrines of her role in salvation history as coredemtrix and mediatrix of grace. *IC*

TH329 Medieval Women Authors (3.00 cr.)

Prerequisite: TH201. An exploration of the social setting and theologies of medieval women authors, including such figures as Catherine of Siena and Julian of Norwich. *IC/IG/IM*

TH331 Finding God in All Things: Spirituality and Prayer in the Christian Tradition (3.00 cr.)

Prerequisite: TH201. How do we find God? How does God find us? Introduces students to a wealth of prayerful practices, from the traditional to the innovative (e.g., "Jesuit breadmaking"). Classic and contemporary texts, media, and practical exercises. *No prior experience in prayer or spiritual practice is presumed. IC*

TH335 An Introduction to the Theology of Saint Augustine (3.00 cr.)

Prerequisite: TH201. Studies the life and writings of the great fifth-century bishop and theologian, Augustine of Hippo. Topics include grace, free will, scripture, and the role of civil authority. *IC/IM*

TH336 Catholic Intellectual Life in the United States: Two Hundred Years of American Catholic Opinion (3.00 cr.)

Prerequisite: TH201. The thoughts and opinions of John and Charles Carroll, John England, Orestes Bronson, Isaac Hecker, John Lancaster Spalding, John Courtney Murray, Thomas Merton and other American Catholic intellectuals on major questions affecting the country, the world, and the Church. A study of topics such as Enlightenment Christianity; separation of church and state; the principles behind lay/clerical controversies; Catholicism and Republicanism; the Age of Romanticism and the Return of the Medieval Ideal: Ultramontanism and Americanism; antidemocratic theories; American messianism; religious liberty, academic freedom, and the possibility of religious experience. *IC/IU*

TH338 The Theology of Thomas Aquinas (3.00 cr.)

Prerequisite: TH201. Thomas Aquinas was a major medieval theologian who remains as controversial in the twentieth century as he was in the thirteenth century. Studies Aquinas' life and social context, his exegesis of Scripture, and selections from his major

theological works. Focuses on how Aquinas might be a resource for responding to contemporary theological, philosophical, and political questions. *IC/IM*

TH346 Disputing the Bible (3.00 cr.)

Prerequisite: TH201. Examines a selection of arguments from the first through the twentieth centuries about how to interpret the Bible. *IC*

TH347 Jesus and the Gospels (3.00 cr.)

Prerequisite: TH201. Students examine a variety of issues surrounding the portrayal of Jesus in the Gospels of the New Testament and in other early Christian writings. *IC*

TH349 Learn to Do Right: Biblical Perspectives on Social Justice (3.00 cr.)

Prerequisite: TH201. Significant texts from both the Old and New Testaments are covered, providing religious foundation for social ethics. Biblical writings provide the primary texts along with assigned secondary readings. The principle requirements are a term paper, frequent shorter papers, and class reports. *Seminar format with class participation expected. IC*

TH350 Prophets and Peacemakers (3.00 cr.)

Prerequisite: TH201. The Old Testament (Hebrew Bible) contains stories about prophets as well as texts attributed to these prophets. This course examines both. In addition, students study prophetic activity from a sociological/cross-cultural perspective, examine New Testament reinterpretations of prophetic texts, and explore the possibility of modern prophets and modern applications of ancient prophetic texts. *IC*

TH354 Male and Female in the Kingdom of God: Contemporary Gender Perspectives on the Bible (3.00 cr.)

Prerequisite: TH201. Examines the presentation of gender in the Bible, as well as contemporary readings of biblical texts informed by modern gender studies perspectives. While taking seriously the Church's claim to the Bible as scripture, students explore how the cultural milieu in which its texts were written has shaped them. Explores competing claims that the Bible is largely male-centered and used to support oppressive structures, or that it offers a life-giving message of liberation in spite of its cultural and historical background, in light of the complexities of communal practices and hermeneutical approaches. *IC/IG*

TH355 Saint Paul and His Writings (3.00 cr.)

Prerequisite: TH201. Explores the writings and theology of Paul the apostle. Topics include selected readings from Paul's writings, study of Paul's life and times, and an engagement with secondary literature. *Enrollment limited to 15 students. IC*

TH356 Genesis: Exploring the Bible's

First Book

(3.00 cr.)

Prerequisite: TH201. Genesis: the first and most famous book of the Bible, containing its earthiest and its most famous stories. Sex, sibling rivalry, love and heartbreak, folklore, and folk magic—it is all there, even Joseph and his “amazing technicolor dream-coat.” The course takes students through Genesis slowly and carefully, along with history's memorable interpretations. *IC*

TH360 The Biblical Imagination (3.00 cr.)

Prerequisite: TH201. Examines biblical narratives, interpretations of those narratives from a range of historical periods and perspectives, and literary works that engage those narratives in various ways. Deepens students' knowledge of the Bible, and of theological inquiry and its methods. *Same course as HN360.*

TH362 Hope, Death, and the End of the World (3.00 cr.)

Prerequisite: TH201. This seminar studies the partly overlapping and partly opposed claims about the end-time among Catholics and Protestants, Christians and Jews, members of other religions, and unbelievers. Will everyone be saved, or will some go to heaven and some to hell? What do Christians mean when they confess that Jesus Christ will come again to judge the living and the dead or that they look forward to the resurrection of the body and eternal life? Why have Catholics, Orthodox, and Protestants disagreed over purgatory and prayers for the dead? What end does God intend for the world, and how can this end justify hope in a world so deeply wounded by our own indifference and despair, wars, and deaths? Traditional and contemporary books on these issues are read; students, as individuals and a group, develop their own answers to these questions as they learn the answers of others. *IC*

TH363 Sacraments and the Christian Life (3.00 cr.)

Prerequisite: TH201. Examines how Christian worship, especially the sacramental worship of Catholics, shapes and is shaped by commitments regarding the ethical and political action of Christians. *IC*

TH364 What is Truth? (3.00 cr.)

Prerequisite: TH201. “What is Truth?” is the question Pilate asked of Jesus in John's Gospel—the same Jesus who proclaimed himself, “the way, the truth, and the life.” “What is Truth?” is also a question asked by ordinary folk as they confront the mysteries and tragedies of life. It is even a question that arises for believers when they ask how (or whether) their beliefs are true—or whether and how their lives are true to their beliefs. The question has been addressed by ancient, as well as modern, philosophers and theologians.

The first half of the course is spent reading classic theological and philosophical sources on truth—Scriptures, traditional theologians like Anselm and Aquinas, the death of truth in Nietzsche, and its resurrection after Wittgenstein. The second half is spent reading modern theologians on truth—Karl Barth, Karl Rahner, Gustavo Gutiérrez—and recent literature on the relationship between theories of truth and the doctrine of the Trinity. *IC*

TH365 Theology and Art (3.00 cr.)

Prerequisite: TH201. What is beauty? What does it mean to be a beautiful person? Can there be an image of a beautiful God? What does the vision of the crucified Christ mean for our conceptions of what beauty is? These and other questions are examined through study of both written discussions of beauty and art and artistic objects in the Christian tradition. Texts include writings on beauty from Saint Augustine and medieval authors; writings from the iconoclastic controversy; writings concerning the Christian appropriation of non-Christian images; and John Paul II's Letter to Artists. *Includes museum visits. IC/IM*

TH366 Catholic Theology in Modernity (3.00 cr.)

Prerequisite: TH201. For the past two centuries Catholic theology had engaged in a debate over the relationship between traditional Catholic and specifically modern practices and teachings. The goal of this course is to study this debate, learning to assess the positions of its major participants. Readings center on the First and Second Vatican Councils, as well as the writings of significant Catholic theologians from the twentieth century. *IC*

TH367 Vatican II and the Postconciliar World (3.00 cr.)

Prerequisite: TH201. The Second Vatican Council (1962–1965) was a meeting of Catholic bishops and theologians to reform and renew the Catholic Church, including the Church's relationship to the modern world, other Christians, and other religions. This course examines the Council's documents and their impact on Catholics and others today. *IC*

TH368 The Church (3.00 cr.)

Prerequisite: TH201. This course provides an introduction to ecclesiology, primarily from a Catholic perspective, by examining the different ways theology has studied and defined the community of faith. Specifically, the course outlines how the community of faith has understood and organized itself, beginning with the ministry of Jesus and ending with the contemporary Church, giving special attention to the impact of Vatican II. In addition, the Church's marks, its mission, and the theological implications of its more salient contemporary challenges are examined.

TH369 Faith and Reason (3.00 cr.)

Prerequisite: TH201. An investigation of the ways faith has reasoned about itself in relation to challenges in the ancient, medieval, modern, and post-modern worlds. The course eventually focuses on select problems in contemporary theology such as the nature and tests of truth; theology and scientific reasoning; reasoning about Scripture and tradition; God's own reason or logos; the truth of traditional claims about creation, incarnation, resurrection, and so forth. *IC*

TH381 Faith and Film: The Apostle's Creed in the American Cinema (3.00 cr.)

Prerequisite: TH201. Frank Capra, one of the truly great directors of cinema's first century, left us this testimony from the artist's viewpoint to the consequences of film's power: "Only the morally courageous are worthy of speaking to their fellow men for two hours in the dark. And only the artistically incorrupt will earn and keep the people's trust." The twofold purpose of this course is to analyze the meaning of the fundamental truths of the Christian faith and to explore the American cinema's capacity to convey those truths. *IC/IF/IU*

TH384 Christianity and Islam (3.00 cr.)

Prerequisite: TH201. Students explore the nature, shape, and prospects of dialogue between Christianity and Islam. *GI/IC*

TH385 The Theological and the Religious in International Cinema (3.00 cr.)

Prerequisite: TH201. Going beyond a narrow evaluation of the morality of films or the mere recognition of their explicit religious subject matter, this course considers specifically religious or theological issues raised in non-American cinema. It also explores the theological implications of some international films that do not deal explicitly with religious issues, events, or even symbols. Finally, recurring theological and religious references are investigated, such as cinematic analogues of both redemption and damnation and figures of Christ and Satan. *IC/IF*

TH386 Fundamental Questions of Morality (3.00 cr.)

Prerequisite: TH201. An analysis of contemporary, ethical theories with primary focus on a theory of basic human goods. Considers how norms for moral living are derived according to the principle of integral human fulfillment in those goods and discusses how that principle bears on issues of human life and sexuality. Also examines the relation of faith to morality, particularly the moral implications of hope for fulfillment in Christ. *IC*

**TH387 International Catholic Literature
in the Twentieth Century (3.00 cr.)**

Prerequisite: TH201. As the twentieth century comes to a close, perceptive readers of world literature are confronted with an amazing, some might even say bewildering, reality: a sizeable amount of this “secular” century’s most significant and compelling literary works have been penned by confessing Catholic authors. Far from ignoring or even masking their beliefs, these writers go to great lengths to portray and dramatize them, frequently over or against the prevailing cultural and ethical theories, philosophies, and ideologies of the day. Stellar examples of such authors are Georges Bernanos, Paul Claudel, Shusaku Endo, Graham Greene, Flannery O’Connor, and Evelyn Waugh. Students examine outstanding literary attempts by these writers, and other less well-known Catholics, that deal with a wide variety of encounters between Catholic religious life and thought and contemporary culture. *IC*

TH390 What is Patience? (3.00 cr.)

Prerequisite: TH201. This course doubts if patience is only waiting, watching, and worrying about time going by. Rather, as the Greeks proposed, patience has many connotations, uses, and requirements. Starting with the biblical books of Job and James, students consider why patience is fundamental to the Western tradition. Adding on Cyprian, Shakespeare, and Churchill, students progress through a series of readings about the conditions and causes that make our pursuit of patience a sign post of industry, a symbol of resistance, and a contract with ourselves and society. *Same course as HN390.*

TH396 Christianity and Global Justice (3.00 cr.)

Prerequisite: TH201. Do we have an obligation to those who live beyond our borders? Are the needs of strangers a matter of justice or charity? What institutional form should our responses take? This course draws upon resources within the Christian ethical tradition to address these questions. Topics include humanitarian aid, military intervention, international criminal justice, development, and others.

TH397 Ethics after God (3.00 cr.)

Prerequisite: TH201. Ethics can be “after God” in two senses—by proceeding as if God’s nonexistence is irrelevant or by following, in obedience, after God. This seminar explores both of these approaches and their relation by examining topics of interest to both: what it means to live well; love, freedom, and identity; and the concepts of holiness, virtue, the sacred, the horrendous, and divine commands.

**TH398 Euthanasia and the Problem
of Suffering (3.00 cr.)**

Prerequisite: TH201. How can a good, all-powerful God allow the innocent to suffer? Is it licit to end suffering by intentionally ending the life of the suffering person? This course addresses the age old problem of evil and suffering from the perspective of both Christianity and unbelief. The question of whether human suffering can be meaningful is considered by taking up the issue of euthanasia. The related issues of what constitutes “ordinary” (and thus morally required) and “extraordinary” (and thus not morally required) care is discussed in light of a consideration of whether human life is intrinsically valuable and inviolable no matter what its condition. *IC*

**TH399 Contemporary Catholic
Intellectual Life (3.00 cr.)**

Prerequisite: TH201. A team-taught course exploring the wide spectrum of contemporary Catholic intellectual life, focusing on the areas of theology, philosophy, politics, and literature. Students seek to understand not only debates within those areas but also attempt to explore lines of continuity stretching across the different genres of thought. For instance, how are the debates in philosophy related to different approaches to literature? Or, how do different theological methods affect how one approaches politics? Examples of thinkers studied include Karl Rahner, Hans Urs von Balthasar, Elizabeth Johnson, and David Tracy in theology; Edith Stein, Charles Taylor, Alasdair MacIntyre, and Jean-Luc Marion in philosophy; Dorothy Day, Gustavo Gutiérrez, and Richard John Neuhaus in politics; as well as Shusaku Endo, Flannery O’Connor, Mary Gordon, and Graham Greene in literature. The intersection of all four disciplines in the writing of Pope John Paul II is also considered. *IC*

TH400 Senior Seminar (3.00 cr.)

Prerequisite: TH201. *Restricted to senior theology majors.* Senior theology majors are introduced to contemporary debates in various areas of theology.

Office: Humanities Center, Room 250d

Telephone: 410-617-2228

Website: www.loyola.edu/writing

Chair: Peggy O'Neill, Professor

Professors: Brian Murray; Peggy O'Neill; Ron Tanner

Associate Professors: Karen Fish; Ilona M. McGuiness; Cindy Moore; Jane Satterfield

Assistant Professors: H. Allen Brizee; Margaret Musgrove; Terre Ryan; Lisa Zimmerelli

Affiliate Faculty: Ned Balbo; Matthew Hobson; Timothy D. Houghton; Andrea M. Leary

Students interested in writing can pursue the Major in Writing; the Interdisciplinary Major in Writing, which allows students to divide their time evenly between writing and another discipline; or the Minor in Writing. In short, there is great flexibility in a student's program. Those who choose either major will enter a community in which they develop expertise in a broad array of skills and genres. What is more, the Writing Department affords students many opportunities for internships, cocurricular activities, and pre-professional development. Writing majors typically go on to become editors, desktop publishers, teachers, lawyers, reviewers, newsletter managers, and consultants, as well as published authors.

LEARNING AIMS

In writing courses, students read widely across genres, cultures, disciplines, and media to:

- develop knowledge of the world beyond the self;
- develop a language of cultivated response;
- discern rhetorical and stylistic strategies that best suit particular arguments, situations, and audiences;
- develop an appreciation of language.

In order to produce finished, polished texts that show competence in the standards of English usage and style, students:

- write widely across genres and for a variety of purposes, showing an ability to adjust style appropriately to audience and situation;
- develop a distinctive voice with original ideas through frequent practice;

- situate themselves in a larger intellectual conversation by developing and researching ideas;

- write multiple drafts of extended works in order to extend the rhetorical strategies addressed in Effective Writing (WR100);

- develop an ability to critique other's writing constructively and to use the same to effectively work collaboratively through frequent group exercise (workshops) and conferences;

- learn to use technology to the best advantage of their writing through daily exposure, understanding both the various forms of media and their rhetorical effects.

MAJOR IN WRITING

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

- WR100 or WR101 or HN210
- WR200 or WR201
- WR220 or WR221
- WR230 or WR231
- Nine 300- or 400-level electives (exclusive of WR400)
- Senior Seminar: New Writers (WR400)

BACHELOR OF ARTS

Freshman Year

Fall Term

EN101 Understanding Literature
WR100 Effective Writing*
Language Core
Math/Science Core
Social Science Core

Spring Term

HS101 Europe and the World Since 1500
WR200 Art of Nonfiction* *or*
WR230 Art of Poetry and Fiction
WR220 Art of Rhetoric*
English Core
Language Core *or*
Elective

Sophomore Year*Fall Term*

PL201 Foundations of Philosophy
 WR200 Art of Nonfiction* *or*
 WR230 Art of Poetry and Fiction
 WR300-Level Elective*
 History Core
 Social Science Core

Spring Term

PL200-Level Philosophical Perspectives Course
 WR300-Level Elective*
 Natural Science Core
 Nondepartmental Elective
 Elective

Junior Year*Fall Term*

TH201 Introduction to Theology
 WR300-Level Elective*
 WR300-Level Elective*
 Nondepartmental Elective
 Elective

Spring Term

WR300-Level Elective*
 WR300-Level Elective*
 Theology Core
 Nondepartmental Elective
 Elective

Senior Year*Fall Term*

WR300-Level Elective*
 WR300-Level Elective*
 Ethics Core
 Fine Arts Core
 Elective

Spring Term

WR300-Level Elective*
 WR400 Senior Seminar: New Writers*
 Math Core
 Elective
 Elective

* Required for major.

1. WR100 or WR101 is the prerequisite for most upper-level writing courses and must be taken in the freshman year. (Honors students fulfill this prerequisite through HN210.)

2. All WR300-level courses include a course-appropriate research component.
3. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

INTERDISCIPLINARY MAJOR IN WRITING

Requirements for the major and an example of a typical program of courses are listed below. Within the typical program, "Type A" courses stand for writing courses, and "Type B" courses stand for courses in the second discipline.

- WR100 or WR101 or HN210
- WR200 or WR201
- WR220 or WR221
- WR230 or WR231
- Four WR300- or 400-level courses
- Five (usually) upper-level courses in another discipline (e.g., English, art, history, modern languages, philosophy, political science, etc.)
- Senior Seminar: New Writers (WR400)

BACHELOR OF ARTS**Freshman Year***Fall Term*

WR100 Effective Writing*
 Fine Arts Core
 Language Core
 Math/Science Core
 Social Science Core

Spring Term

WR200 Art of Nonfiction* *or*
 WR230 Art of Poetry and Fiction
 WR220 Art of Rhetoric*
 EN101 Understanding Literature
 HS101 Europe and the World Since 1500
 Language Core *or*
 Elective

Sophomore Year

Fall Term

WR200 Art of Nonfiction* *or*
 WR230 Art of Poetry and Fiction
 PL201 Foundations of Philosophy
 TH201 Introduction to Theology *or*
 Elective
 English Core
 Math/Science Core

Spring Term

PL200-Level Philosophical Perspectives Course
 Major Course (Type A)*
 Major Course (Type B)*
 History Core
 Math/Science Core

Junior Year

Fall Term

TH201 Introduction to Theology *or*
 Elective
 Major Course (Type A)*
 Major Course (Type B)*
 Social Science Core
 Elective

Spring Term

Major Course (Type A)*
 Major Course (Type B)*
 Theology Core
 Nondepartmental Elective
 Elective

Senior Year

Fall Term

Major Course (Type A)*
 Major Course (Type B)*
 Ethics Core
 Nondepartmental Elective
 Elective

Spring Term

WR400 Senior Seminar: New Writers*
 Major Course (Type B)*
 Nondepartmental Elective
 Elective
 Elective

* Required for major.

1. WR100 or WR101 is the prerequisite for most upper-level writing courses and must be taken in the freshman year. (Honors students fulfill this prerequisite through HN210.)
2. All WR300-level courses include a course-appropriate research component.
3. Students who choose the Interdisciplinary Major in Writing and Communication will not be allowed to count any courses twice.
4. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

MINOR IN WRITING

- WR200 or WR201
- Five additional WR courses
- Senior Seminar: New Writers (WR400)

COURSE DESCRIPTIONS

WR100 Effective Writing (3.00 cr.)

Introduces students to the discipline of writing in the university through the critical and creative study of the contemporary essay within a rhetorical framework. Students learn to conceive an original idea, develop implications of thought, use language effectively, and conduct inquiry (including basic library research). Students develop a full writing process—planning, drafting, revising based on critical feedback from peers and instructor, and editing. Provides a foundation for both faculty and students to build upon as students move across the curriculum. *Required of all students.*

WR101 Effective Writing: Seminar (3.00 cr.)

A special section of WR100 designed for students who have demonstrated success in writing. *By invitation only. (Fall only)*

WR200 Art of Nonfiction (3.00 cr.)

A foundational course designed for students who wish to explore writing nonfiction. Students read and analyze a range of conventional and experimental texts and practice techniques of writing various forms of nonfiction. Students produce several works of nonfiction while cultivating skills that can be useful in literary, academic, and professional settings. Ideal elective for students who want to extend their ability to write well.

WR201 Art of Nonfiction: Seminar (3.00 cr.)

A special section of WR200 designed for students who have demonstrated success in writing. *By invitation only.*

WR220 Art of Rhetoric (3.00 cr.)

Prerequisite: WR100 or WR101. Through close analysis and production of nonfiction prose, students develop an understanding and appreciation of how today's writers employ strategies—first articulated by classical rhetoricians—to inform and persuade a variety of contemporary audiences. Special emphasis is given to the dynamic relationship between writer, audience, text, and social context. Ideal for students who wish to further develop skills essential in both academic and civic settings.

WR221 Art of Rhetoric: Seminar (3.00 cr.)

Prerequisite: WR100 or WR101. A special section of WR220 designed for students who have demonstrated success in writing. *By invitation only.*

WR230 Art of Poetry and Fiction (3.00 cr.)

A foundational course designed for students who wish to pursue study in creative writing or those who simply wish to “try it out.” Students read various examples of contemporary fiction and poetry to acquire a sense of context. They draft and revise original stories and poems in order to develop an appreciation of what it means to create literature in the modern world. *A prerequisite for WR300-level offerings in fiction, poetry, or playwriting.*

WR231 Art of Poetry and Fiction: Seminar (3.00 cr.)

A special section of WR230 designed for students who have demonstrated success in writing. *By invitation only.*

WR301 Writing about Science (3.00 cr.)

Prerequisite: WR100 or WR101, and one WR200-level course; or *written permission of the instructor.* Students practice techniques of writing nonfiction for the general public and engage in rhetorical analysis of the representation of science in popular discourse. Students read contemporary popular nonfiction that draws upon science and learn how writers use the art of prose to contribute to scientific literacy. *A background in science is not required.*

WR302 Wet Ink: Writing and Editing for Publication (3.00 cr.)

Prerequisite: WR100 or WR101, and one WR200-level course. A survey of the history and growth of publication from the Gutenberg Press to electronic books. Study involves hands-on work with all elements of publishing and editing from a writer's perspective. The course culminates with students editing and producing an original chapbook of writing from work they have solicited.

WR303 History of Genre (3.00 cr.)

Prerequisite: WR100 or WR101, and one WR200-level course. Students learn about the history of a selected genre, such as the essay, short story, novel, or poem. Writing assignments may include textual analyses and academic essays, as well as multimedia projects like presentations, videos, websites, and blogs. *Topic announced each time course is offered. May be repeated for credit with different topics.*

WR305 Writing for the Web (3.00 cr.)

Prerequisite: WR100 or WR101. Students learn about the conventions, theories, and ethics of online discourse and write for the Internet using applications such as WordPress, Dreamweaver, and Photoshop. Assignments include research and writing in the Web's major genres: reviews, how-to articles, website design, and blogs. Students also build a website and compose an online portfolio to showcase their work.

WR311 Style (3.00 cr.)

Prerequisite: WR220 or WR221 or *written permission of the instructor.* A study of rhetorical effects in many types of discourse. Students learn a substantial vocabulary for figures of speech and rhetorical schemes. Through writing rhetorical analyses and invention exercises which use the figures and schemes, students become more sophisticated readers and versatile writers.

WR320 Art of the Argument (3.00 cr.)

Prerequisite: WR220 or WR221 or *written permission of the instructor.* 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.

WR322 Gendered Rhetoric (3.00 cr.)

Prerequisite: WR220 or WR221. 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. *IG*

WR323 Writing Center Practice and Theory (3.00 cr.)

Prerequisite: WR100 or WR101, and written or electronic permission of the instructor. Prepares students to tutor in the Writing Center by addressing both practical and theoretical issues of one-to-one peer tutoring, such as consulting strategies, the role of grammar instruction, the role of computers, and record keeping. Students read current literature in the field, develop a sense of themselves as writers, role-play tutoring scenarios, observe tutors in the Writing Center, and tutor students (under supervision). (*Fall only*)

WR324 Speech Writing and Delivery (3.00 cr.)

Prerequisite: WR100 or WR101. Informed by classical rhetoric, students become skilled in the Jesuit tradition of *eloquentia perfecta*: clear thought delivered eloquently. Students, transforming theory into practice, have ample opportunity to practice speaking to inform, persuade, or commemorate. Subjects for speeches are drawn from political and social issues; the course also offers a business segment devoted to interviewing and communicating in the workplace. The class improves the chance of success in other courses that require oral presentations; it builds a confidence and ability to speak in groups and to a public audience that is a lifetime asset.

WR325 Rhetoric of Professional Writing (3.00 cr.)

Prerequisite: WR100 or WR101, and one WR200-level course. A study of the genre conventions of professional texts, such as letters, memorandums, job search documents, reports, and presentations, within a rhetorical framework. Students analyze the writing expectations associated with a variety of professions; examine ways that audience, purpose, form, and context shape professional genres; analyze the interplay of visual rhetoric and text; analyze the way technology influences the content, form, and effectiveness of texts; and produce texts in various genres.

WR326 Technical Writing (3.00 cr.)

Prerequisite: WR305 or WR325 or WR327; or written permission of the instructor. An advanced course in technical writing. Students use rhetorical theories and industry standard technology for client-based work or civic engagement to create traditional and multimedia documents. Areas of study include grant and proposal writing, research methods, online instructions, websites, and various forms of social media. Subject matter also includes ethics and the role of technical writers as project managers and decision makers in the workplace.

WR327 Civic Literacy (3.00 cr.)

Prerequisite: WR100 or WR101. Students investigate the theoretical and experiential nature of literacy/litera-

cies as a central form of civic action and social justice. Students collaborate with a local adult literacy program in Baltimore in a project-based service-learning model. By integrating theory (readings) and practice (service) through a variety of assignments such as essays, journals, advocacy pieces, and exams, this course challenges students to see literacy as multifaceted and to think critically about the links between literacy and choice, power, democracy, and freedom.

WR333 Writing Fiction (3.00 cr.)

Prerequisite: WR230 or WR231. Training in the art of the short story. Students write several short stories for the course, revising the best of them for their grades. Workshop discussions evaluate work in progress and completed stories. Readings from current writers.

WR334 Forms of Fiction (3.00 cr.)

Prerequisite: WR230 or WR231. A study in short fiction in its various forms, including ancient tales to nineteenth-century sketches and twenty-first-century microstories. Students gain the historical and critical context necessary for understanding such movements as realism, fabulism, and minimalism, examining the stories themselves to see how each genre is distinct. Writing activities afford students the opportunity to explore various stylistic elements of the short story.

WR335 Advanced Fiction: The Short Story (3.00 cr.)

Prerequisite: WR333 or WR334. A continuation of intermediate fiction writing, on an advanced and individual level. Students write and revise two or more short stories of publishable quality. *May be repeated for credit.*

WR340 Writing Poetry (3.00 cr.)

Prerequisite: WR230 or WR231. A workshop course in writing poetry, emphasizing a range of subjects and types. Contemporary readings.

WR341 Poetic Forms (3.00 cr.)

Prerequisite: WR230 or WR231. A study of the ways poems are put together through the science of prosody and the less exact methods of free verse. Each system has its distinctive history, vocabulary, and seminal texts; the thesis is that, whether imposed or discovered, form can always be analyzed. Students read and write about the scholarship of the science, perform extensive scansions and explications of poems, and write their own poems in received, concocted, and ad hoc forms.

WR342 Advanced Poetry (3.00 cr.)

Prerequisite: WR340 or WR341. A continuation of WR340 or WR341 on an advanced level. A workshop in writing poetry. Readings from current writers.

WR343 Writing for the Stage (3.00 cr.)

Prerequisite: WR230 or WR231. A practical course in play writing which explores various dramatic modes and structures in individual scenes and full-length plays. Covers the poetry of stage dialogue, the rise and fall of action, characterization, and basic technical information.

WR344 Fundamentals of Film Studies (3.00 cr.)

An introduction to film technology and techniques, coupled with a survey of film history from the silent era through contemporary cinema. Students learn to identify the specific roles of the artists who collaborate to create a film. They also learn film history through an introduction to major directors (e.g., Griffith, Eisenstein, Renoir, Welles, Hitchcock, Kurosawa) and movements (e.g., German Expressionism, Italian neorealism, *film noir*, the French New Wave). *IF*

WR345 Screen Writing for Film and Television (3.00 cr.)

Prerequisite: WR230 or WR231. 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. *IF*

WR347 Comics in America: From Sunday Funnies to Graphic Novels (3.00 cr.)

Prerequisite: WR100 or WR101, and one WR200-level course. From the nineteenth century's first comic strips to the present day's graphic novels, comic strips and comic books have combined conventions from various sources—fine arts, pulp magazines, genre literature, radio, *film noir*, and more—to produce a uniquely American art form. This course examines the ways that comics both influence and reflect the culture at large, as seen through populist heroes who embody Depression-era dreams, the censorship wars led by Frederic Wertham in the fifties, or the medium's coming of age in the hands of Art Spiegelman and others. Students explore the enduring appeal of graphic narratives and look for their pervasive influence in other media.

WR348 Writing about Music and Culture (3.00 cr.)

Prerequisite: WR100 or WR101, and one WR200-level course. Students explore key genres in writing about popular music of the past century up to the present day. Readings include Greil Marcus on the American ballad tradition; Dorothy Marcic on gender issues in popular hits; Jim Cullen on Bruce Springsteen's relation to Walt Whitman, Mark Twain, and Woody Guthrie; and selections from annual volumes in the Best Music Writing series. Principal assignments include an extended essay/review, a cultural studies

paper, and a memoir/essay connected to issues of music and culture; students choose the artist(s) or genre(s) that they focus on in their papers.

WR350 Art of Prose: Selected Authors (3.00 cr.)

Prerequisite: WR100 or WR101, and one WR200-level course. A study of the nonfiction prose of a single writer across multiple genres. Introduces students to the range and scope of a writer, as well as ways of analyzing a writer's style and the influence of sociocultural factors on a writer's career. Writing assignments may include analytical reading responses, imitations, original essays related to the writer's work, and written exams. *May be repeated for credit with different topics. IU*

WR351 Art of the Essay: Women Writers (3.00 cr.)

Prerequisite: WR100 or WR101, and one WR200-level course. What are American women essayists thinking and writing at this moment in history? This question is investigated through contemporary essays by writers who are women: writers whose work has been nourished and shaped by feminist theory and whose work crosses gender lines, age, and ethnicity; writers whose interests range beyond the domestic or personal sphere. The assigned reading provides models by which students may shape their own ideas and essays. Discussions explore how contemporary American women writers are creating a tradition of their own. The course offers a supportive environment for developing technique and exchanging ideas. *IG/IU*

WR352 Biography and Autobiography (3.00 cr.)

Prerequisite: WR100 or WR101, and one WR200-level course. A study of the ways writers create a "self" and an "other" in language. Covers the range from private writing such as journals to more public forms of biography and autobiography and the imaginative use of those forms. Students read a broad sample of authors and types of writing and write three essays in which they experiment with those types.

WR353 The Contemporary Essay (3.00 cr.)

Prerequisite: WR100 or WR101, and one WR200-level course. The essay is explored as a medium for contemporary thought. Students read and analyze the writing and reflections on writing of such essayists as Ellen Goodman, Tom Wolfe, Alice Walker, Barbara Tuchman, and Calvin Trillin, as well as other work that appears in current magazines, newspapers, and essay collections. Students keep journals, do research, and conduct interviews to produce a portfolio of their own potentially publishable formal and informal essays on issues of their choice.

WR354 Writing about the Environment (3.00 cr.)

Prerequisite: WR100 or WR101, and one WR200-level course, or written permission of the instructor. To write about the environment is to cultivate an appreciation for one's place in regional, national, and global contexts. Students write in various genres as they learn what traditions inform contemporary environmental writing and explore the ways in which representations of nature influence the complex relationship between Americans and the environment. *A background in science is not required. IU*

WR355 Travel Writing (3.00 cr.)

Prerequisite: Online course restricted to Loyola students studying abroad. Students explore the prose genre of travel writing while living and studying abroad. They read in the canon of contemporary and traditional travel literature—newspaper and magazine articles, short pieces, literary essays, and nonfiction books. Inspired and informed by their adventures in the “here and now” of travel abroad, they keep a weekly “memoir journal” and write three major pieces.

WR356 Writers in the Catholic Tradition: Selected Authors (3.00 cr.)

Prerequisite: WR100 or WR101. A study of one or more writers whose work is shaped by the Catholic tradition. Examining work with this common foundation introduces students to the ways that Catholic belief or background may influence a writer's concerns, techniques, or viewpoint. *May be repeated for credit with different topics. IC*

WR357 Writing about Film (3.00 cr.)

Prerequisite: WR344 or written permission of the instructor. 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. *IF*

WR358 Literary Reviewing (3.00 cr.)

Prerequisite: WR100 or WR101, and one WR200-level course. Writing reviews is often a good way to “break into” publishing. Students learn reviewing styles of a wide range of publications and write reviews of contemporary poetry and fiction appropriate to several of those journals.

WR385 Special Topics in Creative Writing (3.00 cr.)

Prerequisite: WR100 or WR101, and one WR200-level course. An in-depth study of an issue or emphasis within the general realms of fiction, poetry, or literary nonfiction. *Topic announced each time course is offered. May be repeated for credit with different topics.*

WR386 Special Topics in Rhetoric (3.00 cr.)

Prerequisite: WR220 or WR221. Students use rhetorical theory to consider a selected area of study, such as gender, ethnicity, religion, current events, or the environment. Writing assignments may include rhetorical textual analyses and academic essays, as well as presentations, videos, websites, and blogs. *Topic announced each time course is offered. May be repeated for credit with different topics.*

WR387 Special Topics in Professional Writing (3.00 cr.)

Prerequisite: WR220 or WR221, or written permission of the instructor. Students learn about and apply rhetorical theories to selected areas of study, such as grants and proposals, visual literacy, writing and technology, technical communication, usability research, and civic engagement. Writing assignments may include traditional genres, such as reports, letters, memorandums, job search documents, and presentations, but also multimedia presentations, videos, websites, and blogs. *Topic announced each time course is offered. May be repeated for credit with different topics.*

WR400 Senior Seminar (3.00 cr.)

Prerequisite: Restricted to seniors. A reading survey of contemporary writers and trends in contemporary writing. Texts are novels, books of poems, and nonfiction prose written within the last 10 years and chosen to provoke discussion of what it means to be a writer today. Requirements may include reading journals, oral reports, issue papers that arise out of class discussion, and a culminating nonfiction prose project that takes advantage of the seminar itself and years of deepening study in core and majors courses. *Required of all writing majors and writing minors.*

WR401 Senior Portfolio (3.00 cr.)

An independent study designed for students who have taken introductory and advanced courses in a sequence in a specific genre. Students select and revise their best work to date and add new work to create a portfolio appropriate for admission to graduate school. Extensive reading is also required. Students meet at least once a week with their faculty sponsor. *By invitation only. A recommended course for writing majors and minors considering graduate school in writing. To be taken as an elective, preferably during the fall semester of the senior year.*

WR402 Writing Internship (3.00 cr.)

Prerequisite: Written or electronic permission of the internship coordinator or department chair. Restricted to junior and senior writing majors, interdisciplinary writing majors, or writing minors. Students plan and apply for a supervised, semester-long internship in a professional workplace that involves writing, editing, teaching, publishing, copy editing, journalism, corporate communications, or other writing-intensive activities. Students are expected to work approximately 10 hours per week for a total of 150 hours. Emphasis on practical professional preparation and creation of a portfolio. May be taken once for degree credit and repeated for non-degree credit. May not be used for core credit. Paid internships are usually ineligible for degree credit. (Fall only)

WR403 Writing Internship (1.00 cr.)

Prerequisite: Restricted to junior or senior writing majors, interdisciplinary writing majors, or writing minors. Written or electronic permission of the internship coordinator or department chair. Students plan and apply for a supervised, semester-long internship in writing in a professional workplace that focuses on writing-related activities such as editing, teaching, publishing, copy editing, media writing, or corporate communications. Students must keep detailed records, complete online assignments, and meet with the internship coordinator while performing at least 50 hours of work at their chosen site. Emphasis on developing practical writing abilities including a portfolio. Does not count toward the 120-credit graduation requirement. May be repeated for non-degree credit only. (Pass/Fail)

Office: Beatty Hall, Room 104
Telephone: 410-617-5310
Website: www.loyola.edu/schoolofeducation

Dean: Joshua S. Smith, Associate Professor
Associate Dean: Cheryl Moore-Thomas,
 Associate Professor

Chair: Wendy M. Smith, Associate Professor

Internship Coordinators, Professional

Development Schools: Deborah Anthony; Allan J. Olchowski; Dana M. Reinhardt; Stacy A. Williams; James Wolgamott

Secondary Minors Advisor: Stacy A. Williams

Special Education Minors Advisor: Elana E. Rock

Professors: Victor R. Delclos; L. Mickey Fenzel; Peter C. Murrell, Jr.; Beatrice E. Sarlos (emerita)
Associate Professors: Marie Celeste; Stephanie A. Flores-Koulish; David Marcovitz; Cheryl Moore-Thomas; Elana E. Rock; Wendy M. Smith
Assistant Professors: Afra A. Hersi; Mark A. Lewis; Allan J. Olchowski; Robert W. Simmons III; Margarita Zisselsberger

Instructors: Deborah Anthony; Kathleen Nawrocki; Maryanne Ralls; Dana M. Reinhardt; Stacy A. Williams; James R. Wolgamott

Clinical Faculty: Monica Phelps; Cathy A. Rosensteel

Affiliate Faculty: David MacGibeny; Mark T. McDonald; Kathleen A. Sears

The Reverend Peter-Hans Kolvenbach, S.J., former Superior General of the Society of Jesus, has described the goal of Jesuit education with the following words: "We aim to form...men and women of competence, conscience, and compassionate commitment." In recognition of its connection to the Jesuit mission of the Loyola community, the School of Education has adopted the three words, Competence, Conscience, Compassion as the foundation for its conceptual framework.

MISSION

Within the Jesuit traditions of intellectual excellence, social justice, ethical responsibility, and *cura personalis*, the School of Education promotes leadership and scholarship in the development of teachers, counselors, administrators, and other educators.

Elementary education majors are prepared for teaching through a program which blends theory with practice. Through field experiences and service-learning courses, education majors obtain experience working with diverse children in urban and suburban

school settings. Majors are placed in a school setting every semester throughout the program of study. The program has been nationally recognized by the Association for Childhood Education International and approved by the Maryland State Department of Education (Elementary Education, Grades 1–6) in partnership with the National Council for Accreditation of Teacher Education (NCATE) and includes the Maryland approved reading courses. Students completing the program satisfy course requirements for certification in the state of Maryland and are eligible for certification in all 50 states and in all U.S. territories through the interstate reciprocity agreement.

To enable education majors to respond to the needs of exceptional children within a school environment, courses in special education are required for all majors. Education majors seeking additional study in this area may choose to minor in special education; however, Maryland certification requirements for special education are not completely met by this minor. A fifth-year program is available for individuals who wish to earn certification in special education along with a master's degree. Loyola's special education master's degree programs have been approved by the Council for Exceptional Children, the Maryland State Department of Education, and the National Council for Accreditation of Teacher Education (NCATE).

A Minor in Secondary Education allows students from other disciplines to complete degree requirements for their major while taking the education courses required for certification. Secondary education certification programs focusing on grades 7–12 are offered in biology, chemistry, earth/space science, English, mathematics, physics, and social studies. Secondary education certification programs focusing on grades PK–12 are offered in art, French, music (both instrumental and vocal), and Spanish. A fifth-year program exists for students who wish to be certified in secondary education through the Master of Arts in Teaching (M.A.T.). Students submit the application by **February 1** of their junior year and take three graduate-level courses in their senior year. These programs have been approved by nationally recognized specialty organizations and the Maryland State Department of Education in partnership with the National Council for Accreditation of Teacher Education (NCATE), and they include the Maryland approved reading courses.

Consistent with Loyola's emphasis on high quality teacher preparation, elementary education majors and students who choose to complete a secondary education minor are required to: maintain a 2.500 overall average in order to remain in good standing and be eli-

gible for Internship I; complete all required education coursework, including field experience; and achieve a score that meets or exceeds the Maryland composite cutoff on the reading, writing, and mathematics portions of the Praxis I: Pre-Professional Skills Tests prior to beginning the internship. (Students who intend to teach in Maryland may substitute qualifying scores on the SAT or ACT for Praxis I scores; contact the department for more information.) In order to complete the requirements for graduation, elementary education majors are required to take the Praxis II content and pedagogy tests in elementary education. Similarly, secondary education minors need to complete the Praxis II content and pedagogy tests in the area.

Beginning Fall 2012, all new students are required to purchase and use LiveText. LiveText is a web-based software application used by the School of Education for key assignment submission, artifact collection, accreditation standard integration, and student assessment in initial licensure and advanced programs. All students in an initial licensure or advanced program are required to purchase the Standard LiveText Student Membership; LiveText accounts can be purchased at the Loyola bookstore or online (www.livetext.com). In addition, all current students taking a course that requires a LiveText assignment must purchase a membership. Using LiveText software in conjunction with Loyola's NCATE-approved, standard-based program allows students to easily align all work with the latest state and federal standards for teacher education programs. They can also easily show *proof* that they have completed requirements for certification. LiveText allows students to showcase their work (worksheets, lesson plans, and other artifacts) at their own discretion to future employers and others. In addition, this software provides powerful tools for creating lesson and unit plans, including built-in standards, resources, and templates.

Many of the department's field, service-learning, practicum, and internship sites now require students placed in their facilities to undergo fingerprinting, drug testing, and a criminal background check before they are allowed to begin their fieldwork. The department will assist students in meeting these requirements before they begin their field placements. Any student not cleared by this process will not be eligible to complete a certification program.

Education students must meet the knowledge, skills, and disposition standards as set forth by the School of Education's national accrediting body. Students who fail to meet these standards in the area of dispositions will have a Professional Assessment Form filed with the department chair by a Loyola faculty member. The resulting Professional Assessment Review

may result in removal from the program and/or internship for the protection of both the Loyola student and the K-12 students. Complete details of this procedure are available in the student handbook.

During the spring of the senior year, elementary education majors who are not eligible for Internship II register for the 12-credit, Noncertification Option, consisting of one departmental elective and three free electives (chosen in conjunction with the advisor). The requirement to take ED 446 is waived for these students; this requirement is replaced with one additional free elective. All other requirements for the major must also be met. Students who complete this option do not complete the Maryland-approved program and cannot be recommended for certification.

Students completing either a Major in Elementary Education or a Minor in Secondary Education complete an internship in a professional development school (PDS). The PDS is a collaborative effort between the local schools and Loyola's School of Education.

ACCREDITATION

The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

LEARNING AIMS

- The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

- The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual and social development of the learner.
- The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

MAJOR IN ELEMENTARY EDUCATION

BACHELOR OF ARTS

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

Freshman Year

Fall Term

- ED100 Introduction to Elementary Education
- PH116 Integrated Science I
- ST110 Introduction to Statistical Methods and Data Analysis
- WR100 Effective Writing Language Core

Spring Term

- EN101 Understanding Literature
- HS101 Europe and the World Since 1500
- PH117 Integrated Science II
- RE219 Processes and Acquisitions of Literacy Language Core *or* Elective

Sophomore Year

Fall Term

- ED202 Child and Adolescent Development
- ED203 Elementary Mathematics Methods
- ED442 Methods of Teaching Science with Field Experience
- PL201 Foundations of Philosophy English Core

Spring Term

- ED205 Educational Psychology
- ED206 Elementary Mathematics Methods Lab
- ED438 Field Experience: Special Education (Elementary)
- PL200-Level Philosophical Perspectives Course
- RE242 Materials for Teaching Reading
- SE496 Introduction to Special Education Fine Arts Core

Junior Year

Fall Term

- ED416 Elementary Social Studies Methods
- TH201 Introduction to Theology History Core
- Mathematics Course
- Elective

Spring Term

- ED440 Field Experience: Reading (Elementary)
- RE344 Assessment and Instruction in Reading I Ethics Core (PL300–319 or TH300–319)
- Theology Core
- Nondepartmental Elective (EC/GY/HS/PS/SC)
- Nondepartmental Elective

Senior Year

Fall Term

- ED404 Internship I and Seminar (Elementary)
- ED421 Comprehensive Classroom Management
- RE420 Assessment and Instruction in Reading II Nondepartmental Elective
- Elective
- Elective

Spring Term

- ED445 Internship II and Seminar *and*
- ED446 Capstone in Elementary Education *or* Noncertification Option (15 credits)

1. Students may take HS340, HS341, HS345, HS346, HS350, HS351, HS352, HS358, HS360, HS366, or HS367 to satisfy the second history core requirement. Honors students must take a 400-level American history course.

2. Students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

MINOR IN SPECIAL EDUCATION

The School of Education offers a Minor in Special Education which provides students with a basic understanding of special education law, the needs of diverse learners, and assessment and instructional strategies to support access to the general education curriculum for children with special needs. For elementary education majors, the Minor in Special Education requires only three additional courses. The Minor in Special Education is available to students in all majors. It includes five courses and a service-learning experience:

- ED421 Comprehensive Classroom Management*
 ED438 Field Experience: Special Education (Elementary) *or*
 ED439 Field Experience: Special Education (Secondary)
 SE482 Assessment and Instructional Planning for Special Education
 SE483 Collaboration and Consultation for Students with Special Needs
 SE495 Improving Access to the General Curriculum for All Learners
 SE496 Introduction to Special Education*

* Taken as part of elementary education major.

Elementary education majors who complete the Minor in Special Education may be eligible to apply to Loyola's one-year, full-time graduate program leading to a master's degree and eligibility for certification in special education at the early childhood (birth to age 8) or elementary/middle (grades 1–8) or secondary (grades 6–12) level.

MINOR IN SECONDARY EDUCATION

The School of Education offers students majoring in certain academic disciplines the opportunity to undertake the coursework needed to become certified to teach on the secondary level in Maryland. The Minor in Secondary Education requires the following coursework, regardless of major:

- ED205 Educational Psychology
 ED429 Secondary Methods of Teaching
 ED432 Internship I and Seminar (Secondary/Middle)
 ED439 Field Experience: Special Education (Secondary)
 RE474 Teaching Reading in the Content Area I
 RE475 Teaching Reading in the Content Area II
 SE496 Introduction to Special Education
 Content Area Teaching Methods
 Internship (Secondary)

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

COMBINED B.A./B.S.—M.A.T. PROGRAM

Undergraduate students from other disciplines who wish to be certified to teach at the secondary level (grades 7–12 or PK–12) may participate in a five-year program resulting in bachelor's degree within their area of major and a Master of Arts in Teaching (M.A.T.). Applicants to the certification program for grades 7–12 must have a major or significant coursework in one of the following certification areas: biology, chemistry, earth/space science, English, mathematics, physics, or social studies. Applicants to the certification program for grades PK–12 must have a major or significant coursework in one of the following certification areas: art, French, music (both instrumental and vocal), or Spanish. Students submit the application by **February 1** of their junior year and take three graduate-level courses in their senior year which count toward both the bachelor's and master's degrees. Students must receive a grade of *B* or better in each of the three courses in order for them to advance to the graduate transcript. Graduate courses taken during the senior year are included in the undergraduate tuition and take the place of undergraduate electives.

A minimum QPA of 3.000 through the fall of the junior year is required for full acceptance. Two professional academic recommendations, standardized test scores, and a personal essay based on a prompt question will be required. It is highly preferable for candidates to

ask the evaluator to submit the MAT Recommendation Form which contains a listing of teacher qualification characteristics. A personal interview may be required. Provisional acceptance may be granted for students with a QPA between 2.750 and 3.000. Under provisional acceptance, students are required to submit evidence of a passing composite score (based on the Maryland cutoff level) on the Praxis I: Pre-Professional Skills Tests before the start of their senior year. Consistent with new regulations for teacher certification set forth by the state of Maryland, qualifying scores on the SAT, ACT, or GRE may be substituted for Praxis I performance (contact the department for specific information). Prior to graduation, candidates must submit the passing results for Praxis II: Content Knowledge exam related to the certification area or, for Spanish students, two ACTFL exams (Oral Proficiency Interview and Writing Proficiency Test). In addition, candidates must submit the results for the Praxis II pedagogy exam relating to their certification area prior to graduation.

COURSE DESCRIPTIONS

EDUCATION

ED100 Introduction to Elementary Education (4.00 cr.)

Prerequisite: Restricted to elementary education majors. An overview of current educational issues integrated with a required service-learning project. An introduction to educational technology is included. *Prerequisite for all fieldwork.*

ED202 Child and Adolescent Development (3.00 cr.)

Prerequisite: Restricted to elementary education majors. An in-depth review of theories and current issues involving the cognitive, social, and physical development of children and adolescents, with a particular emphasis on urban children. Students take part in a service-learning placement in an urban school.

ED203 Elementary Mathematics Methods (3.00 cr.)

Prerequisite: Restricted to elementary education majors. Focuses on developing both conceptual and procedural knowledge of mathematics concepts essential for elementary school teachers and on methods to teach those concepts to children.

ED205 Educational Psychology (3.00 cr.)

Prerequisite: Restricted to elementary education majors or secondary education minors. Explores major theories and principles of learning, motivation, and assessment. Focuses on the theoretical knowledge and the current research and their application to learning and teaching.

ED206 Elementary Mathematics Methods Lab (2–3.00 cr.)

Prerequisite: ED203. Restricted to elementary education majors. Provides students with opportunities to plan and teach mathematics lessons in an elementary school setting. Problem solving, lesson planning, and assessment are included.

ED324 Substance Abuse and Its Effects in Adolescence (3.00 cr.)

Prerequisite: Restricted to elementary education majors. An interdisciplinary service-learning course that addresses the biology and psychology of drug abuse and addiction among adolescents. Trains students (in teams of three) to teach a seven-hour unit on different drugs and their effects to middle school classes in Baltimore City. Sexual behaviors in the context of alcohol and other drug use are also addressed.

ED404 Internship I and Seminar (Elementary) (1.00 cr.)

Prerequisite: Cumulative GPA of 2.500 and a passing score on Praxis I or its equivalent. Restricted to elementary education majors. Students teach lessons according to skills and techniques demonstrated during the methods courses. Includes observations and discussions of teaching in the professional development school setting. *(Pass/Fail)*

ED416 Elementary Social Studies Methods (3.00 cr.)

Prerequisite: Restricted to elementary education majors. Studies the teaching of social studies from a developmental point of view. Methods and materials are presented for children K–8. Emphasizes inquiry approach of teaching and hands-on techniques.

ED421 Comprehensive Classroom Management (3.00 cr.)

Prerequisite: SE496. Restricted to elementary education majors or special education minors. Students demonstrate a thorough understanding of the various models, theories, and principles of behavior management. Students recognize the impact of student cultural background, classroom environment, and instruction on classroom behavior. Each student develops an applied classroom management plan including appropriate classroom design, effective rules, routines, and logical consequences. Social skill development and instruction is modeled and practiced. Students create behavioral intervention plans using skills such as selecting target behaviors, measurement and recording techniques, strategies for increasing or decreasing behavior, and evaluating plan effectiveness. Methods to insure generalization and maintenance of behavioral skills are also described.

ED422 The Teaching of Science (3.00 cr.)

Prerequisite: Restricted to secondary education minors. Presents the general theory of education as applied to the teaching of science. Consideration given to the selection and organization of content and the methods and the techniques associated with national and state standards for science instruction. *One of the six methods courses is required for secondary school teachers by the Maryland State Department of Education.*

ED423 The Teaching of English (3.00 cr.)

Prerequisite: Restricted to secondary education minors. Presents the general theory of education as applied to the teaching of English. Consideration given to the selection and organization of content and the methods and the techniques associated with national and state standards for English instruction. *One of the six methods courses is required for secondary school teachers by the Maryland State Department of Education.*

ED424 The Teaching of Social Studies (3.00 cr.)

Prerequisite: Restricted to secondary education minors. Presents the general theory of education as applied to the teaching of social studies. Consideration given to the selection and organization of content and the methods and the techniques associated with national and state standards for social studies instruction. *One of the six methods courses is required for secondary school teachers by the Maryland State Department of Education.*

ED425 The Teaching of Art (3.00 cr.)

Prerequisite: Written or electronic permission of the advisor. Restricted to secondary education minors. Presents the general theory of education as applied to the teaching of art in grades PK–12. Consideration is given to the selection and organization of content, as well as the methods and techniques associated with the teaching of art.

ED426 The Teaching of Modern Foreign Language (3.00 cr.)

Prerequisite: Restricted to secondary education minors. Presents the general theory of education as applied to the teaching of modern foreign language in grades PK–12. Consideration given to the selection and organization of content and the methods, as well as the techniques associated with national and state standards for foreign language instruction. *One of the six methods courses is required for secondary school teachers by the Maryland State Department of Education.*

ED427 The Teaching of Mathematics (3.00 cr.)

Prerequisite: Restricted to secondary education minors. Presents the general theory of education as applied to the teaching of mathematics. Consideration given to the selection and organization of content and the methods and the techniques associated with national and state standards for mathematics instruction. *One*

of the six methods courses is required for secondary school teachers by the Maryland State Department of Education.

ED428 The Teaching of Music (3.00 cr.)

Prerequisite: Restricted to secondary education minors. Presents the general theory of education as applied to the teaching of music in grades PK–12. Consideration is given to the selection and organization of content, as well as the methods and techniques associated with the teaching of music. *One of the six methods courses is required for secondary school teachers by the Maryland State Department of Education.*

ED429 Secondary Methods of Teaching (3.00 cr.)

Prerequisite: Restricted to seniors minoring in secondary education or students with written permission of the instructor. Introduces students to the general concepts required for teaching at the secondary level. Includes objectives of secondary education, unit and lesson planning, varied instructional techniques, dealing with individual differences, and assessment.

ED430 Field Experience: Science (2.00 cr.)

Prerequisite: Restricted to elementary education majors. *Corequisite:* PH111. Focuses on laboratory, field-oriented, academic, and practical experiences designed to blend the educational principles of science teaching with science content, in an active, student-centered learning environment. Relevance to the elementary and middle school classrooms is established through hands-on, inquiry-based laboratory activities, field-based exercises and research projects, assigned readings, long-term observation projects, curriculum analyses, outdoor field-trips, and nature center visits.

ED431 Field Experience in Education (Elementary) (1–2.00 cr.)

Prerequisite: ED100. Restricted to elementary education majors. A school-based involvement in the educational process for three to four hours per week. Students work with children in the classroom in a variety of ways that include one-to-one instruction and small group teaching. They become acquainted with existing clerical support systems and media resources, and participate in the preparation of learning materials. Problems and techniques of classroom management are experienced in a realistic setting. *(Pass/Fail)*

ED432 Internship I and Seminar (Secondary/Middle) (1.00 cr.)

Prerequisite: Cumulative GPA of 2.500 and a passing score on Praxis I or its equivalent. Restricted to seniors in the fall semester. Restricted to juniors and seniors in the spring semester. The first phase of a two-semester internship, beginning spring of junior year or fall of senior year, in a specified area of certification. Interns observe, reflect, and begin to gain teaching experience in

both a middle and a high school placement. They become acquainted with support systems, school climate, and resources in both placements as well as participate in the preparation of learning materials and in classroom instruction. Problems and techniques of classroom management are experienced in realistic settings. *(Pass/Fail)*

ED433 Internship in Music (12.00 cr.)

Prerequisite: Cumulative GPA of 2.500 and ED432. Restricted to secondary education minors. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). This phase of the internship lasts the entire semester and is split between an elementary and a secondary placement. Interns teach under the supervision of Loyola PDS coordinators and experienced mentor teachers. *(Pass/Fail)*

ED434 Field Experience in Education (Secondary) (1–2.00 cr.)

Prerequisite: ED100. Restricted to secondary education minors. A school-based involvement in the educational process for three to four hours per week. Students work with children in the classroom in a variety of ways that include one-to-one instruction and small group teaching. Problems and techniques of classroom management are experienced in a realistic setting. *(Pass/Fail)*

ED435 Internship in Art (12.00 cr.)

Prerequisite: Cumulative GPA of 2.500 and ED432. Restricted to secondary education minors. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). This phase of the internship lasts the entire semester and is split between an elementary and a secondary placement. Interns teach under the supervision of Loyola PDS coordinators and experienced mentor teachers. *(Pass/Fail)*

ED436 Leadership Seminar I (1.00 cr.)

Prerequisite: Written or electronic permission of the instructor. Restricted to elementary education majors. The purpose of the course is to improve the effectiveness of student instructors of Loyola 101 (LOY101) and the Messina seminars. In addition to serving as student instructors and working with the seminar's faculty instructor, students attend training sessions, prepare readings on leadership in the context of Jesuit education, attend discussion sessions, and submit reflection papers. *Does not count toward graduation requirements. (Pass/Fail)*

ED437 Leadership Seminar II (1.00 cr.)

Prerequisite: Written or electronic permission of the instructor. Restricted to elementary education majors. The purpose of the course is to improve the effectiveness of student

instructors of Loyola 101 (LOY101) and the Messina seminars. In addition to serving as student instructors and working with the seminar's faculty instructor, students attend training sessions, prepare readings on leadership in the context of Jesuit education, attend discussion sessions, and submit reflection papers. *Does not count toward graduation requirements. (Pass/Fail)*

ED438 Field Experience: Special Education (Elementary) (1.00 cr.)

Prerequisite: Restricted to elementary education majors or special education minors. Corequisite: SE496. A school-based involvement in special education for three or four hours per week. Students work with children in the classroom in a variety of ways, including one-on-one instruction and small group teaching. They become acquainted with resources and participate in the preparation of learning materials. Problems and techniques of classroom management are experienced in a realistic setting. *(Pass/Fail)*

ED439 Field Experience: Special Education (Secondary) (1.00 cr.)

Prerequisite: Restricted to secondary education minors or special education minors. Corequisite: SE496. A school-based involvement in special education for three or four hours per week. Students work with children in the classroom in a variety of ways, including one-on-one instruction and small group teaching. They become acquainted with resources and participate in the preparation of learning materials. Problems and techniques of classroom management are experienced in a realistic setting. *(Pass/Fail)*

ED440 Field Experience: Reading (Elementary) (1.00 cr.)

Prerequisite: Restricted to elementary education majors. Corequisite: RE344. A school-based involvement in reading for three hours per week. Students work with children in the classroom in a variety of ways, including one-on-one instruction and small group teaching. They become acquainted with resources and participate in the preparation of learning materials. *(Pass/Fail)*

ED441 Special Topics in Education (2–3.00 cr.)

Examines one or more issues in education, including urban education, teaching bilingual learners, involving families in their children's education, and gender specific issues and solutions. Relevant topics are explored using case studies, current research materials, and classroom experiences. Depending on the needs of the topic, part of the class may be field-based.

**ED442 Methods of Teaching Science
with Field Experience (4.00 cr.)**

Prerequisite: PH116 and PH117, or written permission of the department chair. Academic, laboratory, field-oriented, and practical experiences designed to blend the educational principles of science teaching with science content in an active, student-centered learning environment. Focus is on pedagogical issues in science education for elementary students and includes field-based exercises, assigned readings, long-term observation projects, curriculum analyses, classroom field trips and observations, outdoor field trips, and nature center visits.

**ED443 Field Experience:
Special Education (1.00 cr.)**

Prerequisite: Restricted to students who are not elementary education majors or secondary education minors. *Corequisite:* SE496. A school-based involvement in special education for three or four hours per week. Students work with children in the classroom in a variety of ways, including one-on-one instruction and small group teaching. They become acquainted with resources and participate in the preparation of learning materials. Problems and techniques of classroom management are experienced in a realistic setting. (Pass/Fail)

**ED445 Elementary Internship II
and Seminar (12.00 cr.)**

Prerequisite: Cumulative GPA of 2.500, completion of major coursework, and ED404. Restricted to elementary education majors. Students continue their intensive yearlong internship in this closely supervised, full-time experience in a professional development school. During this second phase, students gradually assume all of the responsibilities of their cooperating teacher. Seminars are held on a regular basis, and topics focus on concerns relevant to the beginning teacher. (Pass/Fail)

**ED446 Capstone in Elementary
Education (3.00 cr.)**

Prerequisite: Restricted to elementary education majors. *Corequisite:* ED445. Focuses on four areas of education: pedagogy, theory enacted in practice, diversity, and professional growth and development. It is taught in conjunction with the 12-hour internship at a professional development school.

**ED452 Internship II: Student Teaching
(Secondary): Science (12.00 cr.)**

Prerequisite: Cumulative GPA of 2.500 and ED432. Restricted to secondary education minors. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the

supervision of Loyola PDS coordinators and experienced mentor teachers. (Pass/Fail)

**ED453 Internship II: Student Teaching
(Secondary): English (12.00 cr.)**

Prerequisite: Cumulative GPA of 2.500 and ED432. Restricted to secondary education minors. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of Loyola PDS coordinators and experienced mentor teachers. (Pass/Fail)

**ED454 Internship II: Student Teaching
(Secondary): Mathematics (12.00 cr.)**

Prerequisite: Cumulative GPA of 2.500 and ED432. Restricted to secondary education minors. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of Loyola PDS coordinators and experienced mentor teachers. (Pass/Fail)

**ED455 Internship II: Student Teaching
(Secondary): Social Studies (12.00 cr.)**

Prerequisite: Cumulative GPA of 2.500 and ED432. Restricted to secondary education minors. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). This phase of the internship lasts the entire semester and is split between a middle and a high school placement. Interns teach under the supervision of Loyola PDS coordinators and experienced mentor teachers. (Pass/Fail)

**ED456 Internship II: Student Teaching
(Secondary): Modern Foreign Language (12.00 cr.)**

Prerequisite: Cumulative GPA of 2.500 and ED432. Restricted to secondary education minors. The second phase of the internship where interns continue to translate academic theory into practice in a professional development school (PDS). This phase of the internship lasts the entire semester and is split between an elementary and a secondary placement. Interns teach under the supervision of Loyola PDS coordinators and experienced mentor teachers. (Pass/Fail)

**ED463 Independent Study
in Education (1–6.00 cr.)**

Prerequisite: Written or electronic permission of the advisor and the department chair. Individual projects geared to specific needs or interests of students. Specific requirements related to each independent study approved on an individual basis.

**ED464 Qualitative Approaches
to Urban Education (3.00 cr.)**

Prerequisite: Restricted to elementary education majors. Examines various qualitative approaches to urban education including participant observation, informal interviews, life history, and archival research. Encourages learning about the contributions and limitations of qualitative inquiry through a series of assignments based upon firsthand experiences completed in the local Baltimore community. Student completion of a major project is required.

GEOGRAPHY

GY201 Principles of Geography (3.00 cr.)

An introduction to the location, creation, and use of spatial data products and methods of investigation and analysis inherent in the geographic study of earth processes and human endeavors. Relevance of geographic study for all citizens is established through investigative laboratory, field, and internet-based exercises, projects, and case studies. Focuses on the application of geographic principles and techniques to a variety of local, national, and global societal and environmental issues.

LITERACY

**RE219 Processes and Acquisitions
of Literacy (3.00 cr.)**

Assists students in understanding the reading acquisition process. Course content is organized around current accepted research-based theoretical models that account for individual differences in reading. *The Maryland State Department of Education has approved this course for the Processes and Acquisition requirement.*

RE242 Materials for Teaching Reading (3.00 cr.)

Prerequisite: RE219. Restricted to elementary education majors. Addresses selection and evaluation of print and electronic texts and identification of strategies used when teaching reading at children's instructional and developmental levels. *The Maryland State Department of Education has approved this course for the Materials for Teaching Reading requirement.*

**RE344 Assessment and Instruction
in Reading I (3.00 cr.)**

Prerequisite: RE219; RE242 or written permission of the instructor. Restricted to elementary education majors. *Corequisite:* ED440. Addresses a variety of reading instruction methods and assessment measures for primary age children. A main focus of the course is to develop an understanding of how word recognition strategies develop and lead to comprehension. *The Maryland State Department of Education has approved this course in conjunction with RE420 for the Instruction in Reading and Assessment of Reading requirements.*

**RE420 Assessment and Instruction
in Reading II (3.00 cr.)**

Prerequisite: RE219, RE242, RE344; or written permission of the instructor. Restricted to elementary education majors. Addresses a comprehensive array of instructional and assessment techniques and strategies for independent readers with specific attention to comprehension, vocabulary, and fluency. *The Maryland State Department of Education has approved this course in conjunction with RE344 for the Instruction in Reading and Assessment of Reading requirements.*

**RE474 Teaching Reading
in the Content Area I (3.00 cr.)**

Prerequisite: ED205 or written permission of the instructor. Introduces a wide variety of strategies which use reading, writing, speaking, listening, and viewing to support content learning. Particular attention is given to the development of vocabulary, comprehension, study skills, and writing strategies for all learners including struggling readers and English Language Learners. *The Maryland State Department of Education has approved this course for the required Reading in the Content Area I course.*

**RE475 Teaching Reading
in the Content Area II (3.00 cr.)**

Prerequisite: RE474. Further explores the research and application that addresses literacy as a tool for negotiating and comprehending content area material. Students revisit and add to a wide range of literacy based content area strategies. Particular attention is given to the instruction/assessment cycle, uses of technology, and supporting diverse learners. *The Maryland State Department of Education has approved this course for the required Reading in the Content Area II course.*

SPECIAL EDUCATION

SE482 Assessment and Instructional Planning for Special Education (3.00 cr.)

Prerequisite: SE496. Students demonstrate understanding of the principles, ethics, and limitations of assessment, as well as the process of special education eligibility, progress evaluation, and dismissal. Students demonstrate understanding and knowledge of various formal and informal assessment instruments, their administration, and their interpretation. Students construct goals and objectives for students with learning and behavior problems by using assessment information and input from parents and other professionals. Students design adaptations and accommodations to meet unique needs. Emphasis is placed on linking assessment information to the designing of appropriate instructional programs that meet the unique needs of children with disabilities.

SE483 Collaboration and Consultation for Students with Special Needs (3.00 cr.)

Prerequisite: SE496. Restricted to elementary education majors, secondary education minors, and special education minors. 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.

SE495 Improving Access to the General Curriculum for All Learners (3.00 cr.)

Prerequisite: SE496. Educators are prepared to support the learning needs of students with disabilities or limited English proficiency in inclusive settings in grades 1–8. Specific evidence-based strategies for curriculum content acquisition (e.g., content enhancements, learning strategies, peer tutoring methods, Universal Design for Learning) are demonstrated and applied. Topics also include effective techniques for instructional planning and delivery, providing accommodations and modifications to the general curriculum, and improving student study skills and overall academic performance. The SETT framework is used to guide the evaluation and selection of assistive technology devices for specified purposes.

SE496 Introduction to Special Education (3.00 cr.)

Corequisite: ED438 required for elementary education majors. ED439 required for secondary education minors. ED443 required for students who are not elementary education majors or secondary education minors. 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.

Dean: Karyl B. Leggio, Professor of Finance
Office: Sellinger Hall, Room 101
Telephone: 410-617-2301
Website: www.loyola.edu/sellinger

Associate Dean: Timothy J. Quinn
Office: Sellinger Hall, Room 101
Telephone: 410-617-2301

Assistant Dean: Ann Attanasio
Office: Sellinger Hall, Room 112
Telephone: 410-617-2510
e-mail: aattanasio@loyola.edu

FACULTY

The faculty of the Sellinger School and their representative departments are as follows:

ACCOUNTING

Office: Sellinger Hall, Room 318
Telephone: 410-617-2474

Chair: Bobby Waldrup, Professor

Professors: William E. Blouch; Alfred R. Michenzi; Jalal Soroosh; Bobby Waldrup
Associate Professors: Kermit O. Keeling; Ali M. Sedaghat; Hong Zhu
Assistant Professors: John P. Kraheil; E. Barry Rice (emeritus)
Affiliate Faculty: Jason Cherubini; Walter B. Doggett III; Lisa M. Faherty; Frank B. Izzo; Scott R. J. Lancaster; Joseph M. Langmead; John E. Wheeler

ECONOMICS

Office: Sellinger Hall, Room 318
Telephone: 410-617-2357

Chair: Marianne Ward-Peradoza, Associate Professor

Professors: John D. Burger; Frederick W. Derrick; Thomas J. DiLorenzo; John C. Larson (emeritus); Charles E. Scott; Norman H. Sedgley; Stephen J. K. Walters
Associate Professors: Arleigh T. Bell, Jr. (emeritus); Francis G. Hilton, S.J. (emeritus); John M. Jordan (emeritus); Marianne Ward-Peradoza; Nancy A. Williams
Assistant Professors: James J. Kelly, S.J.; Dennis C. McCornac (visiting); Srikanth Ramamurthy; Andrew Samuel; Jeremy Schwartz; Kerria M. Tan

Affiliate Faculty: R. Andrew Bauer; Mark J. Bock; G. Edward Dickey; Lynne C. Elkes; Sean P. Keehan; Paul Lande; Paul Leroy

FINANCE

Office: Sellinger Hall, Room 218
Telephone: 410-617-2818

Chair: Lisa M. Fairchild, Professor

Professors: Lisa M. Fairchild; Harold D. Fletcher (emeritus); Karyl B. Leggio; Walter J. Reinhart; Thomas A. Ulrich

Associate Professor: Yoon S. Shin
Assistant Professors: Tuugi Chuluun; Frank P. D'Souza; Jon A. Fulkerson; Mark A. Johnson
Affiliate Faculty: Jason Cherubini; James R. Farnum, Jr.; Norman C. Frost; Justin S. Funches; Edward C. Harding III; Kevin D. Irwin; Peter P. Jenkins; Joseph M. Langmead; Jack Letzer; Michael Moscato; Lance A. Roth; Jeffrey R. Schollaert; Carlyle A. Schrouter; Kirby Smith

INFORMATION SYSTEMS AND OPERATIONS MANAGEMENT

Office: Sellinger Hall, Room 318
Telephone: 410-617-2357

Chair: Gloria Phillips-Wren, Professor

Professors: Ellen D. Hoadley; Charles R. Margenthaler (emeritus); Gloria Phillips-Wren; Phoebe C. Sharkey; Leroy F. Simmons (emeritus)
Associate Professors: A. Kimbrough Sherman (emeritus); Laurette P. Simmons (emerita); Paul Tallon; George M. Wright (emeritus)
Assistant Professors: Paul M. DiGangi; Theresa Jefferson (visiting); Ravi Srinivasan; M. Lisa Yeo
Affiliate Faculty: Shelley Bliss; Sean Davies; David R. Glenn; Deresse Harris; Scott Metker; Jerome Russell; Timothy R. Walton

LAW AND SOCIAL RESPONSIBILITY

Office: Sellinger Hall, Room 418
Telephone: 410-617-2381

Chair: Andrea Giampetro-Meyer, Professor

Professors: Nan S. Ellis; Andrea Giampetro-Meyer; John A. Gray (emeritus)

Associate Professors: Timothy Brown, S.J.; Michael B. Runnels

Assistant Professor: Elizabeth J. Kennedy

Affiliate Faculty: Mark A. Dewire; Clifford A. Robinson; Stephen R. Robinson; Terrence M. Sawyer; Marlene Trestman; Nicholas Vitek

MANAGEMENT AND INTERNATIONAL BUSINESS

Office: Sellinger Hall, Room 418
Telephone: 410-617-2691

Chair: Michael L. Unger, Associate Professor

Professors: Harsha B. Desai; Roger J. Kashlak; Peter Lorenzi; Anthony J. Mento; Tagi Sagafi-nejad (emeritus)

Associate Professors: Jeffrey Cummings; Christy L. DeVader; Hung-bin Ding; Paul C. Ergler (emeritus); Michael L. Unger

Assistant Professor: Patricia Tinen Kanashiro

Affiliate Faculty: Michael Agronin; Jay E. Cougnet; William Deming; John T. Everett; W. Randall Everett; Charles Fitzsimmons; David A. Grossman; Mark Hubbard; Audra Jones; Michael Liebman; Mary Page B. Michel; Michael A. Mobley; Steven Prumo; Denise Pumphrey; Jennifer L. Rowley; Robert L. Wallace

MARKETING

Office: Sellinger Hall, Room 418
Telephone: 410-617-2381

Chair: Gerard A. Athaide, Professor

Professors: Gerard A. Athaide; Ernest F. Cooke (emeritus); Richard Klink; Patrick A. Martinelli (emeritus)

Assistant Professors: Gauri Kulkarni; Rebecca Trump; Marie A. Yeh; Qiyu (Jason) Zhang; Guangzhi (Terry) Zhao

Instructor: Frederick Fusting

Affiliate Faculty: Auburn Bell; Stacy Correll; Hope Bober Corrigan; Bradley K. Fountain; Marco Gentile; David J. Gerrity; Jennifer Gunner; James C. Koch; Colleen McClellan; Stephanie McLoughlin; Bruce Ryan

MISSION

The Sellinger School provides undergraduate education grounded in the liberal arts tradition, centered in Jesuit core values, enhanced by management education/knowledge, and incorporating experiential learning. Graduate programs serve working professionals seeking post-baccalaureate management development to further their careers and personal interests. Both undergraduate and graduate programs develop and prepare ethical, reflective, and competent leaders of business and society in a diverse and changing world by fostering a passion for excellence and the principles of *cura personalis*—education and care of the whole person: body, mind, and spirit.

HISTORY

Loyola 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. Loyola initiated its Master of Business Administration (MBA) program in 1967 and the Master of Science in Finance (MSF) in 1975. In response to the needs of the region, the Executive Master of Business Administration (EMBA) program was established in 1973, and the MBA Fellows Program followed in 1984. In 2010, the full-time Emerging Leaders MBA was introduced. All of these programs were the first of their kind in the state of Maryland, contributing to Loyola's long history of excellence.

In 1980, the School of Business was formed as a separate entity, being named the Joseph A. Sellinger, S.J., School of Business and Management in 1984. The Sellinger School Board of Sponsors was formed in 1981 and continues as an ongoing consultative group supporting the quality of the School. By 1990, Loyola had achieved accreditation by AACSB International—The Association to Advance Collegiate Schools of Business in its undergraduate, graduate, and accounting programs and had established a chapter of Beta Gamma Sigma, the business student honor society. Currently, the MBA and MSF programs are the largest in the region, and the Sellinger School enjoys its reputation as the business school of choice in the Baltimore metropolitan area.

EDUCATIONAL AIMS

The Sellinger School's educational aims include the development of:

- oral and writing skills to communicate coherently and effectively;
- analytical skills to improve decision making;
- critical and reflective thinking;
- an understanding and value of differences among people, ideas, cultures, religions, and ways of life;
- appreciation of leadership that incorporates service to others.

Additionally, these aims include teaching and fostering an understanding of:

- the nature of ethical reasoning, justice, and service to others and the ability to incorporate these considerations into decision making;
- the global, environmental, technological, economic, political, legal and regulatory context of business/organizations;
- how value is created, sustained, and developed by an organization through the integrated production and distribution of goods and services;
- individual and group dynamics within an organization;
- financial theories, analysis, reporting, and markets and the ability to evaluate the financial position of an organization.
- statistical analysis, management science, and information technology used to support organizational decision making;
- the integration of knowledge pertaining to the functional areas of business as a means to formulate and implement decisions intended to achieve organizational goals.

CURRICULUM

Business Administration (B.B.A.) Majors:

Accounting
Business Administration

The business administration major requires a concentration selected from the following disciplines:

Business Economics
Finance
General Business
Information Systems
International Business
Management
Marketing

A Bachelor of Arts (B.A.) in Economics is available in Loyola College.

The accounting major requires seven upper-division courses in accounting. Within the business administration major, six upper-division courses must be completed in the declared concentration area. Both majors include 14 common courses as specified below:

| | |
|-------|-------------------------------|
| AC201 | Financial Accounting |
| AC202 | Managerial Accounting |
| EC102 | Microeconomic Principles |
| EC103 | Macroeconomic Principles |
| EC220 | Business Statistics |
| FI320 | Financial Management |
| IB282 | International Business |
| IS251 | Information Systems |
| LW305 | Legal Environment of Business |
| MG201 | Management |
| MG402 | Business Policy |
| MK240 | Marketing |
| OM330 | Operations Management |
| | Ethics Core |

In addition to the specified prerequisites, all students enrolling in upper-level business courses ordinarily must have satisfactorily completed a minimum of 60 credits.

As a general rule, the only common courses that may be taken until the 60 credits have been completed are: AC201, AC202, EC102, EC103, EC220, FI320, IB282, IS251, MG201, MK240, and ethics. Students majoring in a Sellinger School program also must complete CS111 or CS112 and MA151 or MA251. Completion of 60 credits, including CS111 or CS112 and MA151 or MA251 or their equivalent, results in upper-division standing.

All students must complete the diversity core requirement through a designated diversity core, major, or elective course (see Diversity Core Requirement under Curriculum and Policies).

COURSES AT OTHER COLLEGES

Major courses may only be taken at AACSB-accredited institutions. Written permission of both the chair of the host department and the Academic Advising and Support Center is required prior to registration for the course.

SELLINGER SCHOLARS PROGRAM

The Sellinger Scholars Program is an honors program in business administration. The program provides highly motivated students with increased academic rigor beyond the traditional curriculum of the B.B.A. Business and management education is further developed through unique opportunities to interact with business professionals and community leaders. Driven by the University's mission, "to inspire students to learn, lead, and serve in a diverse and changing world," these interactions enhance understanding of leadership, the business environment, corporate social responsibility, and justice issues and reflection upon personal and professional choices.

Students majoring in accounting or business administration who have completed their first semester of the freshman year with 15 credits applicable to a degree (excluding AP credits) and a 3.500 cumulative GPA will be invited to apply to the program. Admission is competitive. Scholars are selected in the spring of the freshman year on the basis of academic achievement, leadership experience and potential, commitment to service, and community involvement. Although the program does not begin until the fall semester of the sophomore year, accepted students must successfully complete 15 credits applicable to their degree with a 3.500 cumulative GPA during the spring semester of their freshman year in order to maintain their eligibility.

Once in the program, Sellinger scholars must successfully complete courses totaling a minimum of 15 credits applicable to a degree per semester (excluding pass/fail courses and courses assigned a grade of W) and maintain a minimum cumulative GPA of 3.400 sophomore through senior year. Should a student complete fewer than 15 credits as defined above and/or the cumulative GPA falls below a 3.400 in a given semester, the student may be allowed one semester to demonstrate successful completion of 15 credits and/or to raise the GPA to the minimum standard. Ordinarily, if this is not achieved, the student will not be allowed to continue in the program.

The program has two primary components: three-credit core curricular coursework and the one-credit Sellinger Scholars Experience (BH199) taken each semester. Students are expected to complete all required courses as a cohort. These courses offer increased rigor in the form of outside reading, discussion, and class presentations. Coursework begins in the fall of the sophomore year and must be taken in sequence. Required courses fulfill degree requirements as indicated for the B.B.A.:

| | |
|-------|---------------------------------------|
| BH199 | Sellinger Scholars Experience |
| BH200 | Financial Accounting (AC201) |
| BH201 | Management (MG201) |
| BH240 | Marketing (MK240) |
| BH251 | Information Systems (IS251) |
| BH282 | International Business (IB282) |
| BH305 | Legal Environment of Business (LW305) |
| BH320 | Financial Management (FI320) |
| BH330 | Operations Management (OM330) |
| BH402 | Business Policy (MG402) |

The second component, the Sellinger Scholars Experience (BH199), is designed to enhance the academic experience and broaden the learning environment of students. A thematic approach focuses on leadership, service, career readiness, social justice, and other topics. Scholars must enroll in this one-credit course every semester, unless they are on leave from Loyola or studying abroad. *Credit received for this course does not count toward the 120 credits required to graduate.*

BACHELOR OF BUSINESS ADMINISTRATION

Requirements for a major and typical program of courses are listed below. This is a possible plan of study, but it need not be followed in the same order by every student.

Freshman Year*Fall Term*

- CS111 Introduction to Computers with Software Applications *or*
- CS112 Introduction to Computer Science
- EC102 Microeconomic Principles
- MA151 Applied Calculus *or*
- MA251 Calculus I
- WR100 Effective Writing
- Language Core

Spring Term

- EC103 Macroeconomic Principles
- HS101 Europe and the World Since 1500
- Fine Arts Core
- Language Core *or*
- Elective
- Natural Science Core

Sophomore Year*Fall Term*

- AC201 Financial Accounting
- EC220 Business Statistics*
- EN101 Understanding Literature
- MK240 Marketing
- PL201 Foundations of Philosophy *or*
- TH201 Introduction to Theology

Spring Term

- AC202 Managerial Accounting
- EC301 Intermediate Macroeconomics*** *or*
- EC302 Intermediate Microeconomics *or*
- FI320 Financial Management** *or*
- IS251 Information Systems
- MG201 Management
- PL200-Level Philosophical Perspectives Course *or*
- Theology Core
- English Core

* Candidates for the B.B.A. may substitute Introduction to Statistics (ST210) for EC220 *if and only if* the student also successfully completes Calculus II (MA252) or Econometrics (EC420).

** Students concentrating in finance must complete FI320 prior to the fall semester of the junior year.

*** Students concentrating in business economics must complete EC301 or EC302 prior to the fall semester of the junior year.

MAJOR IN ACCOUNTING

Students majoring in accounting must take seven upper-level accounting courses: AC301, AC302, AC311, AC401, AC402, AC412, and AC421. Six of these seven courses must be taken within the Accounting Department at Loyola University Maryland.

Major Requirements:

- AC301 Intermediate Accounting I
- AC302 Intermediate Accounting II
- AC310 Accounting Lab (0 credits)
- AC311 Cost Accounting
- AC312 Intermediate Accounting II Lab (1 credit)
- AC401 Advanced Accounting
- AC402 Accounting Information Systems
- AC412 Taxation of Business Entities
- AC421 Auditing
- LW406 Commercial Law

Note: AC310 is the corequisite for AC301 and AC311. AC312 is the corequisite for AC302.

An example of a typical program of courses follows:

Junior Year*Fall Term*

- AC301 Intermediate Accounting I
- AC310 Accounting Lab (0.00 cr.)
- AC311 Cost Accounting
- IB282 International Business
- TH201 Introduction to Theology
- Nondepartmental Elective

Spring Term

- AC302 Intermediate Accounting II
- AC310 Accounting Lab (0.00 cr.)
- FI320 Financial Management
- OM330 Operations Management
- History Core
- Theology Core

Senior Year*Fall Term*

AC412 Taxation of Business Entities
 AC421 Auditing
 LW305 Legal Environment of Business
 Ethics Core
 Nondepartmental Elective

Spring Term

AC401 Advanced Accounting
 AC402 Accounting Information Systems
 MG402 Business Policy
 Nondepartmental Elective
 Elective

Course requirements for the CPA exam vary by state. In order to choose the appropriate courses, accounting majors should contact their major advisors.

150-Hour CPA Requirement

Students who plan to sit for the Certified Public Accounting (CPA) examination in a state with a 150-credit-hour educational requirement must complete additional coursework beyond the undergraduate accounting degree. Loyola offers several options to assist students in meeting this requirement. The graduate Accounting Certificate Program is offered during the summer and provides 12 graduate credit hours (counted as 18 credit hours in Maryland). Loyola also offers a one-year Emerging Leaders MBA program. For more information about these programs, including admission requirements, consult the graduate catalogue.

MAJOR IN BUSINESS ADMINISTRATION

Requirements for each concentration and an example of a typical program of courses follows:

Business Economics Concentration

Concentration requirements:

EC301 Intermediate Macroeconomics
 EC302 Intermediate Microeconomics

Select four of the following courses, two of which must be at the 400-level:

EC305 Mathematical Economics
 EC310 American Economic History
 EC320 The Political Economy of War
 EC330 Law and Economics
 EC340 Economic Problems of Cities
 EC348 Development Economics

EC350 Capitalism and Its Critics
 EC360 Environmental Economics
 EC370 Cost-Benefit Analysis
 EC380 Sports Economics
 EC390 Growth, Globalization and History
 EC405 Game Theory and the Economics of Information
 EC420 Econometrics
 EC425 Applied Economic Forecasting
 EC430 Monetary Economics
 EC435 Public Sector Economics
 EC440 International Financial Economics
 EC446 International Trade
 EC450 Managerial Economics
 EC460 Business and Government
 EC470 Pricing Strategy
 EC480 Labor Economics
 EC490 Health Economics
 EC498 Economics Independent Study
 EC499 Economics Internship

Note: Students must complete EC301 or EC302 prior to the fall of the junior year. Students with good mathematical skills are encouraged to take MA251 and MA252. Students interested in pursuing graduate study in economics are encouraged to take MA301.

Junior Year*Fall Term*

EC301 Intermediate Macroeconomics *or*
 EC302 Intermediate Microeconomics
 IB282 International Business
 TH201 Introduction to Theology
 Nondepartmental Elective
 Nondepartmental Elective

Spring Term

FI320 Financial Management
 MK240 Marketing
 OM330 Operations Management
 Theology Core
 Nondepartmental Elective

Senior Year*Fall Term*

LW305 Legal Environment of Business
 History Core
 Economics Elective
 Economics Elective
 Elective

Spring Term

MG402 Business Policy
Ethics Core
Economics Elective
Economics Elective
Elective

Finance Concentration

Concentration requirements:

FI380 Fixed Income Securities:
Valuation and Markets
FI381 Equity Securities: Valuation and Markets
FI440 Financial Analysis and Valuation
FI441 Advanced Financial Management

Select two of the following courses:

FI340 Global Financial Management
FI426 Special Topics in Finance
FI430 Financial Services Firms and Their
Environments
FI431 Derivative Securities and Markets
FI433 Portfolio Management
FI499 Finance Internship

Note: FI121 does not fulfill course requirements for the finance concentration. FI320 must be completed prior to the fall of the junior year.

Junior Year*Fall Term*

FI380 Fixed Income Securities:
Valuation and Markets *or*
FI381 Equity Securities: Valuation and Markets
IB282 International Business
MK240 Marketing
TH201 Introduction to Theology
Nondepartmental Elective

Spring Term

FI380 Fixed Income Securities:
Valuation and Markets *or*
FI381 Equity Securities: Valuation and Markets
OM330 Operations Management
History Core
Theology Core
Nondepartmental Elective

Senior Year*Fall Term*

FI440 Financial Analysis and Valuation
LW305 Legal Environment of Business
Finance Elective
Nondepartmental Elective
Elective

Spring Term

FI441 Advanced Financial Management
MG402 Business 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 discipline.

Note: FI121 does not fulfill upper-level course requirements of this concentration.

Junior Year*Fall Term*

FI320 Financial Management
IB282 International Business
TH201 Introduction to Theology
Nondepartmental Elective
Nondepartmental Elective

Spring Term

LW305 Legal Environment of Business
OM330 Operations Management
Theology Core
Major Elective
Major Elective

Senior Year*Fall Term*

History Core
Major Elective
Major Elective
Nondepartmental Elective
Elective

Spring Term

MG402 Business Policy
Ethics Core
Major Elective
Major Elective
Elective

Information Systems Concentration

Concentration requirements:

IS352 Applications Development
IS353 Data Management and Database Systems
IS355 Networks and Security
IS358 Business Intelligence and Data Mining
IS453 Information Systems Analysis and Design
IS458 Web-Enabled Applications

The following courses may be taken as free electives:

IS356 Information Technology
for Financial Services
IS457 Advanced Topics in Applications
Development
IS459 Research Project in Management
Information Systems
IS499 Internship in Information Systems
OM334 Global Supply Chain Management
OM335 Project Management

Junior Year*Fall Term*

IB282 International Business
IS353 Data Management and Database Systems
TH201 Introduction to Theology
History Core
Nondepartmental Elective

Spring Term

FI320 Financial Management
IS358 Business Intelligence and Data Mining
OM330 Operations Management
Theology Core
Nondepartmental Elective

Senior Year*Fall Term*

IS352 Applications Development
IS453 Information Systems Analysis
and Design
IS499 Internship in Information Systems *or*
Nondepartmental Elective
LW305 Legal Environment of Business
Elective

Spring Term

IS355 Networks and Security
IS458 Web-Enabled Applications
MG402 Business Policy
Ethics Core
Nondepartmental Elective
Elective

International Business Concentration

Concentration requirements:

IB482 Global Strategy
MG415 International Management
Two International Area Studies Courses

Select two of the following courses:

EC348 Development Economics
EC446 International Trade
FI340 Global Financial Management
IB429 Applied Research in Management
and International Business
IB470 Special Topics in International Business
IB471 Managing Diversity: Globally
and Domestically
IB472 Globalization: Opportunities
and Challenges
IB499 International Business Internship
LW410 International Business Law
MK348 International Marketing:
European Study Tour
OM334 Global Supply Chain Management

The International Area Studies requirement may be fulfilled in one of three ways: two courses of a foreign language beyond the intermediate level; **or** two courses focusing on one geographic area outside of the United States; **or** two courses with a broad international focus. Each semester the department approves a listing of courses that fulfill the geographic area and broad international focus options.

Junior Year*Fall Term*

FI320 Financial Management
IB282 International Business
TH201 Introduction to Theology
History Core
Nondepartmental Elective

Spring Term

LW305 Legal Environment of Business
 MG415 International Management
 OM330 Operations Management
 Theology Core
 Nondepartmental Elective

Senior Year*Fall Term*

International Business Area Studies Course
 International Business Elective
 International Business Elective
 Nondepartmental Elective
 Elective

Spring Term

IB482 Global Strategy
 MG402 Business Policy
 International Area Studies Course
 Ethics Core
 Elective

Management Concentration

Select six of the following courses:

IB471 Managing Diversity: Globally
and Domestically
 IB482 Global Strategy
 MG403 Small Business Management
and Entrepreneurship
 MG411 Human Resources Management
 MG412 Leadership
 MG415 International Management
 MG419 Special Topics in Management
 MG429 Applied Research in Management
and International Business
 MG451 Social Capital and Entrepreneurship
 MG452 Power and Influence
 MG499 Management Internship
 OM334 Global Supply Chain Management
 OM335 Project Management

Junior Year*Fall Term*

FI320 Financial Management
 IB282 International Business
 OM330 Operations Management
 TH201 Introduction to Theology
 Nondepartmental Elective

Spring Term

LW305 Legal Environment of Business
 History Core
 Theology Core
 Management Elective
 Management Elective

Senior Year*Fall Term*

Management Elective
 Management Elective
 Nondepartmental Elective
 Nondepartmental Elective
 Elective

Spring Term

MG402 Business Policy
 Ethics Core
 Management Elective
 Management Elective
 Elective

Marketing Concentration

Concentration requirements:

MK346 Consumer Behavior
 MK440 Selling Concepts and Strategies
 MK441 Marketing Research
 MK442 Strategic Marketing

Select two of the following courses:

MK347 International Marketing: Study in Rome
 MK348 International Marketing:
European Study Tour
 MK444 New Product Development
and Management
 MK447 Integrated Marketing Communications
 MK449 Special Topics in Marketing
 MK450 Branding and Packaging
 MK451 Retail Marketing
 MK452 Services Marketing
 MK453 Sports Marketing
 MK499 Marketing Internship

Junior Year*Fall Term*

FI320 Financial Management
 IB282 International Business
 MK346 Consumer Behavior
 TH201 Introduction to Theology
 History Core

Spring Term

LW305 Legal Environment of Business
 MK440 Selling Concepts and Strategies
 OM330 Operations Management
 Theology Core
 Nondepartmental Elective

Senior Year*Fall Term*

MK441 Marketing Research
 Marketing Elective
 Nondepartmental Elective
 Nondepartmental Elective
 Elective

Spring Term

MG402 Business Policy
 MK442 Strategic Marketing
 Ethics Core
 Marketing Elective
 Elective

MINOR IN BUSINESS ADMINISTRATION

The Sellinger School offers minors to support the career and professional interests of students pursuing majors in arts and sciences. Ordinarily, business minors are not available to students majoring in business administration. However, both accounting and business administration majors (except those with a general business concentration) are eligible for the minor in information systems. A student may only select one business minor.

Business: Recommended for students seeking exposure to business concepts; may also be of interest to students who later declare a major in business or pursue an MBA at Loyola or elsewhere. Requirements are as follows:

AC201 Financial Accounting
 EC102 Microeconomic Principles*

Plus any four courses from the following:

AC202 Managerial Accounting
 EC103 Macroeconomic Principles
 FI320 Financial Management
 IB282 International Business
 IS251 Information Systems
 LW305 Legal Environment of Business
 MG201 Management
 MK240 Marketing
 OM330 Operations Management

Students considering a Loyola MBA are also encouraged to complete EC103 as part of their social science core.

Business Economics: Recommended for students seeking rigorous preparation in market analysis. Requirements are as follows:

EC102 Microeconomic Principles*
 EC103 Macroeconomic Principles*
 EC301 Intermediate Macroeconomics *or*
 EC302 Intermediate Microeconomics

Four additional EC courses, one of which must be at the 400-level. EC220 will be approved only if EC420 is completed.

To plan the set of courses most appropriate to their needs, students should consult the economics department chair or their minor advisor. This minor is not available to students pursuing a Bachelor of Arts (B.A.) in Economics.

Entrepreneurship: Recommended for students interested in small business, self-employment, and family-owned business. Requirements are as follows:

AC201 Financial Accounting
 AC202 Managerial Accounting
 EC102 Microeconomic Principles*
 MG201 Management
 MG403 Small Business Management
 and Entrepreneurship
 MK240 Marketing

Information Systems: Recommended for any student interested in the strategic use of information and the development of information systems to improve decision making. Requirements are as follows:

EC220 Business Statistics
 IS251 Information Systems
 IS353 Data Management and Database Systems
 IS453 Information Systems Analysis and Design

Plus one course from the following:

IS352 Applications Development
 IS355 Networks and Security
 IS356 Information Technology
 for Financial Services
 IS358 Business Intelligence and Data Mining
 OM334 Global Supply Chain Management

International Business: Recommended for nonbusiness students interested in a global perspective. Requirements are as follows:

- EC102 Microeconomic Principles*
- IB282 International Business
- MG201 Management
- MG415 International Management

Plus any two courses from the following:

- EC446 International Trade
- FI340 Global Financial Management
- IB429 Applied Research in Management and International Business
- IB470 Special Topics in International Business
- IB471 Managing Diversity: Globally and Domestically
- IB472 Globalization: Opportunities and Challenges
- IB482 Global Strategy
- IB499 International Business Internship
- LW410 International Business Law
- MK348 International Marketing: European Study Tour

Marketing: Recommended for nonbusiness students in areas such as psychology, political science, and sociology as well as communication majors, especially those concentrating in advertising and public relations. Requirements are as follows:

- EC102 Microeconomic Principles*
- MK240 Marketing
- MK346 Consumer Behavior
- MK440 Selling Concepts and Strategies

Plus any two courses from the following:

- MK348 International Marketing: European Study Tour
- MK444 New Product Development and Management
- MK447 Integrated Marketing Communications
- MK449 Special Topics in Marketing
- MK450 Branding and Packaging
- MK451 Retail Marketing
- MK452 Services Marketing
- MK453 Sports Marketing
- MK499 Marketing Internship

* Satisfies a social science core requirement.

** Satisfies second math/science core requirement.

COURSE DESCRIPTIONS

ACCOUNTING

AC201 Financial Accounting (3.00 cr.)

Prerequisite: Sophomore standing or above. Focuses on introducing financial accounting which provides information for decision makers outside the entity primarily by means of general-purpose financial statements. Students acquire a basic knowledge of the language of business. Topics include the application of accounting theory and generally accepted accounting principles to business transactions encountered by corporations during the accounting cycle.

AC202 Managerial Accounting (3.00 cr.)

Prerequisite: AC201 or BH200. Introduces managerial accounting for internal decision makers. Students learn how to prepare and use financial information primarily for internal decision-making purposes. Topics include accounting for manufacturing; job order cost systems; incremental analysis, standard costs, budgeting, and statement of cash flows.

AC301 Intermediate Accounting I (3.00 cr.)

Prerequisite: AC202, EC102, EC103. Corequisite: AC310 (Fall only, excluding Loyola study abroad students). Recommended Prerequisite: EC220. Focuses on the development of financial information for investors and others external to the organization. Topics include review of the accounting cycle; cash, receivables, inventories, operational assets, and preparation of financial statements. Students learn to prepare, understand, and interpret financial statements. Pronouncements of the AICPA, FASB, and SEC are an integral part of the course. *(Fall/Summer)*

AC302 Intermediate Accounting II (3.00 cr.)

Prerequisite: AC301. Corequisite: AC312 (Spring only). Students learn to develop and analyze the information reported in financial statements. Topics include stockholders' equity, short-term and long-term investments, short-term and long-term liabilities, revenue recognition issues, leases, accounting changes, and financial analysis. Pronouncements of the AICPA, FASB, and SEC are an integral part of the course. *(Spring/Summer)*

AC310 Accounting Lab (0.00 cr.)

Additional problem solving sessions, examinations, and guest speakers. *For students taking AC301 and AC311. (Pass/Fail; Fall only)*

AC311 Cost Accounting (3.00 cr.)

Prerequisite: AC202, EC102, EC103. Corequisite: AC310. Recommended Prerequisite: EC220. Deals with cost measurement, recording, and forecasting. In-depth coverage of cost-volume-profit analysis, costing systems,

budgeting, manufacturing-costing systems, relevant costs, and decision making. Emphasizes the use of computers as tools for managers. Students learn to identify, classify, and apply cost accounting techniques in business applications. *(Fall only)*

AC312 Intermediate Accounting II Lab (1.00 cr.)

Corequisite: AC302. Additional material and problem solving sessions, examinations, and guest speakers. *May be repeated for credit. (Pass/Fall; Spring only)*

AC401 Advanced Accounting (3.00 cr.)

Prerequisite: AC302. Focuses on specialized financial accounting topics related to business combinations and consolidated financial statements; partnership accounting; financial reporting by multinational corporations, including foreign currency translation and transactions; governmental accounting; nonprofit entities. Students develop a thorough understanding of these topics. *(Spring only)*

AC402 Accounting Information Systems (3.00 cr.)

Prerequisite: AC302. Examines the role of accounting systems in the flow of information and assets. Students learn to recognize the strengths and weaknesses of accounting information systems from both an internal control and an efficiency perspective. Topics include accounting transaction cycles, system documentation, internal control, and information technology system reliability. *(Spring only)*

**AC409 Accounting Seminar:
Personal Income Tax (3.00 cr.)**

Prerequisite: AC202, EC102, EC103, EC220. A study of the federal tax law for preparation of individual income tax returns. A consideration of the ethical obligations of tax preparers is also included.

AC412 Taxation of Business Entities (3.00 cr.)

Prerequisite: AC202, EC102, EC103, EC220. The study of business entity taxation. The first theme involves the structure of federal income taxation and investment taxation. The second theme involves types of business entities, accrual tax accounting, and the determination of business entity net income. The third theme involves the business deductions, including tax depreciation and tax consequences of asset dispositions. The fourth theme involves the taxation of business entities, including accounting for income taxes and the taxation of flow-through entities. The fifth theme involves the taxation of cash distributions from corporations and flow-through entities. The sixth theme deals with special business topics, including multi-jurisdictional taxation and acquisitive corporate reorganizations. Additional topics include a comparative analysis of the various forms of doing business and an introduction to tax research. *(Fall only)*

AC421 Auditing (3.00 cr.)

Prerequisite: AC302. Focuses on the concepts of auditing in manual and computer-based accounting systems, as well as the generally accepted auditing standards and procedures. Students develop the judgment 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)*

**AC498 Accounting Internship
(100 Hours) (1.00 cr.)**

Prerequisite: AC301 and written or electronic permission of the instructor. Restricted to accounting majors. Provides students with preparation for careers in accounting through practical work experience. Through on-site work requirements, students learn to apply accounting knowledge to actual business experiences and work environments. Minimum expectation is 100 hours over six weeks, under the guidance of an on-site supervisor. *Does not count toward the 120-credit graduation requirement.*

**AC499 Accounting Internship
(150 Hours) (3.00 cr.)**

Prerequisite: AC301 or AC311 and written or electronic permission of the instructor. Restricted to accounting majors. Provides students with preparation for careers in accounting through practical work experience, personal development, and career planning. Through the on-site work requirement, students learn to apply their accounting knowledge to actual business experiences and work environments. Minimum expectation is 150 hours of internship experience under the guidance of an on-site supervisor. *Only one internship may count toward the 120-credit degree requirement.*

BUSINESS ADMINISTRATION

**BA495 Special Topics in Business
Administration (3.00 cr.)**

Prerequisite: 60 credits. Readings and discussions in selected areas of business administration. Topics may include current issues in the accounting field, business law, economics, finance, management, marketing, information systems, international business, or operations management. *May be taken as a general elective only.*

**BA499 Business Administration
Internship (1.00 cr.)**

Prerequisite: Restricted to students majoring in accounting or with concentrations in the business administration major. Written or electronic permission of the instructor or assistant dean and 60 credits. Students gain a better understanding of business through work experience. Students interns are required to work in a business or professional environment under the guidance of an on-site supervisor for

a minimum of 100 hours. The location may be in- or out-of-state, on a paid or unpaid basis. Course requirements include a weekly work log and scheduled performance evaluations signed by the on-site supervisor. Available to all *Sellinger School* major and concentration disciplines during the fall, spring, or summer semesters. Does not count toward the 120-credit graduation requirement. May be repeated for credit.

SELLINGER SCHOLARS PROGRAM

BH199 Sellinger Scholars Experience (0–1.00 cr.)

Offers students the opportunity to participate in professional and social activities designed to enrich the academic experience and expose students to local business leaders. These activities take place on campus and in the Baltimore-Washington metropolitan area. Sellinger scholar students must enroll in this course every semester, unless they are on leave from the University or studying abroad. For nondegree credit. Restricted to Sellinger scholars.

BH200 Financial Accounting (3.00 cr.)

Prerequisite: Sophomore standing or above. Restricted to Sellinger scholars. 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. *Sellinger scholars are expected to undertake additional reading and prepare research in consultation with the instructor. Fulfills AC201 course requirement.*

BH201 Management (3.00 cr.)

Prerequisite: Sophomore standing or above. Restricted to Sellinger scholars. Develops knowledge and skills in the management of organizational behavior. Topics include wealth creation, personality, motivation, leadership, planning, teamwork, ethics, and employee development. Teaching methods may include lectures, cases, team decisions, and discussion. Testing methods may include exams, papers, and team projects. *Sellinger scholars are expected to undertake additional reading and prepare research in consultation with the instructor. Fulfills MG201 course requirement.*

BH240 Marketing (3.00 cr.)

Prerequisite: Sophomore standing or above. Restricted to Sellinger scholars. Students acquire an 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 cus-

tomers behavior, market segmentation, targeting, positioning, and the marketing mix—product, promotion, pricing, and distribution. *Sellinger scholars are expected to undertake additional reading and prepare research in consultation with the instructor. Fulfills MK240 course requirement.*

BH251 Information Systems (3.00 cr.)

Prerequisite: CS111 or CS118 or CS201. Restricted to Sellinger scholars. Students are immersed in the strategic use of information technology (IT) to solve business problems. They examine the role of IT in organizations and the integration of information systems (IS) into business activities enabling quality, timeliness, and competitive advantage. Students apply database, spreadsheet, and presentation skills to solve real world business challenges. *Recommended completion during sophomore year. Sellinger scholars are expected to undertake additional reading and prepare research in consultation with the instructor. Fulfills IS251 course requirement.*

BH282 International Business (3.00 cr.)

Prerequisite: Sophomore standing or above. Restricted to Sellinger scholars. Focuses on the external environments that affect cross-border business transactions, including cultural, political, economic, and legal environment factors. Students learn to integrate international frameworks for trade, foreign investment, and foreign exchange transactions. *Sellinger scholars are expected to undertake additional reading and prepare research in consultation with the instructor. Fulfills IB282 course requirement. GT/IA*

BH305 Legal Environment of Business (3.00 cr.)

Prerequisite: 60 credits. Restricted to Sellinger scholars. Examines the legal environment of business activity. Students learn to explain basic legal terms; articulate legal rights and requirements in the managerial setting; identify how a particular legal issue fits into the legal system and how law develops and changes; and discuss managing an organization's legal matters, including ethical use of the law. Topics include classifications and sources of law, dispute resolution, agency, business associations, corporate governance, contracts, torts, product liability, securities, equal employment opportunity; and intellectual property. *Sellinger scholars are expected to undertake additional reading and prepare research in consultation with the instructor. Fulfills LW305 course requirement.*

BH320 Financial Management (3.00 cr.)

Prerequisite: AC201 or BH200, EC102, and sophomore standing or above. Restricted to Sellinger scholars. Corequisite: EC220. Studies the theory and practice of financial analysis and management in the corporate setting and its role in the larger economic environment. Students discuss what specific assets a firm should acquire, what total volume of funds should commit,

and how the required funds of the firm should be financed. Topics include time value of money, risk and return relationships, fundamental valuation theories, financial markets, capital investment decisions, cost of capital, capital structure, dividend policy, and international finance. *Selling scholar*s are expected to undertake additional reading and prepare research in consultation with the instructor. Fulfills FI320 course requirement.

BH330 Operations Management (3.00 cr.)

Prerequisite: EC102, EC220, IS251 or BH251, and MA151 or MA251 or equivalent. Restricted to *Selling scholar*s. Develops the processes by which organizations create value. Students develop an overview of the planning and operation of systems to convert resources to goods and services. Topics include operations strategy, design of processes, product and process quality, global competition and supply chain issues, productivity of operating systems, impact on societal and physical environment, and both qualitative and quantitative methods to improve decision making. *Selling scholar*s are expected to undertake additional reading and prepare research in consultation with the instructor. Fulfills OM330 course requirement.

BH402 Business Policy (3.00 cr.)

Prerequisite: BH201, BH240, BH282, BH305, BH320, BH330, and senior standing in a business concentration. Restricted to *Selling scholar*s. Focuses on the decisions that affect the character of the total organization. Examines choice of purpose, objectives and strategies, development of organizational culture, and determination and implementation of policies necessary for the attainment of organizational goals. Provides a general management point of view. Uses cases drawn from organizations of various sizes and industries. Students learn to complete an industry analysis and to formulate and implement a strategy. Topics include organizational strategy, systems, culture and people, and the role of the general manager. *Selling scholar*s are expected to undertake additional reading and prepare research in consultation with the instructor. Fulfills MG402 course requirement.

BUSINESS ECONOMICS

EC102 Microeconomic Principles (3.00 cr.)

Investigates how individuals in market economies make decisions about what goods will be produced, how they will be produced, and for whom they will be produced. Students learn to analyze the impacts of changes in markets; illustrate the concepts of consumer demand and production; and explain the process of profit maximization under various market structures. Topics include the laws of supply and demand; behavior of firms in competitive and noncompetitive markets; functioning of labor and capital markets; pov-

erty and income inequality; economics and the environment; economic systems in other countries. *GT*

EC103 Macroeconomic Principles (3.00 cr.)

Prerequisite: EC102. Introduces macroeconomic equilibrium, its impact on unemployment and inflation, and the effect of economic policy initiatives on that equilibrium. Students learn to predict the qualitative effect on changes in economic aggregates on each other and on GDP. Topics include the business cycle; national income and product accounting; equilibrium in the aggregate demand—aggregate supply model; the multiplier; the national debt; financial intermediaries; money and its creation; fiscal and monetary policy; comparative advantage and the gains from international trade; commercial policy; foreign exchange markets; and the balance of payments. Effects of international transactions are incorporated with each topic. *GT*

EC220 Business Statistics (3.00 cr.)

Prerequisite: MA151 or MA251 or equivalent. MA151 or MA251 may be taken concurrently with written permission of the department chair. Introduces the concepts and application of statistics in management. Students learn to apply estimation and hypothesis testing to univariate and multivariate business problems. Topics include descriptive statistics and statistical inference; multiple regression; correlation; and trend and seasonal time series analysis. *GT*

EC301 Intermediate Macroeconomics (3.00 cr.)

Prerequisite: EC102, EC103, MA151 or MA251, and sophomore standing or above. 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. (*Fall/Spring*)

EC302 Intermediate Microeconomics (3.00 cr.)

Prerequisite: EC102, EC103, MA151 or MA251, and sophomore standing or above. 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.

EC305 Mathematical Economics (3.00 cr.)

Prerequisite: EC102, EC103, MA151 or MA251. A grade of C or better required in all prerequisites. Investigates the use of applied mathematics in economics and strengthens the mathematical skills of economics majors. Students learn to structure, discuss, and analyze fundamental economics using calculus and linear algebra. Topics include the structure of constrained optimization problems, market equilibrium analysis, comparative statics of economic models, distinction between stocks and flows, and the analysis of dynamic systems.

EC310 American Economic History (3.00 cr.)

Prerequisite: EC102 or written permission of the instructor. Examines the economic forces underlying historical development in America from the pre-Colombian period to modern times. Students develop skills in the use of economic tools of analysis and an enhanced understanding of the application of the laws of economic behavior to events of historical significance. Topics include problems of exploration and migration; the economics of revolution; the institution of slavery; entrepreneurship and development; causes and consequences of the Great Depression; and the economics of political and cultural change. *IU*

EC320 The Political Economy of War (3.00 cr.)

Prerequisite: EC103. The economic causes and consequences of war. Topics include how war transforms economic and political institutions; economic interventionism as a cause of war; laissez-faire as the antitheses of war; the ratchet effect of war on the growth of government; the political economy of the military-industrial-congressional complex; the myths of wartime prosperity and nation building; hidden and not-so-hidden costs of war; how wars are financed; and who benefits from war. *GT*

EC330 Law and Economics (3.00 cr.)

Prerequisite: EC102. An application of the tools of economic analysis to several key areas of the law. Topics include contracts, environmental policy, criminal law and crime deterrence, discrimination in employment and housing, landlord-tenant laws, property law, torts, and zoning.

EC340 Economic Problems of Cities (3.00 cr.)

Prerequisite: EC102. An application of the tools of economic analysis to the most pressing problems of American cities: poverty, crime, diminished employment opportunities, and low educational attainment. Additional topics include housing segregation, welfare policy, homelessness, and urban government. International comparisons are drawn.

EC348 Development Economics (3.00 cr.)

Prerequisite: EC102, EC103. Examines the theory and practice of the economic development of nations. The first segment focuses on the meaning of development. The second segment considers the internal and external forces that encourage or discourage economic development. The course closes with a consideration of special topics such as the link between development, environment, education, and income distribution. *Closed to students who have taken EC448. GT*

EC350 Capitalism and Its Critics (3.00 cr.)

Prerequisite: EC102. Provides students with an opportunity to read and think carefully about some of the major writings that defend and criticize capitalism, especially on moral and philosophical grounds. Topics for discussion include the industrial revolution; causes and consequences of the Great Depression; economic justice; wealth creation; environmentalism; economics and race; and the social responsibility of business.

EC360 Environmental Economics (3.00 cr.)

Prerequisite: EC102. Examines contemporary issues of environmental quality, natural resource allocation, and conservation from the economic perspective. Students develop an understanding of the history of the environmental movement and learn to analyze environmental issues using economic tools. Topics include benefit-cost analysis, property rights, incentive-based pollution control policies, and a review of government regulatory performance. *GT*

EC370 Cost-Benefit Analysis (3.00 cr.)

Prerequisite: EC102. Presents the foundations and methods of cost-benefit analysis (CBA) used to evaluate environmental, health, and safety regulations. Students learn to develop and use CBA. 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. *GT*

EC380 Sports Economics (3.00 cr.)

Prerequisite: EC102, EC220 (may be taken concurrently). Applies the tools of price theory and statistical analysis to professional and amateur sports. Students develop analytic tools useful in both the management of sports enterprises and the evaluation of strategy in the contests themselves. Topics include demand analysis; pay and performance; economic impact analysis and government subsidies for franchises; discrimination; and the implications of elementary game theory for strategic decision making in sports.

EC390 Growth, Globalization and History (3.00 cr.)

Prerequisite: EC102 or written permission of the instructor. Combines an examination of historical events with basic economic tools and principles to provide a different perspective on European development. Attention is focused on important economic processes that help to shape the European historical record. Students gain an introduction to economic reasoning and methods from the perspective of their relevance to an understanding of history. Students have the opportunity to use economic concepts to obtain a deeper understanding of historical questions. Topics include the effects of European nationalism; the nature and consequences of the Industrial Revolution; the effects of the Transportation Revolution; the economics of European migration patterns; and the creation of an international economy. *GT*

EC405 Game Theory and the Economics of Information (3.00 cr.)

Prerequisite: EC102, MA151 or MA251. A grade of C or better required in all prerequisites. *Recommended Prerequisite:* EC302. Game theory is the science of strategic thinking; the study of learning how to outdo an adversary, knowing that the adversary is trying to do the same to you. This course introduces students to this science of strategic thinking or game theory. Strategic thinking is practiced at work or at home in order to survive. Business persons and corporations must use competitive strategies to survive. Politicians devise campaigns to get elected and legislative strategies to implement their visions. The course, therefore, includes applications to the business world, finance, management, law-enforcement, and political economy. It also covers applications of game theory to the economics of information (i.e., making strategic choices when there is limited information about your adversaries). Topics such as moral hazard, adverse selection, and strategic bidding in auctions are covered.

EC420 Econometrics (3.00 cr.)

Prerequisite: EC102, EC103, and EC220 or ST210. A grade of C or better required in all prerequisites. Develops and applies the tools of economic theory, mathemat-

ics, 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.

EC425 Applied Economic Forecasting (3.00 cr.)

Prerequisite: EC103, EC420 or ST381, MA151 or MA251. A grade of C or better required in all prerequisites. Forecasts play a crucial role in the formation of economic policy and business decisions. As a result, accurate predictions of the future are critical for the public and private sector alike. This course introduces students to the techniques used by professional economists in business and government to model the complex processes generating data through time and to make real world forecasts. The steps and methods required to develop a forecast—from understanding the properties of time-series data to forecast evaluation—are defined. Topics include modeling trends, seasonality and cycles, ARMA and ARIMA models, forecast combination, vector-autoregression, and non-linear methods. (*Spring only*)

EC430 Monetary Economics (3.00 cr.)

Prerequisite: EC103. *Recommended Prerequisite:* EC301. Examines micro- and macroeconomic monetary issues, problems, and theory. Students learn to predict the effect of monetary events on financial markets and the real economy. Topics include functions and measures of money; interest rates, present value, and yield; capital asset pricing model; diversification; risk and term structure of interest rates; financial intermediaries; creation and determination of the money supply; the Federal Reserve System; tools, goals, and targets of monetary policy; demand for money; money and real GDP; transmissions mechanisms.

EC435 Public Sector Economics (3.00 cr.)

Prerequisite: EC102. *Recommended Prerequisite:* EC302. Examines the nonmarket provision of goods and services. Students learn to analyze public expenditure and tax policies and investigate their impact on income distribution and resource allocation. Topics include the analysis of collective decision making and the application of cost-benefit analysis.

EC440 International Financial Economics (3.00 cr.)

Prerequisite: EC103. *Recommended Prerequisite:* EC301. Examines the financial side of international economic activity. Topics include balance of payments; foreign exchange; spot markets and forward markets; covered and uncovered interest parity condi-

tions; monetary and portfolio balance models of exchange rate determination; macroeconomic policy in an open economy; under fixed and flexible exchange rates; optimum currency areas; and issues surrounding the European Monetary Union. *GT*

EC446 International Trade (3.00 cr.)

Prerequisite: EC102, EC103. *Recommended Prerequisite:* EC302. Investigates the theory and practice of international trade. The course begins with an analysis of the basis and gains from trade and considers trade policy and obstructions to trade. It reaches focus on special topics such as the relationship between trade and the environment and the development of other economies. *GT*

EC450 Managerial Economics (3.00 cr.)

Prerequisite: EC102, EC103, EC220. Develops expertise in applying microeconomic analysis to practical business management decisions using a combination of economic theory, quantitative tools, and practical exercises. Students identify and analyze aspects of business strategy decisions. Topics include demand and cost, including the theory and how to apply it in a practical way; pricing; competitive strategies; and the impact of the environment of business and governmental actions on business decision making.

EC460 Business and Government (3.00 cr.)

Prerequisite: EC102. *Recommended Prerequisite:* EC302. Examines the nature of business behavior in competitive and noncompetitive markets and the nature and consequences of government regulation of this behavior. Students acquire tools useful in the development of competitive strategies and develop a sophisticated understanding of regulatory institutions and behavior. Topics include collusion, mergers and acquisitions, predatory behavior and monopolization, emerging deregulation of public utilities, and health and safety regulations.

EC470 Pricing Strategy (3.00 cr.)

Prerequisite: EC102, EC103, EC220. Develops expertise in pricing for profitability. Economics and marketing tools are used to consider how firms can successfully price in a variety of situations. Topics include competition, the role of cost in pricing, successful price changes, life cycle pricing, when to negotiate, and price sensitivity. The course is a mix of theory and practical application to frequently occurring business situations. *Same course as MK470. (Fall/Spring)*

EC480 Labor Economics (3.00 cr.)

Prerequisite: EC102. *Recommended Prerequisite:* EC103, EC302. Individuals make decisions on how much to work, where to work, and how to utilize the earnings from their labor. Firms develop compensation sys-

tems and make hiring decisions to efficiently extract the most from their workers, and governments make decisions on what policies are required to regulate the labor market. At a micro level, these decisions determine a family's financial resources, whether college is a good investment, and whether women face wage discrimination. At a macro level, these decisions determine the level of poverty, inequality, unemployment, and the generosity of the social safety net. This course introduces students to economic analysis of these decisions and their outcomes. Topics include wage determination and structure; human capital theory and returns to education; unemployment and search theory; unions; immigration; minimum wage; and social assistance programs.

EC490 Health Economics (3.00 cr.)

Prerequisite: EC102. *Recommended Prerequisite:* EC302. Examines the basic concepts and models of health economics. Students learn to understand and critique the health care industry and proposed policies. Topics include the institutional and economic structure of the health care industry; the incentives provided by the market, government, and insurance; the private and public demand; production; and the political economy of health care.

EC496 Independent Study in Stata for Economists (1.00 cr.)

Prerequisite: EC420 (*may be taken concurrently*). An independent laboratory course in the use of Stata. Stata is a statistical software package that is widely used throughout the government, business, industrial, scientific, and academic sectors. Proficiency in using Stata for data management, analysis, and reporting is developed. The focus is on developing Stata computer experience and extensive project work while reviewing business statistics and econometrics. *Closed to students who have taken or plan to take ST365.*

EC497 Independent Study in SAS for Economists (1.00 cr.)

Prerequisite: EC420 (*may be taken concurrently*). An independent laboratory course in the use of Statistical Analysis System (SAS). SAS is a statistical software package that is widely used throughout the government, business, industrial, scientific, and academic sectors. Proficiency in using SAS for data management, analysis, and reporting is developed. The focus is on developing SAS computer experience and extensive project work while reviewing business statistics and econometrics. *Closed to students who have taken or plan to take ST365.*

EC498 Economics Independent Study (1–3.00 cr.)
Prerequisite: EC102, EC103, EC220, junior or senior standing in economics (B.A. or B.B.A.), and written or electronic permission of the instructor. An individual research project with an economics faculty member in a specific area of mutual interest. The student must begin with a written plan for the project and conclude with a written research report and presentation. Arrangements for supervision with a faculty member must be made prior to registration. *Ordinarily, no more than one independent study may be counted toward the major requirements.*

EC499 Economics Internship (3.00 cr.)
Prerequisite: EC102, EC103, EC220, junior or senior standing in economics (B.A. or B.B.A.), and written or electronic permission of the instructor. Provides students with preparation for careers in business, law and public policy through practical work experience, rigorous study of the economic theories related to the internship, and individual reflection for career planning. Ordinarily, interns spend approximately 10 hours per week at the internship site and spend additional time each week meeting with the faculty sponsor and producing the required academic components. Arrangements for supervision with a faculty member must be made prior to registration. *Only one internship course may count toward graduation requirements.*

FINANCE

FI121 Personal Financial Management (3.00 cr.)
 Designed to allow students to develop a framework for planning and implementing a lifetime finance program. Investigates alternative personal financial decisions with a view toward optimizing personal wealth and creating more informed consumers. Students develop a personal financial plan. Topics include personal budgeting and planning and investment decisions with respect to education, automobiles, houses, securities, health and property insurance, retirement needs, and estate planning. *Open to all majors as a general elective. Does not fulfill course requirements for the finance concentration.*

FI320 Financial Management (3.00 cr.)
Prerequisite: AC201, EC102, and sophomore standing or above. *Corequisite:* EC220. Studies the theory and practice of financial analysis and management in the corporate setting and its role in the larger economic environment. Students discuss what specific assets a firm should acquire, what total volume of funds should commit, and how the required funds of the firm should be financed. Topics include time value of money, risk and return relationships, fundamental valuation theories, financial markets, capital investment decisions, cost of capital, capital structure, dividend policy, and international finance.

FI340 Global Financial Management (3.00 cr.)
Prerequisite: FI320 or BH320. *Corequisite:* IB282 or BH282. Provides students with a fundamental understanding of the international dimensions of corporate finance function. Students apply the concepts, approaches, and technology to support financial management in a multinational business environment. Topics include a detailed examination of foreign exchange markets, foreign exchange risk and its management, and international financial markets. *GT (Fall only)*

FI380 Fixed Income Securities: Valuation and Markets (3.00 cr.)
Prerequisite: FI320 or BH320. Provides students with a fundamental understanding of the pricing of bonds and operation of the bond market. Emphasis is placed on the various types of bonds and their characteristics and the risks associated with bonds. The mathematics of bond pricing and duration are also explored. The determination of interest rates, the behavior of interest rates, and the risk and term structure of interest rates are integral parts of the course. Additional topics include covenants, the effects of monetary policy, bond derivatives, and embedded options such as puts, calls, and conversion features. *(Fall/Spring)*

FI381 Equity Securities: Valuation and Markets (3.00 cr.)
Prerequisite: FI320 or BH320. Provides students with an introduction to the organization and functioning of equity markets, equity risk definition and measurement, financial theory, and models of equity valuation. The application of valuation models to market series, industries, and individual firms is also included. *(Fall/Spring)*

FI426 Special Topics in Finance (3.00 cr.)
Prerequisite: FI380, FI381, and written or electronic permission of the instructor. Provides students with specific seminars and/or research projects which address the outstanding topics in a particular field of finance. Students discuss the particular topics at an in-depth level. Potential topics encompass investments, real estate finance, international finance, financial management, capital markets, financial institutions, and financial modeling. Depending upon the topic, critical reviews of selected journal articles, guest lectures, empirical research, research projects and papers, as well as student presentations may be an integral part of the course. *May be repeated for credit with different topics.*

FI430 Financial Services Firms and Their Environments (3.00 cr.)
Prerequisite: FI380, FI381. Provides an overview of financial services firms including commercial banks, savings banks, credit unions, insurance companies, mutual funds, securities firms, investment banks,

and finance companies. Addresses operational issues within the financial services environment. Develops a framework for analyzing and measuring the risks faced by financial institutions by considering the environment in which these firms operate. Strategies and appropriate techniques that financial institutions can use to manage risk are also emphasized.

FI431 Derivative Securities and Markets (3.00 cr.)

Prerequisite: FI380, FI381. Designed for students' understanding of derivative-related financial instruments such as forwards, futures, and options and the use of derivatives in investment and corporate financial management. An introduction to derivative security markets, the valuation of derivatives, derivative trading strategies, and the management of corporate risk with derivatives are covered.

FI433 Portfolio Management (3.00 cr.)

Prerequisite: FI380, FI381, and senior standing. An introduction to portfolio theory and management in the practical world that integrates students' knowledge of equity and fixed income valuation. Topics include portfolio strategies, futures and options, commodities, the Internet, and portfolio management under live market conditions.

FI434 Student Managed Seller Applied Portfolio Fund (3.00 cr.)

Prerequisite: FI380, FI381, and written or electronic permission of the instructor. Exposes students to the portfolio management process through experiential learning. Students serve as portfolio and investment managers charged with managing the Seller Applied Portfolio Fund in a manner consistent with the core goals and philosophy of the Loyola University Maryland Endowment. Topics include asset valuation, constraint setting, asset allocation, asset selection, risk management, and performance evaluation. The behavioral aspects of finance are also considered. Students also gain experience with databases used by finance professionals.

FI440 Financial Analysis and Valuation (3.00 cr.)

Prerequisite: FI380, FI381. The assessment of business financial performance and valuation from the point of view of equity and credit analysts. Students learn to analyze a firm's profitability and risk by applying both financial and strategic analysis, prepare pro forma financial statements, ascertain the intrinsic value of a business, and apply spreadsheet models for financial decision making. (*Fall only*)

FI441 Advanced Financial Management (3.00 cr.)

Prerequisite: FI380, FI381. The implementation of financial decisions and policies by using actual case situations. Students learn to apply the concepts and decision-making tools employed in effective financial

decision making and increase their knowledge and understanding of the underlying theories of financial management. Through team case analysis and presentation, students develop analytical, communication, and interpersonal skills including the ability to identify and frame problems, recognize assumptions, and identify solution strategies. Students also develop the ability to speak effectively and persuasively, the capability to lead and motivate others, and the capacity to work effectively within a team. (*Spring only*)

FI499 Finance Internship (3.00 cr.)

Prerequisite: FI380, one FI300- or 400-level course. Provides students with preparation for careers in finance through practical work experience, in-class personal development, and career planning. Through the on-site work requirement, students learn the application of financial theory to actual business problems. Additionally, in-class projects, on-site work requirements, an internship portfolio, and class presentations are an integral part of the course. *Only one internship course may count toward graduation requirements.*

INTERNATIONAL BUSINESS

IB109 Introduction to Global Social Enterprise (3.00 cr.)

The course is guided by the vision of an inclusive capitalism. One in which the corporate sector prospers by engaging local communities in the cocreation of business models that simultaneously generate economic, social and environmental value. The resulting protocol represents a collaborative effort to articulate a radically different approach to business development that might better serve the diversity of needs and values of people across the globe, in particular, those who have been by-passed or actively exploited by globalization. (*Alpha course*)

IB282 International Business (3.00 cr.)

Prerequisite: Sophomore standing or above. 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. *GT/IA*

IB415 International Management (3.00 cr.)

Prerequisite: EC102, IB282 or BH282, MG201 or BH201. 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 nondomestic environment. Topics include the international environment; the role of the general manager overseas;

and global strategies, policies, and processes. *Same course as MG415. GT*

IB429 Applied Research in Management and International Business (3.00 cr.)

Prerequisite: IB282 or BH282, MG201 or BH201, and senior standing. This upper-level seminar investigates contemporary issues and groundbreaking research in the fields of organizational behavior, strategy, and international business. Students are exposed to the ongoing work of various professors, and they develop a framework to analyze the relevancy of the respective research streams from both practical and theoretical perspectives. *Same course as MG429.*

IB470 Special Topics in International Business (3.00 cr.)

Prerequisite: IB282 or BH282, and 60 credits. Readings and discussion in selected areas of international business. Past topics include emerging markets and international and comparative management. *May be repeated for credit with different topics.*

IB471 Managing Diversity: Globally and Domestically (3.00 cr.)

Prerequisite: IB282 or BH282, and 60 credits. Develops a conceptual and comparative understanding of environments, both globally and within the United States, in which managers and executives make decisions and lead. Various influences and attitudes explored through lectures, discussion, and case studies include cross-culture, religion, gender, race, sexuality and privilege. Students learn how specific business practices such as communications, motivation, negotiations, alliance formation, and social responsibility are affected by these influences. *GT*

IB472 Globalization: Opportunities and Challenges (3.00 cr.)

Prerequisite: IB282 or BH282, and 60 credits. Globalization has become one of the most contentious terms of the new century. Advances in technology, trade barrier reduction, foreign direct investment (by multinationals), and short-term capital flows have created unprecedented opportunities and challenges alike. The course is conducted in seminar fashion and seeks to examine both mainstream and critical views. *GT*

IB482 Global Strategy (3.00 cr.)

Prerequisite: IB282 or BH282, IB415 or MG415. Capstone course for international business majors and other interested students bringing together the managerial and environmental dynamics at work in the global economy. Incorporates all aspects of international business to enable managers to develop, implement, and evaluate a global strategy for the firm, be it family-owned or a transnational corporation. Specific firms,

industries and/or regions may be selected for study. *(Fall/Spring)*

IB499 International Business Internship (3.00 cr.)

Prerequisite: IB282 or BH282, and written or electronic permission of the instructor. To augment classroom learning with practical field experience, internships are arranged in area companies and state, federal, or international organizations. Students must develop a research topic in conjunction with their instructor and the host institution. A "mentor" with the host organization helps students in the identification and completion of the research project which must be an international business topic. Periodically, students meet with the instructor in groups or individually. A minimum of 150 hours of internship in the host organization is required. A journal of activities and a final report are required. *Occasionally crosslisted with Management Internship (MG499). Only one internship course may count toward graduation requirements.*

INFORMATION SYSTEMS

IS251 Information Systems (3.00 cr.)

Prerequisite: CS111 or CS118 or CS201. Students are immersed in the strategic use of information technology (IT) to solve business problems. They examine the role of IT in organizations and the integration of information systems (IS) into business activities enabling quality, timeliness, and competitive advantage. Students apply database, spreadsheet, and presentation skills to solve real world business challenges. *Recommended completion during sophomore year.*

IS352 Applications Development (3.00 cr.)

Prerequisite: IS353 (may be taken concurrently) or written permission of the department chair. An introduction to software development with an emphasis on business applications. Students are introduced to transaction processing systems and management support systems. Principles of program design, programming structures, data structures, program testing, and debugging are covered. Emphasis is placed on the implementation of programs with graphical user interfaces and event-driven code. *No prior programming experience is required. (Fall only)*

IS353 Data Management and Database Systems (3.00 cr.)

Prerequisite: EC220, IS251 or BH251, MA151 or MA251, or written permission of the department chair. Students analyze, create a logical design, and implement the physical design for a database information system—a cornerstone of business transactions. The course includes a database project from a current situation at a real company that allows students to analyze the data

needs of an organization, translate user requirements into a database system, and implement the system using leading database management systems.

IS355 Networks and Security (3.00 cr.)

Prerequisite: IS353 or written permission of the department chair. Explores the technologies underlying today's networking, multimedia, electronic business, and entertainment industries. This course balances technical and managerial content while covering a broad range of topics, including the strategic role of telecommunications, networking infrastructure, security, encryption, audio, video, intellectual property rights, and the history and politics of the telecommunications industries. *(Spring only)*

IS356 Information Technology for Financial Services (3.00 cr.)

Prerequisite: FI320 or BH320, IS251 or BH251. At a time when information is critical to corporate success, financial service firms continue to be the largest consumers of information technology (IT). The impact of IT across U.S. and European equities markets, brokerage companies, bond trading, and electronic banking is examined. Students gain a thorough understanding of how IT is used by financial services firms for competitive advantage. This course builds on the theory of equities markets by allowing students to engage in simulated stock market transactions and to apply financial theories in a practical, real-world setting.

IS358 Business Intelligence and Data Mining (3.00 cr.)

Prerequisite: EC220, IS251 or BH251, IS353, and MA151 or MA251; or written permission of the department chair. *IS353 may be taken concurrently.* Students are introduced to data mining as a technology to discover information and knowledge from large datasets for business decisions. Students utilize SAS Enterprise Miner™ to perform data mining using methods such as clustering, regression and decision trees. Students develop a project using current business intelligence technology for data mining. Forms the foundation for customer relationship management in marketing and forensic accounting. *IFS*

IS453 Information Systems Analysis and Design (3.00 cr.)

Prerequisite: IS353 or written permission of the department chair. Prepares students to play a significant role in the development of information systems in organizations. Students learn to complete the phases of the systems development life cycle—feasibility, analysis, design, implementation, and maintenance—using structured tools and techniques, project management, and oral presentations. Topics also include the roles of systems

analysts, designers, and programmers, as well as global and ethical concerns in systems development.

IS457 Advanced Topics in Applications Development (3.00 cr.)

Prerequisite: IS352. Students develop dynamic web applications for business using web technologies by building on an introductory programming course. Students learn how to download, install, configure, and use open-source web server, server-based source control, and relational database technologies. Software tools are applied to build a dynamic, server-side, web application for business using the model/view/controller paradigm. *(Spring only)*

IS458 Web-Enabled Applications (3.00 cr.)

Prerequisite: IS251 or BH251, IS352, IS353, IS358, and IS453 or written permission of the department chair. *IS355 may be taken concurrently.* Students explore and apply effective use of the technologies associated with web applications including HTML5, CSS3, JavaScript or iQuery, social media, and project management tools—all essential to modern companies. In this capstone course, students integrate all of the previous information systems courses, develop a business plan for an existing start-up enterprise, and create a sophisticated web-enabled senior project. *(Spring only)*

IS459 Research Project in Information Systems (3.00 cr.)

Prerequisite: Senior standing in information systems and written or electronic permission of the department chair. Students develop 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. *(Fall/Spring)*

IS499 Internship in Information Systems (3.00 cr.)

Prerequisite: IS352, IS353, IS358, IS453, and senior standing or written permission of the instructor. *IS352, IS353 or IS453 may be taken concurrently.* Students participate in individual study and group preparation and reflection while working in a technology-related position for an enterprise. Students work with an executive or information systems professional, performing duties that are matched with Loyola coursework. Each internship is constructed by an information systems professor in conjunction with the on-site internship supervisor. Students work with the professor before engagement and at the end of the term. *Only one internship course may count toward graduation requirements.*

LAW AND SOCIAL RESPONSIBILITY

LW109 Business, Law, and Society:**Special Topics (3.00 cr.)**

Provides a foundation for students who wish to explore the role that law plays in social, political, economic, and cultural life as it pertains to business behavior. The coursework provides a foundation of knowledge regarding the basic concepts necessary to understanding how business operates, the rules of law, and the influences and effects of law on the social and economic system. The course goal is to provide students with an understanding of the nature and functions of law in society and how law influences business behavior. (*Alpha course*)

LW305 Legal Environment of Business (3.00 cr.)

Prerequisite: 60 credits. Examines the legal environment of business activity. Students learn to explain basic legal terms; articulate legal rights and requirements in the managerial setting; identify how a particular legal issue fits into the legal system and how law develops and changes; and discuss managing an organization's legal matters, including ethical use of the law. Topics include classifications and sources of law, dispute resolution, agency, business associations, corporate governance, contracts, torts, product liability, securities, equal employment opportunity; and intellectual property.

LW319 Special Topics in Law, Social Responsibility, and Catholic Studies (3.00 cr.)

Prerequisite: 60 credits. Selected topics in Catholic Studies with a business or law perspective. Each topic is designed to foster discussion of the relationships among Christian faith, learning, business, law, and social responsibility. *Seminar format. May be repeated for credit with different topics. IC*

LW406 Commercial Law (3.00 cr.)

Prerequisite: Senior standing or written permission of the instructor. Examines the legal aspects of a commercial transaction. Students learn to explain the nature of a commercial transaction including formulating a contract for the sale of goods, paying for the goods, and financing the transaction. Topics include contract law, the uniform commercial code (sale of goods, negotiable instruments, secured transactions, bank collections and deposits), surety, and bankruptcy. (*Spring only*)

LW409 Special Topics in Law and Social Responsibility (3.00 cr.)

Prerequisite: 60 credits. Examines a selected area of law with in-depth coverage of concepts and applications. Students engage in serious, focused research. Past topics include constitutional law, gender and

the law, children and the law, sports law, and Internet law. *May be repeated for credit with different topics.*

LW410 International Business Law (3.00 cr.)

Prerequisite: LW305 or BH305. Examines the principal laws, legal sources, enforcement forums, and legal issues relevant to managing international business. Students learn to explain the legal framework for international business, as well as relevant U.S. law, treaty, and host country laws. Topics include legal framework for international business; international sales contracts, including CISG, carriage by sea, letters of credit, and dispute resolution; GATT, EU, NAFTA, and U.S. import/export laws, including procedures to challenge trade practices; licensing and protection of intellectual property; host country regulations affecting fair trade, financing, employment, environment, forms of business organization, and human rights relevant to business. *Fulfills upper-level course requirement and substitutes for an area study course in international business concentration. (Spring only)*

LW411 Environmental Law and Policy (3.00 cr.)

Prerequisite: 60 credits. Surveys the statutes, regulations, and common law principles and policies that address a wide range of environmental problems. Also compares different approaches to resolving environmental problems, e.g., traditional regulations, pollution prevention, and ecological restoration.

LW490 Capstone Project in American Studies (3.00 cr.)

Prerequisite: Written or electronic permission of the instructors. As a capstone experience for the American Studies minor, each student develops an independent research project, internship, or service-based project, to be advised by two professors from different departments and presented at an end-of-year American Studies Symposium. The project constitutes the culmination of the student's work in American Studies and provides an opportunity for the student to bring together the perspectives of two different disciplines on a research area of particular interest. A project proposal must be submitted to and approved by the American Studies Committee prior to registration for either the fall or spring semester of the senior year. The project must contain both a research and a formal writing component (the equivalent of a 20–25 page research paper).

LW499 Internship in Legal Studies (3.00 cr.)

Prerequisite: LW305 or BH305, and senior standing. Students are prepared for careers in law through practical work experience. Students become familiar with the legal practice of an internship sponsor and accomplish law-related projects working with a legal professional.

Offered only on an independent study basis. Only one internship course may count toward graduation requirements.

MANAGEMENT

MG100 Introduction to Business (3.00 cr.)

Provides a basic understanding of business activity, including the language of business (definitions, concepts, and principles) and practical exercises related to business functions. Students learn to read a financial report and discuss the activities and decisions of the business functions. Topics include the context of business (economic, ethical, international, and uncertainty), as well as the importance, terminology, and activities of marketing, accounting, finance, human resources, teams, production, and business reporting.

MG201 Management (3.00 cr.)

Prerequisite: Sophomore standing. Develops knowledge and skills in the management of organizational behavior. Topics include wealth creation, personality, motivation, leadership, planning, teamwork, ethics, and employee development. Teaching methods may include lectures, cases, team decisions, and discussion. Testing methods may include exams, papers, and team projects.

MG319 Special Topics in Catholic Studies (3.00 cr.)

Prerequisite: 60 credits. Selected topics in Catholic Studies with a business or management perspective in a seminar format. Each topic delivered is designed to foster university-wide discussion of the relationship between Christian faith, learning, and business. Additional emphasis is placed on the important role for non-Catholics and non-Christians in Catholic/Jesuit education. Topics may include Marketing Materialism and Christian Spirituality or Catholic Leadership. *IC*

MG402 Business Policy (3.00 cr.)

Prerequisite: FI320, IB282, LW305, MG201, MK240, OM330, and senior standing. Restricted to students majoring in accounting or concentrations in the business administration major. Focuses on the decisions that affect the character of the total organization. Examines choice of purpose, objectives and strategies, development of organizational culture, and determination and implementation of policies necessary for the attainment of organizational goals. Provides a general management point of view. Uses cases drawn from organizations of various sizes and industries. Students learn to complete an industry analysis and to formulate and implement a strategy. Topics include organizational strategy, systems, culture and people, and the role of the general manager.

MG403 Small Business Management and Entrepreneurship (3.00 cr.)

Prerequisite: AC201 or BH200, EC102, MG201 or BH201, MK240 or BH240. Applies functional business concepts to the entrepreneurial enterprise. Students learn to focus their individual talents in the quest of a vision or an idea. Topics include business plan development, issues concerning managing growth and small businesses; and social responsibility and responsibility/responsiveness of a small business.

MG411 Human Resources Management (3.00 cr.)

Prerequisite: MG201 or BH201, and 60 credits. An examination of the contemporary personnel administration function including systems for manpower planning, recruitment and selection, evaluation, promotion and compensation, and employee development. Recent trends in the areas of management point of view rather than a department or specialist orientation. Discusses case equal opportunity, quality of work life, and union-management relations. *(Fall only)*

MG412 Leadership (3.00 cr.)

Prerequisite: MG201 or BH201, and 60 credits. Students develop a better understanding and practice of leadership through examination of the theory, research, and practice of effective leadership in a global, diverse world; the need for and development of leadership as part of the effective management of organizations; and the personal characteristics, behavioral styles, transformational, and other current models of leadership. *(Spring only)*

MG415 International Management (3.00 cr.)

Prerequisite: EC102, IB282 or BH282, MG201 or BH201. 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 nondomestic environment. Topics include the international environment; the role of the general manager overseas; and global strategies, policies, and processes. *Same course as IB415.*

MG419 Special Topics in Management (3.00 cr.)

Prerequisite: 60 credits. Readings and discussions in selected areas of management. Topics might include productivity management, career planning and development, small business management, organizational change and development, legal liabilities of managers, critical thinking, and R&D management. *May be repeated for credit with different topics.*

MG429 Applied Research in Management and International Business (3.00 cr.)

Prerequisite: IB282 or BH282, MG201 or BH201, and senior standing. This upper-level seminar investigates contemporary issues and groundbreaking research in the fields of organizational behavior, strategy, and international business. Students are exposed to the ongoing work of various professors, and they develop a framework to analyze the relevancy of the respective research streams from both practical and theoretical perspectives. *Same course as IB429.*

MG451 Social Capital and Entrepreneurship (3.00 cr.)

Prerequisite: MG201 or BH201, and 60 credits. Develops an understanding of the relationship between social capital and entrepreneurship and the role of good business practices in increasing social capital, developing sustainable enterprise, and creating wealth. Globalization, free markets, and capitalism can facilitate economic progress and human development, empower the disenfranchised, and reduce poverty. Prosocial behaviors, practical leadership, and social entrepreneurial skills are developed.

MG452 Power and Influence (3.00 cr.)

Prerequisite: MG201 or BH201, and 60 credits. Identifies sources of power and influence and analyzes the use of power to influence and achieve personal and organizational goals. Personality and experience often lead to the differences in interpretations of how power is used in organizations. Often new employees look to their own supervisors to shelter them from organizational politics and then the employees themselves become the pawns of political power. As organizations are political entities, this course analyzes choices regarding how objectives and strategies are made primarily on the basis of who has power and how that power is used.

MG499 Management Internship (3.00 cr.)

Prerequisite: MG201 or BH201, and written or electronic permission of the instructor. 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. *Only one internship course may count toward graduation requirements.*

MARKETING**MK240 Marketing (3.00 cr.)**

Prerequisite: Sophomore standing or above. Students acquire an 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, targeting, positioning, and the marketing mix—product, promotion, pricing, and distribution.

MK346 Consumer Behavior (3.00 cr.)

Prerequisite: MK240 or BH240, and sophomore standing or above. Considers multiple perspectives on consumer behavior, including psychological and sociological, and highlights how understanding consumers can inform marketing strategy. Considers the many facets of consumers as unique individuals and decision makers, the social and cultural influences on consumer behavior, and the ethical responsibility of marketers.

MK347 International Marketing: Study in Rome (3.00 cr.)

Prerequisite: MK240. *Restricted to juniors.* 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. *Closed to students who have taken MK348.*

MK348 International Marketing: European Study Tour (3.00 cr.)

Prerequisite: MK240 or BH240 (may be taken concurrently), and a cumulative GPA of 2.500. *Restricted to sophomores and juniors. Preference may be given to marketing majors and minors.* Develops a global overview of the marketing function. Students learn to describe the international marketing context and identify adaptations in data collection and analysis, product, price, promotion, and distribution necessitated by this context. Topics include cultural, legal, financial, and organizational aspects of international marketing. This course involves a two week study tour with site visits to organizations in several European countries.

MK440 Selling Concepts and Strategies (3.00 cr.)

Prerequisite: MK240 or BH240, and 60 credits. Develops personal sales effectiveness through focusing on customer orientation and a needs-based philosophy of client service. Examines the processes involved in

business-to-business selling as well as the roles and responsibilities of sales representatives. Students learn to apply the strategies and enhanced interpersonal skills required in the selling of products, services, and ideas. Topics include relationship management, prospecting and sales planning, needs development, and adaptive selling.

MK441 Marketing Research (3.00 cr.)

Prerequisite: EC220 or ST110 or ST210 or ST265 or equivalent, MK240 or BH240, and senior standing. Restricted to students concentrating or minoring in marketing. Examines the role of information in marketing decision making. Students learn to collect, analyze, interpret, and apply information from primary and secondary data sources. Topics include problem definition, secondary data, experimental design, focus groups, survey research, questionnaire design, and data analysis. Both qualitative and quantitative approaches are covered, with emphasis on managerial implications. The course aims to engage students with marketing research methods by considering examples and applications, along with the challenges of conducting research in the real world. (Fall/Spring)

MK442 Strategic Marketing (3.00 cr.)

Prerequisite: MK240 or BH240, and senior standing. Explores marketing's role in creating value for the firm and its stakeholders. Examines marketing strategy in the context of global competition and strategic uncertainty. Focuses on the strategic and analytical approach to making marketing decisions. Builds analytical skills in diagnosing marketing problems, identifying opportunities, analyzing alternative courses of action, and recommending market strategies and action plans. Students evaluate, formulate, and implement marketing strategy across the product life cycle. (Fall/Spring)

MK444 New Product Development and Management (3.00 cr.)

Prerequisite: MK240 or BH240, and 60 credits. Studies innovation in terms of developing and marketing new products. Students learn the stages of a new product development process, identify the components of new product development strategy, and understand how to structure organizations for creativity and innovation. Topics include managing new product failure, multivariate statistical techniques like factor analysis and cluster analysis, and technology-based new product development.

MK447 Integrated Marketing Communications (3.00 cr.)

Prerequisite: MK240 or BH240, and 60 credits. Deals with the management of the promotion function in a business or nonprofit organization. Students develop an understanding of the role promotion plays in an orga-

nization's marketing strategy. Topics include promotional strategy, integrated marketing communication, advertising, sales promotion, and public relations.

MK449 Special Topics in Marketing (3.00 cr.)

Prerequisite: MK240 or BH240, and 60 credits. Provides an opportunity for students to conduct intensive study and/or research in a selected marketing topic or industry. Students work under the direct guidance of a faculty advisor to accomplish the course requirements agreed upon by the student and advisor. Topics may include health care marketing, financial services marketing, and nonprofit marketing. May be repeated for credit with different topics.

MK450 Branding and Packaging (3.00 cr.)

Prerequisite: MK240 or BH240, and 60 credits. Provides an in-depth understanding of how branding and packaging are used to gain the target audience's attention in the competitive retail environment. Students learn to utilize product packaging as a critical strategic element for brand identity and differentiation. Key topics include brand recognition, branding a service, consumer research, brand extensions, emotional branding, global brands, legal issues, and store brands versus national brands. Case analysis is used to reinforce topics and develop analytical skills by examining the branding strategy of current industry leaders; for example, case studies may investigate Mr. Peanut as a brand icon, Ritz-Carlton's segmentation strategy, Tide's green packaging, Coca-Cola's design elements, and Tylenol's protective packaging.

MK451 Retail Marketing (3.00 cr.)

Prerequisite: MK240 or BH240, and 60 credits. Examines the strategic role of retailing in the distribution of consumer goods and services. Students learn why consumer insight and superior execution are critical factors for building retail brands that will be successful in the future. Key topics include retail formats, multichannel retailing, merchandise assortments, retail locations, holiday sales trends, supply chain management, customer relationship management, pricing, store layout and design, retail communication mix, and customer service. Case analysis is used to reinforce course topics and develop analytical skills by examining the operational and tactical strategies of a wide variety of retailers; for example, case studies may focus on some of the following contemporary companies: Build-A-Bear, Costco, Giant Food, Kohl's, Nordstrom, Walgreens, and Walmart.

MK452 Services Marketing (3.00 cr.)

Prerequisite: MK240 or BH240, and 60 credits. The United States, as well as much of the world economy, is dominated by services. In the United States, approximately 80 percent of the labor force and 78 percent of the

gross domestic product is accounted for by services. The primary theme of the course is that service organizations require a distinctive approach to marketing strategy—both in its development and execution. Ideas from MK240 (or BH240) and other marketing courses are expanded to make them specifically applicable to service industry settings. Key topics include applying the seven Ps to services, determining customer expectations and perceptions, designing services, managing customer relationships (CRM), delivering and performing services, and analyzing financial and economic effects of services.

MK453 Sports Marketing (3.00 cr.)

Prerequisite: MK240 or BH240, and 60 credits. Restricted to students concentrating or minoring in marketing. Provides students with a foundation and basic understanding of the marketing of sports and the marketing through sports. Topics include investigating the role of sports at various levels; for example, amateur and professional levels and domestic and international levels. Students learn to understand and appreciate the development of sports marketing, along with its impact on current industry practices. Closed to students who have taken the course as a special topic under MK449.

MK499 Marketing Internship (3.00 cr.)

Prerequisite: MK240 or BH240, and senior standing. Prepares students for careers in marketing through practical work experience and in-class discussion. With the assistance of the instructor, students select an internship site. They become familiar with the sponsor's marketing function and accomplish marketing-related projects by working with a marketing professional for 150 hours. This experience is summarized in an internship resume for use in the job search process. Topics for class discussion include marketing career paths, marketing competencies sought by employers, time management, harassment in the workplace, resume writing, networking, and other topics focusing on professional success and self-development in the marketing environment. Only one internship course may count toward degree requirements.

PRODUCTION AND OPERATIONS MANAGEMENT

OM330 Operations Management (3.00 cr.)

Prerequisite: EC102, EC220, IS251 or BH251, and MA151 or MA251 or equivalent. Develops the processes by which organizations create value. Students develop an overview of the planning and operation of systems to convert resources to goods and services. Topics include operations strategy, design of processes, product and process quality, global competition and supply chain issues, productivity of operating systems, impact on societal and physical environment, both qualitative and quantitative methods to improve decision making.

OM334 Global Supply Chain Management (3.00 cr.)

Prerequisite: IB282 or BH282, OM330 or BH330. Deals with managing the flow of physical goods, services and information within national and international supply chains. Discusses the challenges of global supply chain relationships, such as outsourcing and offshoring and the corporate and web technologies needed to purchase, distribute and transport goods and services. (*Spring only*)

OM335 Project Management (3.00 cr.)

Prerequisite: IB282 or BH282, IS251 or BH251, MG201 or BH201, OM330 or BH330 (may be taken concurrently). Develops principles and management techniques needed to successfully complete projects. Utilizes technology to assist in initiating, planning, executing, monitoring, controlling, and closing a project. Discusses the human costs of change and disruption associated with new projects. (*Fall/Spring*)

OM499 Internship in Operations Management (3.00 cr.)

Prerequisite: OM330 or BH330, and senior standing or written permission of instructor. Individual study and group preparation and reflection while working for an organization. Students work with an operations or information systems professional, performing duties which are matched with Loyola coursework. Each internship is constructed by an operations management professor in conjunction with the on-site supervisor. Students work with the professor before engagement and at end of the term. Only one internship course may count toward graduation requirements.

ACADEMIC CALENDAR

SUMMER SESSIONS 2013

MAY 2013

- 10 Mail-In Registration ends for first Summer Session
- 23 Web Registration ends for first Summer Session
- 24–27 Memorial Day Observed (University Closed)
- 30 First Summer Session begins**
- 30 Applications due for September 2013 Graduation
- 30–6/3 Late Registration for first Summer Session

JUNE 2013

- 4 Course Withdrawal Period begins for first Summer Session
- 17–18 Summer Orientation Session I (first-year students)
- 19 Course Withdrawal Period ends for first Summer Session; last day to withdraw from a course with a grade of *W***
- 20–21 Summer Orientation Session II (first-year students)
- 24–25 Summer Orientation Session III (first-year students)
- 27–28 Summer Orientation Session IV (first-year students)

JULY 2013

- 1 Last day to obtain a partial refund of Tuition Deposit for cancellation of Fall 2013 registration (full-time students)**
- 1–2 Summer Orientation Session V (first-year students)
- 3 Web Registration ends for second Summer Session
- 4–5 Independence Day Observed (University Closed)
- 11 First Summer Session ends
- 12 Mail-In Registration ends for second Summer Session
- 12 WebAdvisor Add/Drop Period begins for Fall 2013 Semester
- 15 Second Summer Session begins**
- 15–16 Late Registration for second Summer Session
- 17 Course Withdrawal Period begins for second Summer Session

AUGUST 2013

- 1 Course Withdrawal Period ends for second Summer Session; last day to withdraw from a course with a grade of *W***
- 16 Mail-In Registration ends for Fall 2013 Semester (**part-time** students)
- 22 Second Summer Session ends

FALL SEMESTER 2013

AUGUST 2013

- 30 First-year resident students report to residence halls
- 30–9/1 Fall Orientation

SEPTEMBER 2013

- 1 Upperclass resident students report to residence halls
- 2 Faculty advisors meet with first-year students
- 2 Labor Day (No Classes)
- 3 Fall Semester begins**
- 3 Applications due for January 2014 Graduation
- 3–6 Late Registration: In-Person Add/Drop Period
- 6 WebAdvisor Add/Drop Period ends for Fall Semester**
- 7 Course Withdrawal Period begins for Fall Semester
- 8 Mass of the Holy Spirit
- 8–15 *Initium* Activities
- 20 Applications due for May 2014 Graduation (**full-time** students)
- 27–29 Family Weekend

OCTOBER 2013

- 18 Midsemester Holiday
- 18 Midterm grades due in Records Office by 3:00 p.m.*
- 23 WebAdvisor Registration for Spring 2014 Semester (Class of 2014)
- 30 WebAdvisor Registration for Spring 2014 Semester (Class of 2015)

NOVEMBER 2013

- 1 All Saints Day
 6 WebAdvisor Registration for Spring 2014 Semester (Class of 2016)
 7 **Course Withdrawal Period ends for Fall Semester; last day to withdraw from a course with a grade of W**
 13–14 WebAdvisor Registration for Spring 2014 Semester (Class of 2017)
 18 WebAdvisor Add/Drop Period begins for Spring 2014 Semester
 26 Thanksgiving Holiday begins after last class
 27–12/1 Thanksgiving Break (No Classes)
 28–12/1 Thanksgiving Break (University Closed)

DECEMBER 2013

- 2 Classes Resume
 8 Feast of the Immaculate Conception
 9 Last day of classes for Fall Semester
 10 Study Day
 11–19 Exams and close of Fall Semester; exams are scheduled on Saturday, December 14
 23–1/1 Christmas Break (University Closed)

SPRING SEMESTER 2014

JANUARY 2014

- 2 University Opens
 2 Mail-In Registration ends for Spring Semester (**part-time** students)
 12 Resident students report to residence halls
 13 **Spring Semester begins**
 13 Applications due for May 2014 Graduation (**part-time** students)
 13–16 Late Registration: In-Person Add/Drop Period
 16 WebAdvisor Add/Drop Period ends for Spring Semester
 17 Course Withdrawal Period begins for Spring Semester
 20 Martin Luther King, Jr. Holiday (University Closed)

FEBRUARY 2014

- 28 Midterm grades due in Records Office by 3:00 p.m.

MARCH 2014

- 3–9 Spring Break
 5 Ash Wednesday
 10 Classes Resume
 10 Web and Mail-In Registration begin for Summer 2014 Sessions
 19 WebAdvisor Registration for Fall 2014 Semester (Class of 2015)
 21 Maryland Day Celebration
 26 WebAdvisor Registration for Fall 2014 Semester (Class of 2016)
 27 **Course Withdrawal Period ends for Spring Semester; last day to withdraw from a course with a grade of W**

APRIL 2014

- 2 WebAdvisor Registration for Fall 2014 Semester (Class of 2017)
 17–21 Easter Break (No Classes)
 18–21 Easter Break (Offices Closed)
 22 Classes Resume
 28 Last day of classes for Spring Semester
 29 Study Day
 30 Exams and close of Spring Semester (continued in May)

MAY 2014

- 1–8 Exams and close of Spring Semester; exams are scheduled on Saturday, May 3 (continued from April)
 16 Academic Honors and Departmental Awards Ceremony: McManus Theatre, 11 a.m.
 16 Baccalaureate Mass: Reitz Arena, 1:30 p.m.
 17 Commencement: 1st Mariner Arena, 11 a.m.
 * Midterm grades are available on WebAdvisor once they are processed. Midterm grades are mailed to the student's permanent address only.

BOARD OF TRUSTEES

Stephen Ainlay

President

Union College

Angela Amarhanov

Loyola University Maryland '12

Communications Intern

Travis Manion Foundation

José I. Badenes, S.J.

Associate Professor of Modern Languages and Literatures

Loyola Marymount University

W. Bradley Bennett

Loyola College '87

Chief Executive Officer

Maxim Healthcare Services

Kenneth Boehl

Loyola College '76, M.B.A. '81

Wilmington, DE

William R. Campbell, S.J.

President

Cheverus High School

Michael P. Cataneo

Loyola College '61

President

Cataneo Inc.

Louis R. Cestello

Regional President

PNC Bank, Greater Baltimore

John R. Cochran

Loyola College '73, L.H.D. '07

Nick DeGeorge

Loyola University Maryland '11

Staff Operations Specialist

United States Department of Justice

John M. Dennis, S.J.

President

Brebeuf Jesuit Preparatory School

Marilynn K. Duker

President

The Shelter Group

Paul Eibeler

Chairman

Cokem International

Sharon Euart, R.S.M.

Executive Coordinator

Canon Law Society of America

David Ferguson

Loyola College '77

Partner

Weston Presidio

Kevin Finnerty

Principal

Galton Capital Management

James Forbes

Loyola College '80

Vice Chairman, UBS Group Americas

UBS Securities, LLC

J. Richard Fredericks

Managing Director

Main Management

Gregory Gailius

Partner

PricewaterhouseCoopers, LLP

Gino J. Gemignani, Jr.

Loyola College '71

Senior Vice President

The Whiting-Turner Contracting Company

I. H. Hammerman II, Emeritus

Loyola College, L.H.D. '96

President

Trust Management, Inc.

H. Edward Hanway

Loyola College '74

Chairman of the Board

Gerry Holthaus

Loyola College '71

Chairman

Algeco Scotsman

Richard E. Hug, Emeritus

Chairman and Chief Executive Officer

Hug Enterprises, Inc.

M. Cathleen Kaveny

John P. Murphy Foundation

Professor of Law and

Professor of Theology

University of Notre Dame

Kevin C. Keelty
Loyola College '68
Retired Executive
Capmark Finance, Inc.

T. Frank Kennedy, S.J.
Rector of the Jesuit Community
Director of the Jesuit Institute
Canisius Chair in the Humanities
Boston College

Mark O. Knott
Loyola College '92
Vice President
Maryland Management Company

James J. Latchford
Loyola College '65, M.B.A. '74
Managing Director
AArete LLC

John C. Lee IV
Chief Executive Officer
Lee Technologies, Subsidiary of Schneider Electric

Brian F. Linnane, S.J. *ex officio*
President
Loyola University Maryland

Hugh W. Mohler
Loyola College '68
Senior Business Consultant
Employee One Benefit Solutions

Aine O'Connor, R.S.M.
Interim Coordinator for Global Action
UN Mercy Global Concern

Thomas M. Thornton
Retired Chief Executive Officer
Aerotek
Allegis Group Board Member

Michael Tunney, S.J.
Director of Mission and Identity
Rector, Canisius Jesuit Community
Canisius College

DIRECTORY

EXECUTIVE ADMINISTRATION

Brian F. Linnane, S.J., President
A.B., Boston College; M.A., Georgetown University;
M.Div., S.T.L., Jesuit School of Theology at Berkeley;
M.A., M.Phil., Ph.D., Yale University

Marc M. Camille, Vice President for Enrollment
Management and Communications
A.B., Rollins College; M.A., University of Miami;
Ed.D., University of Pennsylvania

Randall D. Gentzler, Vice President for Finance
and Treasurer
B.S., Elizabethtown College; M.B.A., Philadelphia
University

Megan M. Gillick, Vice President for Advancement
B.A., Colgate University

Sheilah Shaw Horton, Vice President for Student
Development; Dean of Students
B.S., Emmanuel College; M.A., Ph.D., Boston College

Karyl B. Leggio, Dean, Sellinger School of Business
and Management
B.S., Virginia Polytechnic Institute and State University;
M.B.A., East Tennessee State University; Ph.D.,
University of Kansas

James J. Miracky, S.J., Dean, Loyola College
B.A., Fordham University; M.Div., S.T.M., Jesuit
School of Theology at Berkeley; M.A., Ph.D.,
Rutgers University

Terrence M. Sawyer, Vice President for Administration
B.A., University of Maryland (College Park); J.D.,
Widener University School of Law

Joshua S. Smith, Dean, School of Education
B.A., M.S., Ph.D., University at Albany, State
University of New York

Timothy Law Snyder, Vice President for Academic
Affairs
B.A., B.S., M.S., University of Toledo; M.A., Ph.D.,
Princeton University

ADMINISTRATION

Ann M. Attanasio, Assistant Dean, Sellinger School
of Business and Management
B.A., LeMoyné College; M.S., Elmira College

Daniel J. Barnett, Director of Alumni Relations
B.A., Youngstown State University; M.A., Bowling
Green State University

Joseph Bradley, Director of Event Services
and Off-Campus Centers
B.A., Towson University

Mark Broderick, Director of Student Activities
B.S., University of Scranton

Timothy Brown, S.J., Special Assistant to the President
for Mission Integration; Interim Director
of Campus Ministry
B.S., Georgetown University; M.Div., Fordham
University; M.Div., Weston School of Theology; J.D.,
George Mason University

Colleen Campbell, Director of Academic Affairs
for Varsity Athletics
B.A., Purdue University; M.S., Villanova University

Michelle L. Cheatem, Associate Dean of Students
B.S., Manchester College; M.A., Bowling Green
State University

Xavier A. Cole, Assistant Vice President for Student
Development
B.A., University of Mississippi; M.A., Miami
University (Oxford)

André P. Colombat, Dean of International Programs
Baccalaureat, Lycee Jean-Puy; B.A., Maitrise,
Universite Lyon II; Ph.D., Washington University

Donelda A. Cook, Associate Vice President for
Student Development; Director, Counseling Center
B.S., Delaware State University; M.A., Ph.D.,
Southern Illinois University

Robin Crews, Director of Service-Learning
B.A., University of California at Berkeley; Ph.D.,
University of Colorado

Brent Dailey, Director of Development for the
School of Education and the Loyola Clinical Centers
B.A., Towson University

David C. Daughaday, Director of Resource Management
B.S., Butler University; M.B.A., Loyola College in Maryland

Jillian Edelen, Budget Director, Facilities and Campus Services
B.S., King's College

Maureen Welby Faux, Director of Graduate Admission
B.A., Arcadia University; M.A., Pepperdine University; M.Ed., Loyola University Maryland

Louise A. Finn, Chief Information Officer and Associate Vice President
B.S., M.B.A., Johns Hopkins University

Kristen Fisher, Director of Ceremonies
B.S., Loyola College in Maryland

Joan M. Flynn, Assistant Vice President for Administration
B.S., West Virginia University; M.B.A., Loyola College in Maryland

Steven G. Fox, Director of Technology Support, Office of Technology Services
B.S., Towson University

Timothy F. Fox, Director, Department of Public Safety
B.A., Gannon University; M.S., Cardinal Stritch College

Catherine Gugerty, S.S.N.D., Director, Center for Community Service and Justice
B.A., College of Notre Dame of Maryland; M.S., Loyola College in Maryland; NCC

Mark Harris, Director of Athletics Development
B.S., Bucknell University; Master of Sports Leadership, Northeastern University

Brian P. Hatcher, Director of Creative Services
B.A., Pennsylvania State University

Thomas D. Hettleman, Director, Environmental Health and Safety
B.S., Towson University

Elena D. Hicks, Dean of Undergraduate Admission
B.A., M.L.A., Texas Christian University

Sharon B. Higgins, Assistant Vice President for Marketing and Communications
B.S., Old Dominion University

Jane Curley Hogge, Assistant Vice President for Advancement
B.A., Loyola University Maryland; M.B.A., Carnegie Mellon University

Suzanne E. Keilson, Associate Dean of Operations, Loyola College
B.A., Yale University; M.S., M.Phil., Ph.D., Columbia University

Rita LaVerghetta-Steiner, Director of Records
B.A., Towson University

Salvatore A. Lenzo, Director of Information Systems, Sellinger School of Business and Management
B.S., M.B.A., Loyola College in Maryland; PMP

Mark L. Lindenmeyer, Assistant Vice President and Director of Financial Aid
B.A., M.B.A., Loyola College in Maryland

Eugenia Lombardi, Director of Student Health Services
R.N., B.S., Mount St. Agnes College; M.A., C.R.N.P., University of Maryland

Michael J. Mansfield, Director of Student Administrative Services and Disbursements
B.B.A., State University of New York; M.B.A., Loyola College in Maryland

Brian McDermott, S.J., Rector
B.A., M.A., Fordham University; M.Div., Woodstock College; S.Th., Union Theological Seminary; Dr.Theol., University of Nijmegen (Holland)

Ilona M. McGuiness, Dean of First-Year Students and Academic Services
B.A., Southern Illinois University (Carbondale); M.A., Iowa State University (Ames); M.A., Ph.D., University of Iowa

Deborah Miller, Director, Academic Advising and Support Center
B.A., Wake Forest University; M.A., Loyola College in Maryland

Jane Moore, Director of Planned Giving
B.A., Mount St. Mary's University; M.B.A., Loyola University Maryland

Cheryl Moore-Thomas, Associate Dean, School of Education
B.A., M.Ed., Loyola College in Maryland; Ph.D., University of Maryland

Mary Beth Mudric, Director of Student Support Services
B.A., Wheeling Jesuit University; M.A., Loyola College in Maryland

Geoff Norbert, Director of Student Engagement
B.A., Gettysburg College; M.A., Loyola University Maryland

Brian M. Oakes, Director of Development for Loyola College
B.A., M.B.A., Loyola University Maryland

Erin S. O'Keefe, Director, York Road Revitalization Program
B.A., Loyola College in Maryland; M.P.P., University of Maryland (College Park)

James R. Paquette, Assistant Vice President and Director of Athletics
B.A., Providence College; M.S., University of Massachusetts Amherst

Rodney Parker, Director of ALANA Services
B.S., North Carolina State University; M.Div., Th.M., Duke University

Kathleen M. Parnell, Assistant Vice President for Human Resources
B.S., Daniel Webster College; M.B.A., University of New Hampshire, Whittemore School of Business and Economics

Les Pely, Director of Project Management
B.A., M.Ed., Loyola College in Maryland

Van T. Pham, Director of Investment and Treasury Services
B.S.B.A., Shippensburg University; M.B.A., Rider University; CPA

Thomas J. Podles, Director of Infrastructure, Technology Services
B.S., University of Maryland; M.E.S., Loyola College in Maryland

Robert B. Pond, Jr., Associate Dean for the Natural Sciences, Loyola College
B.E.S., Johns Hopkins University; M.S., Ph.D., University of Pennsylvania

Barbara G. Preece, Director, Loyola/Notre Dame Library
B.A., University of New Hampshire; M.A.L.S., University of Minnesota

Michael Puma, Co-Director, Living-Learning Communities Program
B.S., Fordham University; M.S.Ed., Syracuse University

Timothy J. Quinn, Associate Dean, Sellinger School of Business and Management
B.A., LeMoyné College; J.D., Loyola University New Orleans; E.M.L., Georgetown University

Allison T. Rubin, Director of Advancement Events and Donor Relations
B.S., Providence College

Terra Schehr, Assistant Vice President for Institutional Research and Effectiveness
B.A., Emory and Henry College; M.A., San Francisco State University

Helen T. Schneider, Associate Vice President for Facilities and Campus Services
B.A., University of Virginia; M.B.A., University of Delaware

Janet Simon Schreck, Executive Director, The Loyola Clinical Centers
B.A., M.S., Loyola College in Maryland; CCC-SLP

Richard G. Sigler, Director of Project Management Office, Office of Technology Services
B.B.A., Loyola College in Maryland; M.B.A., Loyola University Maryland

CreSaundra Sills, Director, The Career Center
B.A., M.A., Loyola College in Maryland; Ph.D., University of Maryland

David Skica, Director of Enterprise Applications, Technology Services
B.S., Alliance College; M.A.Ed., Temple University; M.B.A., Walden University

Christina Spearman, Director of Student Life
B.S., Emmanuel College; M.Ed., Clemson University; Ed.D., East Carolina University

Amanda McCombs Thomas, Associate Vice President for Graduate Studies
B.A., College of William and Mary; M.S., Ph.D., University of Georgia

Christopher R. Vaughan, Director of Annual Giving
B.A., M.B.A., Loyola University Maryland

Robert M. Wallett, Director of Facilities Management
B.S., U.S. Air Force Academy; M.S., Air Force Institute of Technology; M.S., Boston University

Ian A. Webster, Director of Advancement Services
B.A., Salisbury University

Pamela Wetherbee-Metcalf, Director of
Recreational Sports
B.A., Salem College; M.A., The United States
Sports Academy

Martha L. Wharton, Assistant Vice President
for Academic Affairs and Diversity
B.A., Dartmouth College; J.D., Dickinson School of
Law; Ph.D., University of Massachusetts (Amherst)

Marcia F. Wiedefeld, Director of Disability
Support Services
B.S., Towson University; M.A., The George Washington
University; CRC

Jan E. Williams, Director, Alcohol and Drug Education
and Support Services
B.A., Colgate University; J.D., The George
Washington University

Jennifer L. Wood, Director of Campus Services
B.A., York College of Pennsylvania; M.B.A., Loyola
University Maryland

DEPARTMENT CHAIRS

Gerard A. Athaide, Professor of Marketing;
Chair, Department of Marketing
B.Sc., M.M.S., University of Bombay; M.B.A., Ph.D.,
Syracuse University

Robert T. Bailey, Associate Professor of Engineering;
Chair, Department of Engineering
B.S.M.E., M.S., Ph.D., University of Florida

Brian K. Barr, Associate Professor of Chemistry;
Chair, Chemistry Department
B.S., Elizabethtown College; Ph.D., Cornell University

Frederick Bauerschmidt, Professor of Theology;
Chair, Theology Department
B.A., University of the South; M.A.R., Yale Divinity
School; Ph.D., Duke University

Richard P. Boothby, Professor of Philosophy;
Chair, Philosophy Department
B.A., Yale University; M.Ed., Harvard University;
Ph.D., Boston University

Angela Russell Christman, Professor of Theology;
Director, Honors Program; Program Advisor, Minor
in Catholic Studies
B.A., Ph.D., University of Virginia; M.Div., Virginia
Technological Seminary

Ramón E. Espejo-Saavedra, Associate Professor
of Modern Languages and Literatures (Spanish);
Interim Chair, Department of Modern Languages
and Literatures
B.A., Occidental College; M.A., Ph.D., University of
Pennsylvania

Lisa M. Fairchild, Professor of Finance; Chair,
Department of Finance
B.B.A., East Tennessee State University; Ph.D.,
University of South Carolina

Michael G. Franz, Professor of Political Science;
Chair, Political Science Department
B.S., Illinois State University; M.A., Ph.D., Loyola
University (Chicago)

Joseph Ganem, Professor of Physics;
Chair, Physics Department
B.S., University of Rochester; M.S., University of
Wisconsin (Madison); Ph.D., Washington University
(St. Louis)

Andrea Giampetro-Meyer, Professor of Law; Chair,
Department of Law and Social Responsibility
B.S.B.A., Bowling Green State University; J.D.,
College of William and Mary

James R. Glenn, Associate Professor of Computer
Science; Chair, Computer Science Department
A.B., Amherst College; Ph.D., University of Maryland

Janet A. Headley, Professor of Fine Arts (Art History);
Chair, Fine Arts Department
B.A., University of Delaware; M.A., Temple University;
Ph.D., University of Maryland

Steven C. Hughes, Professor of History;
Chair, History Department; Program Advisor,
Minor in Italian Studies
B.A., University of Colorado; M.A., University of
Connecticut; Ph.D., University of Michigan

Marie Kerins, Associate Professor of Speech-Language
Pathology/Audiology; Chair, Department of
Speech-Language Pathology/Audiology
B.S., Marquette University; M.S., Loyola College in
Maryland; Ed.D., Johns Hopkins University; CCC-SLP

Elliot King, Professor of Communication;
Chair, Department of Communication
B.A., California State University; M.S., Columbia
University; Ph.D., University of California (San Diego)

Beth A. Kotchick, Associate Professor of Psychology; Chair, Psychology Department
B.A., M.A., Loyola College in Maryland; Ph.D., University of Georgia

Peggy O'Neill, Professor of Writing; Chair, Writing Department
B.A., University of Maryland (Baltimore County); M.A., University of Maryland (College Park); Ph.D., University of Louisville

Mark Osteen, Professor of English; Chair, English Department
B.A., M.A., University of Montana; Ph.D., Emory University

Mark F. Peyrot, Professor of Sociology; Chair, Sociology Department
B.A., University of California (Santa Barbara); M.A., Ph.D., University of California (Los Angeles)

Gloria Phillips-Wren, Professor of Information Systems and Operations Management; Chair, Department of Information Systems and Operations Management; Academic Director, Executive MBA Programs
B.A., Western Maryland College; M.Ed., Towson University; M.B.A., Loyola College in Maryland; M.S., Ph.D., University of Maryland (Baltimore County)

James G. Riely, Professor of Military Science; Chair, Military Science Department; Lieutenant Colonel, U.S. Army
B.S., United States Military Academy; M.A., Rutgers, The State University of New Jersey; M.S., University of Missouri (Rolla)

David B. Rivers, Professor of Biology; Chair, Biology Department; Program Advisor, Minor in Forensic Studies
B.S., Ball State University; Ph.D., Ohio State University

Dipa Sarkar-Dey, Associate Professor of Mathematics and Statistics (Mathematics); Chair, Department of Mathematics and Statistics
B.S., M.S.C., Dacca University; M.S.E., Ph.D., Johns Hopkins University

Wendy M. Smith, Associate Professor of Education; Chair, Department of Teacher Education; Director, Graduate Program in Teacher Education
B.S., State University of New York; M.Ed., University of North Carolina; Ph.D., University of Wyoming

Michael L. Unger, Associate Professor of Management and International Business; Chair, Department of Management and International Business
B.S., Ohio State University; M.A., Washington University; Ph.D., Pennsylvania State University

Bobby Waldrup, Professor of Accounting; Chair, Department of Accounting
B.S., M.P.A., Mississippi State University; Ph.D., University of Mississippi

Joseph J. Walsh, Professor of Classics and History; Chair, Classics Department
A.B., Fairfield University; M.A., State University of New York (Buffalo); Ph.D., University of Texas (Austin)

Marianne Ward-Peradoza, Associate Professor of Economics; Chair, Department of Economics; Director, Global Studies Program
B.A., The American University; M.A., Ph.D., University of Miami

FACULTY

Carol N. Abromaitis, Professor of English
B.A., College of Notre Dame of Maryland; M.A., Ph.D., University of Maryland

Andrew L. Adams, Affiliate Assistant Professor of Biology
B.S., Juniata College; M.A., Central Connecticut State University

Michael Agronin, Affiliate Assistant Professor of Management and International Business
B.S.M.E., Massachusetts Institute of Technology; M.S.M.E., University of Texas; M.B.A., Loyola University Maryland

Mary Beth Akre, Associate Professor of Fine Arts (Studio Arts)
B.A., Loyola College in Maryland; B.F.A., Maryland Institute College of Art; M.F.A., Radford University

Birgit Albrecht, Assistant Professor of Chemistry
M.Chem., University of Surrey (England); Ph.D., University of Oxford (England)

Neil Alperstein, Professor of Communication
B.S., Ph.D., University of Maryland; M.A., Antioch College

Deborah Anthony, Instructor of Education; Internship Coordinator, Professional Development Schools (Elementary)
B.A., Towson University; M.A., Johns Hopkins University

Gerard A. Athaide, Professor of Marketing; Chair, Department of Marketing
B.Sc., M.M.S., University of Bombay; M.B.A., Ph.D., Syracuse University

Kevin Atticks, Affiliate Assistant Professor of Communication
B.A., Loyola College in Maryland; M.A., University of Colorado (Boulder); D.C.D., University of Baltimore

Richard E. Auer, Assistant Professor of Mathematics and Statistics (Statistics)
B.S., University of Missouri (Rolla); M.S., Ph.D., Iowa State University

Paul J. Bagley, Associate Professor of Philosophy
B.A., Loyola University (New Orleans); M.A., The Catholic University of America; Ph.D., Trinity College (Dublin University)

Robert T. Bailey, Associate Professor of Engineering; Chair, Department of Engineering
B.S.M.E., M.S., Ph.D., University of Florida

Ned Balbo, Affiliate Associate Professor of Writing
A.B., Vassar College; M.A., Johns Hopkins University; M.F.A., University of Iowa

Jeffrey Barnett, Professor of Psychology; Associate Chair, Psychology Department; Director of Master's Education, Practitioner Track (Psychology)
B.S., State University of New York, College at Oneonta; M.A., Psy.D., Yeshiva University; ABPP

Brian K. Barr, Associate Professor of Chemistry; Chair, Chemistry Department
B.S., Elizabethtown College; Ph.D., Cornell University

Carolyn McNamara Barry, Associate Professor of Psychology
B.S., Ursinus College; Ph.D., University of Maryland (College Park)

R. Andrew Bauer, Affiliate Assistant Professor of Economics
B.A., American University; Ph.D., Emory University

Frederick Bauerschmidt, Professor of Theology; Chair, Theology Department
B.A., University of the South; M.A.R., Yale Divinity School; Ph.D., Duke University

Ursula E. Beitter, Professor of Modern Languages and Literatures (German)
B.A., Brooklyn College; M.A., Ph.D., New York University

Auburn Bell, Affiliate Assistant Professor of Marketing
B.S., High Point University; M.A.S., Johns Hopkins University

Natka Bianchini, Assistant Professor of Fine Arts (Theatre)
B.A., Wellesley College; M.A., Ph.D., Tufts University

David W. Binkley, Professor of Computer Science; Director and Academic Coordinator (Software Engineering), Graduate Programs in Computer Science
B.S., Case Western Reserve University; M.S., Ph.D., University of Wisconsin (Madison)

Mavis L. Biss, Assistant Professor of Philosophy
B.A., Swarthmore College; M.A., Ph.D., University of Wisconsin-Madison

Gerard Blair, Affiliate Instructor of Communication
B.A., Towson University; B.S., M.A., Loyola College in Maryland

Shelley Bliss, Affiliate Instructor of Information Systems and Operations Management
B.S., Towson University; M.S., Johns Hopkins University; M.B.A., Loyola College in Maryland

William E. Blouch, Professor of Accounting
B.S.B.A., M.B.A., Shippensburg University; D.B.A., Kent State University

Paul Richard Blum, Professor of Philosophy
State's Examination, University of Freiburg (Germany); Ph.D., University of Munich (Germany); Habilitation, Free University of Berlin (Germany)

Mark J. Bock, Affiliate Assistant Professor of Economics
B.A., Canisius College; Ph.D., Binghamton University

Kerry Boeye, Assistant Professor of Fine Arts (Art History)
B.A., Swarthmore College; Ph.D., University of Chicago

Letty Bonnell, Affiliate Assistant Professor of Fine Arts (Art History)
B.F.A., University of Oklahoma; M.A., Ph.D., University of Maryland

Richard P. Boothby, Professor of Philosophy; Chair, Philosophy Department
B.A., Yale University; M.Ed., Harvard University; Ph.D., Boston University

Charles Borges, S.J., Associate Professor of History
B.S., Maharaja Sayajirao University (Baroda); M.A.,
Ph.D., University of Bombay; B.Lib.Sc., Indira
Gandhi National Open University (New Delhi)

John R. Breihan, Professor of History
A.B., Princeton University; Ph.D., University of
Cambridge (England)

Katherine Stern Brennan, Associate Professor
of History
B.A., Mount Holyoke College; M.A., Ph.D.,
Johns Hopkins University

H. Allen Brizee, Assistant Professor of Writing
B.A., M.A., Virginia Polytechnic Institute and State
University; Ph.D., Purdue University

Rebecca S. Brogan, Associate Professor of Biology
A.B., Ripon College; Ph.D., University of Wisconsin
(Milwaukee)

Timothy Brown, S.J., Associate Professor of Law;
Special Assistant to the President for Mission
Integration; Interim Director of Campus Ministry
B.S., Georgetown University; M.Div., Fordham
University; M.Div., Weston School of Theology; J.D.,
George Mason University

Verena M. Brown, Affiliate Instructor of Mathematics
and Statistics (Mathematics)
B.S., M.E.S., Loyola College in Maryland; M.A.,
College of Notre Dame of Maryland

James J. Buckley, Professor of Theology
B.A., Cardinal Glennon College; M.A., M.Ph., Ph.D.,
Yale University

James R. Bunzli, Associate Professor of Fine Arts
(Theatre)
B.A., Kalamazoo College; M.F.A., University of Texas
(Austin); Ph.D., Bowling Green State University

John D. Burger, Professor of Economics
B.S., Wake Forest University; Ph.D., University of
North Carolina

Lena Caesar, Assistant Professor of Speech-Language
Pathology/Audiology
B.S., Andrews University; M.S., University of Wisconsin
(Madison); Ed.D., Ph.D., Western Michigan University;
CCC-SLP

Pingsheng Cai, Affiliate Instructor of Modern
Languages and Literatures (Japanese)
M.A., Shanghai Foreign Language Institute

Marianna E. Carlucci, Assistant Professor of Psychology
B.A., M.S., Ph.D., Florida International University

Robert T. Carp, Visiting Instructor of Chemistry
B.S., McDaniel College; M.S., University of
California (Riverside)

Marie Celeste, Associate Professor of Education
B.A., M.S., Florida State University; Ed.D., Bowie
State University

Diane Chaffee-Sorace, Professor of Modern Languages
and Literatures (Spanish)
B.A., Wells College; M.A., Ph.D., Duke University;
Diploma, University of Salamanca (Spain)

Jason Cherubini, Affiliate Instructor of Finance
and Accounting
B.A., M.S., M.B.A., Tulane University

Prince Chidyagwai, Assistant Professor of Mathematics
and Statistics (Mathematics)
B.A., B.S., Lafayette College; M.A., University of
Pittsburgh; Ph.D., Rice University

Angela Russell Christman, Professor of Theology;
Director, Honors Program; Program Advisor,
Minor in Catholic Studies
B.A., Ph.D., University of Virginia; M.Div., Virginia
Technological Seminary

Tuugi Chuluun, Assistant Professor of Finance
B.A., M.A., Ohio University; Ph.D., Georgia Institute
of Technology; CFA

Timothy B. P. Clark, Assistant Professor of Mathematics
and Statistics (Mathematics)
B.A., State University of New York at Geneseo; M.S.Ed.,
State University of New York (Cortland); M.A., Ph.D.,
University at Albany, State University of New York

Jean Lee Cole, Associate Professor of English;
Program Advisor, Minor in American Studies
B.A., Carleton College; M.A., Ph.D., University of
Texas (Austin)

André P. Colombat, Professor of Modern Languages
and Literatures (French and Spanish);
Dean of International Programs
Baccalaureat, Lycee Jean-Puy; B.A., Maitrise,
Universite Lyon II; Ph.D., Washington University

John J. Conley, S.J., Professor of Theology; Henry Knott Chair of Theology and Philosophy B.A., University of Pennsylvania; M.A. Fordham University; Diplome National, Universite de Bordeaux; Lic. Theol.; Centre Serves (Paris); Ph.D., Universite Catholique de Louvain

José Alfredo Contreras, Instructor of Modern Languages and Literatures (Spanish) B.A., M.A., California State University (Fullerton)

Russell J. Cook, Professor of Communication; Assistant Chair, Department of Communication B.F.A., M.A., Miami University (Ohio); Ph.D., Ohio University (Athens)

Stacy Correll, Affiliate Assistant Professor of Marketing B.A., College of William and Mary; M.B.A., Loyola College in Maryland

Hope Bober Corrigan, Affiliate Assistant Professor of Marketing B.S., Hood College; M.S., North Carolina State University; M.B.A., Loyola College in Maryland

Jay E. Cougnet, Affiliate Assistant Professor of Management and International Business B.S., University of Maryland; M.B.A., Loyola University Maryland

Bryan L. Crockett, Associate Professor of English B.A., Grinnell College; M.A., Vanderbilt University; Ph.D., University of Iowa

Suzanne Crouse, Instructor of Modern Languages and Literatures (Spanish) B.S., Covenant Life College; B.A., California University of Pennsylvania; M.A., West Virginia University

Jeffrey Cummings, Associate Professor of Management B.B.A., M.B.A., Ph.D., The George Washington University

Francis J. Cunningham, Associate Professor of Philosophy B.S., Fairfield University; M.B.A., Loyola College in Maryland; M.A., Ph.D., Fordham University

Elizabeth E. Dahl, Assistant Professor of Chemistry B.Sc., University of Miami; M.Sc., Ph.D., University of California (Irvine)

Sean Davies, Affiliate Instructor of Information Systems and Operations Management B.S.E., University of Maryland; M.B.A., Loyola University Maryland

Bret W. Davis, Assistant Professor of Philosophy B.A., Trinity University; M.A., Ph.D., Vanderbilt University

J. David Decosimo, Assistant Professor of Theology B.A., University of Virginia; M.A., University of Chicago Divinity School; M.A., Ph.D., Princeton University

Victor R. Delclos, Professor of Education; Chair, Department of Education Specialties B.A., Boston College; M.S., Loyola College in Maryland; Ph.D., George Peabody College of Vanderbilt University

William Deming, Affiliate Assistant Professor of Management B.S., M.G.A., University of Maryland University College

Frederick W. Derrick, Professor of Economics B.S., M.S., Ph.D., North Carolina State University

Elissa Miller Derrickson, Associate Professor of Biology B.S., Shippensburg University; Ph.D., University of Pennsylvania

Kim C. Derrickson, Associate Professor of Biology B.S., University of Wisconsin (Madison); Ph.D., University of Pennsylvania

Gregory N. Derry, Professor of Physics B.S., Union College; Ph.D., Pennsylvania State University

Harsha B. Desai, Professor of Management B.E., University of Poona; M.S., Ph.D., Pennsylvania State University

Christy L. DeVader, Associate Professor of Management B.S., Fort Hays State University; M.A., Ph.D., University of Akron

Kelly R. DeVries, Professor of History B.A., Brigham Young University; M.A., Ph.D., University of Toronto

Mark A. Dewire, Affiliate Assistant Professor of Law B.S., Georgetown University; J.D., Boston University

G. Edward Dickey, Affiliate Professor of Economics B.A., Johns Hopkins University; M.A., Ph.D., Northwestern University

Theresa DiDonato, Assistant Professor of Psychology B.A., Wellesley College; Sc.M., Ph.D., Brown University

Paul M. DiGangi, Assistant Professor of Information Systems and Operations Management
B.S., Quinnipiac University; M.S., The George Washington University; Ph.D., Florida State University

Thomas J. DiLorenzo, Professor of Economics
B.A., Westminster College; Ph.D., Virginia Polytechnic Institute and State University

Hung-bin Ding, Associate Professor of Management and International Business; Academic Director, Emerging Leaders MBA Program
B.A., Soochow University; M.A., The George Washington University; Ph.D., Rensselaer Polytechnic Institute

Walter B. Doggett III, Affiliate Assistant Professor of Accounting
B.S., University of Virginia; M.S., M.S., Georgetown University; M.B.A., M.S.F., Loyola College in Maryland

Randall P. Donaldson, Associate Professor of Modern Languages and Literatures (German); Director, Graduate Program in Liberal Studies
B.A., Pomona College; M.A., Ph.D., Johns Hopkins University

Bill M. Donovan, Associate Professor of History; Program Advisor, Minor in Latin American and Latino Studies
B.A., University of Texas (Austin); M.A., Ph.D., Johns Hopkins University

Frank P. D'Souza, Assistant Professor of Finance
B.S., University of Bombay (India); M.B.A., St. Cloud State University; Ph.D., Oklahoma State University

William Ethan Duckworth, Associate Professor of Mathematics and Statistics (Mathematics)
B.A., Rice University; Ph.D., University of Oregon (Eugene)

Roger D. Eastman, Associate Professor of Computer Science
B.A., University of Missouri; M.S., Ph.D., University of Maryland

Jane Elizabeth Edwards, Instructor of History
B.A., Muskingum College; M.A., University of Richmond; Ph.D. (candidate), Ohio State University

Rebekah Ann Eklund, Assistant Professor of Theology
B.A., M.Div., North Park University; Th.D., Duke Divinity School

Wayne L. Elban, Professor of Engineering
B.Ch.E., Ph.D., University of Delaware; M.S., University of Maryland

Lynne C. Elkes, Affiliate Assistant Professor of Economics
A.B., Vassar; M.B.A., University of Baltimore

Juniper Lee Ellis, Professor of English
B.A., Whitman College; Diploma of Arts, Waikato University; Ph.D., Vanderbilt University

Nan S. Ellis, Professor of Law
B.A., J.D., Ohio State University

Andrea Erdas, Associate Professor of Physics
B.A., University of Cagliari (Italy); M.S., Ph.D., Johns Hopkins University

Ramón E. Espejo-Saavedra, Associate Professor of Modern Languages and Literatures (Spanish); Interim Chair, Department of Modern Languages and Literatures
B.A., Occidental College; M.A., Ph.D., University of Pennsylvania

John T. Everett, Affiliate Assistant Professor of Management and International Business
B.A., Mount St. Mary's College; M.L.A., Johns Hopkins University; M.B.A., Loyola College in Maryland

W. Randall Everett, Affiliate Assistant Professor of Management and International Business
B.S., New York Regency College; M.A., Naval Post Graduate School

George S. Everly, Jr., Affiliate Professor of Psychology
B.S., M.A., Ph.D., University of Maryland (College Park); ABPP

Lisa M. Faherty, Affiliate Assistant Professor of Accounting
B.A., Notre Dame of Maryland University; M.B.A., Loyola University Maryland

Lisa M. Fairchild, Professor of Finance; Chair, Department of Finance
B.B.A., East Tennessee State University; Ph.D., University of South Carolina

James R. Farnum, Jr., Affiliate Assistant Professor of Finance
B.S., University of Maryland (College Park); M.B.A., Loyola College in Maryland

Raenita A. Fenner, Assistant Professor of Engineering
B.S., Morgan State University; M.S., Ph.D., Michigan
State University

L. Mickey Fenzel, Professor of Education and
Pastoral Counseling; Chair, Pastoral Counseling
Department
B.S., M.B.A., Ph.D., Cornell University; M.A., Loyola
College in Maryland; Licensed Psychologist

Gisele Ferretto, Affiliate Instructor of Sociology
B.A., Loyola University Maryland; M.S.W., University
of Maryland; LCSW-C

Karen Fish, Associate Professor of Writing
B.A., Beaver College; M.A., Johns Hopkins University

Charles Fitzsimmons, Affiliate Assistant Professor
of Management
A.B., Loyola College in Maryland; M.L.A., Johns
Hopkins University; Ed.D., The George Washington
University

Stephanie A. Flores-Koulish, Associate Professor
of Education; Director, Graduate Program in
Curriculum and Instruction
B.A., San Jose State University; M.S., Syracuse University;
Ph.D., Boston College

Kathleen Forni, Associate Professor of English
B.A., University of California (Berkeley);
M.A., University of California (Los Angeles);
Ph.D., University of Southern California

Bradley K. Fountain, Affiliate Assistant Professor
of Marketing
B.S., University of Baltimore; M.B.A., Loyola College
in Maryland

Stephen E. Fowl, Professor of Theology; Director of
Graduate Studies, Master of Theological Studies
B.A., M.A., Wheaton College; Ph.D., University of
Sheffield

Michael G. Franz, Professor of Political Science;
Chair, Political Science Department
B.S., Illinois State University; M.A., Ph.D., Loyola
University (Chicago)

Lloyd Frias, Instructor of Modern Languages
and Literatures (Spanish)
B.A., M.A., Marquette University

Norman C. Frost, Affiliate Assistant Professor
of Finance
B.A., Vanderbilt University; M.A., New York University

Jon A. Fulkerson, Assistant Professor of Finance
B.S., M.B.A., Eastern Kentucky University; M.S.,
Ph.D., University of Kentucky

Justin S. Funches, Affiliate Assistant Professor
of Finance
A.B., Harvard College; M.B.A., Harvard Business School

Frederick Fusting, Instructor of Marketing
B.S., Towson University; M.B.A., Loyola College in
Maryland

Ronald Gallop, Assistant Professor of Speech-Language
Pathology/Audiology
B.A., Pennsylvania State University; M.S., Ph.D.,
James Madison University; CCC-SLP

Joseph Ganem, Professor of Physics;
Chair, Physics Department
B.S., University of Rochester; M.S., University of
Wisconsin (Madison); Ph.D., Washington University
(St. Louis)

Michelle I. Gawerc, Assistant Professor of Sociology
B.A., University of Colorado (Boulder); M.A.,
University of Notre Dame; Ph.D., Boston College

Charles A. Gehrman, Affiliate Instructor of Physics
B.A., University of Maryland (Baltimore County)

Theresa M. Geiman, Assistant Professor of Biology
B.A., McDaniel College; Ph.D., The George
Washington University

Marco Gentile, Affiliate Assistant Professor
of Marketing
B.B.A., M.B.A., Loyola College in Maryland

David J. Gerrity, Affiliate Assistant Professor
of Marketing
B.A., M.B.A., Loyola College in Maryland

Andrea Giampetro-Meyer, Professor of Law; Chair,
Department of Law and Social Responsibility
B.S.B.A., Bowling Green State University; J.D.,
College of William and Mary

Kevin Gift, Affiliate Assistant Professor of Fine Arts
(Music)
B.A., Emory University; M.M., Northwestern University

Melissa A. Girard, Assistant Professor of English
B.A., Duquesne University; M.A., Ph.D., University
of Illinois

David R. Glenn, Affiliate Instructor of Information Systems and Operations Management
B.S., Purdue University; M.S., University of Colorado

James R. Glenn, Associate Professor of Computer Science; Chair, Computer Science Department
A.B., Amherst College; Ph.D., University of Maryland

Frank Golom, Assistant Professor of Psychology
B.A., Loyola University Maryland; M.A., Ph.D., Teachers College, Columbia University

Ana Gómez-Pérez, Associate Professor of Modern Languages and Literatures (Spanish); Interim Associate Chair, Department of Modern Languages and Literatures
Licenciatura (Filología Hispánica), Universidad Complutense de Madrid; M.A., University of Wisconsin (Madison); Ph.D., University of Pennsylvania

Lisa Green-Cudek, Affiliate Assistant Professor of Fine Arts (Dance)
B.S., Skidmore College; M.L.A., Temple University.

Sharon Green-Hennessy, Associate Professor of Psychology
B.A., Clark University; M.A., Ph.D., University of Rochester

David A. Grossman, Affiliate Assistant Professor of Management and International Business
B.S., M.S., D.B.A., Southern New Hampshire University

Rachel L. Grover, Associate Professor of Psychology; Director, Undergraduate Education (Psychology)
B.S., Cornell University; Ph.D., University of Maine

Nina Guise-Gerrity, Affiliate Instructor of Philosophy
B.A., Loyola University Maryland; M.A., St. John's College (Annapolis)

Jennifer Gunner, Affiliate Assistant Professor of Marketing
B.S., Frostburg State University; M.B.A., Loyola University Maryland

Fuat Gürsözlü, Assistant Professor of Philosophy
B.A., Bogaziçi University, (Turkey); M.A., Ph.D., State University of New York (Binghamton)

Sondra Guttman, Affiliate Assistant Professor of English
B.A., Johns Hopkins University; M.A., Boston University; Ph.D., Rutgers, The State University of New Jersey

Margaret Austin Haggstrom, Associate Professor of Modern Languages and Literatures (French)
B.A., M.A., University of Texas (Austin); Ph.D., University of Minnesota

Catriona Hanley, Associate Professor of Philosophy
B.A., McGill University; M.A., Université de Montréal; Ph.D., Loyola University of Chicago

Edward C. Harding III, Affiliate Assistant Professor of Finance
B.S., Virginia Polytechnic Institute and State University; M.S.F., Loyola College in Maryland

Matthew Harper, Assistant Professor of Modern Languages and Literatures (Italian)
B.A., Brigham Young University; M.A., Ph.D., The University of North Carolina at Chapel Hill

Deresse Harris, Affiliate Instructor of Information Systems and Operations Management
B.S., Loyola University Maryland; M.B.A., University of Baltimore

Douglas B. Harris, Associate Professor of Political Science; Program Advisor, Minor in American Studies
B.A., American University; Ph.D., Johns Hopkins University

Janet A. Headley, Professor of Fine Arts (Art History); Chair, Fine Arts Department
B.A., University of Delaware; M.A., Temple University; Ph.D., University of Maryland

Daniel S. Heinz, Assistant Professor of Mathematics and Statistics (Statistics)
B.A., Haverford College; M.S., Ph.D., Carnegie Mellon University

Joshua D. Hendrick, Assistant Professor of Sociology
B.A. University of Georgia; M.A. Northern Arizona University; M.A., Ph.D., University of California (Santa Cruz)

Yolopattli Hernández-Torres, Assistant Professor of Modern Languages and Literatures (Spanish)
B.A., Tecnológico de Monterrey (Mexico); M.A., Ph.D., University of Illinois at Urbana-Champaign

Alfredo J. Herrera, Affiliate Assistant Professor of Biology
B.S., M.D., Cayetano Heredia University (Peru); FAAP; CAAP

Afra A. Hersi, Assistant Professor of Education; Director, Graduate Program in Literacy
B.S., Radford University; Ph.D., Boston College

Brianne Higgins Roos, Affiliate Instructor of Speech-Language Pathology/Audiology
B.A., M.S., Loyola College in Maryland; CCC-SLP

Christopher I. Higginson, Assistant Professor of Psychology
B.S., M.S., Ph.D., Washington State University

Louis Hinkel, Jr., Affiliate Instructor of English
B.A., Loyola College in Maryland; M.A., Emory University

Ellen D. Hoadley, Professor of Information Systems
B.A., Florida State University; M.B.A., Ph.D., Indiana University

Matthew Hobson, Affiliate Assistant Professor of Writing
B.A., Pacific University; M.A., M.F.A., McNeese State University; Ph.D., Florida State University

Janine P. Holc, Associate Professor of Political Science; Program Advisor, Minor in Gender Studies
B.A., Illinois State University; M.A., Ph.D., Johns Hopkins University

Gregory Hoplamzian, Assistant Professor of Communication
B.A., Pennsylvania State University; Ph.D., Ohio State University

Stephen Horrigan, Assistant Professor of Military Science; Operations Officer; Captain, U.S. Army
B.A., Towson University

Timothy D. Houghton, Affiliate Associate Professor of Writing
B.A., University of Pennsylvania; M.A., San Francisco State University; Ph.D., University of Denver

Mark Hubbard, Affiliate Assistant Professor of Management
B.S., University of Maryland University College; M.B.A., Loyola College in Maryland; J.D., University of Maryland

Steven C. Hughes, Professor of History; Chair, History Department; Program Advisor, Minor in Italian Studies
B.A., University of Colorado; M.A., University of Connecticut; Ph.D., University of Michigan

Kevin W. Hula, Associate Professor of Political Science
B.A., University of Kansas; A.M., Ph.D., Harvard University

Kevin D. Irwin, Affiliate Assistant Professor of Finance
B.S., University of Delaware; M.S., Widener University; M.S.F., Loyola University Maryland

Sibren Isaacman, Assistant Professor of Computer Science
A.B., Cornell University; M.Eng., M.A., Ph.D., Princeton University

Michiko Iwasaki, Assistant Professor of Psychology
B.A., Maryville University; M.A., Southern Illinois University (Edwardsville); Ph.D., Ball State University

Frank B. Izzo, Affiliate Assistant Professor of Accounting
B.S., M.P.A., Loyola College in Maryland

David J. Jacobson, Assistant Professor of Classics
B.A., University of California (Santa Cruz); M.A., Ph.D., University of California (Berkeley)

Margarita Jácome, Assistant Professor of Modern Languages and Literatures (Spanish)
B.A., Universidad Nacional de Colombia (Bogotá); M.A., Pontificia Universidad Javeriana (Bogotá); Ph.D., University of Iowa

Theresa Jefferson, Visiting Assistant Professor of Information Systems and Operations Management
B.S., M.S., M.S., D.Sc., The George Washington University

Peter P. Jenkins, Affiliate Assistant Professor of Finance
B.S., University of Delaware; M.B.A., Loyola University Maryland

Adanna J. Johnson, Assistant Professor of Psychology
B.S., Prairie View A&M University; M.A., Ph.D., Marquette University

Mark A. Johnson, Assistant Professor of Finance
B.S., Florida State University; M.S.F., Florida International University; M.S., Ph.D., University of New Orleans

Audra Jones, Affiliate Assistant Professor of Management and International Business
B.A., University of Pennsylvania; M.A., M.B.A., Columbia University

Randall S. Jones, Associate Professor of Physics
B.S., Brown University; M.S., Ph.D., Cornell University

Bruno G. Kamdem, Affiliate Instructor of Mathematics and Statistics (Mathematics)
B.S., M.S., University of Maryland (Baltimore County)

Patricia Tinen Kanashiro, Assistant Professor of Management and International Business
B.A., Fundação Getúlio Vargas (Brazil); M.A., University of Pittsburgh; M.A., Ph.D., The George Washington University

Roger J. Kashlak, Professor of Management and International Business
B.S., University of Pennsylvania; M.B.A., Ph.D., Temple University

Armina A. Kazi, Assistant Professor of Biology
B.A., Goucher College; Ph.D., University of Maryland School of Medicine

M. Antonia Keane, Associate Professor of Sociology
B.S., Towson University; M.S., San Jose State College

Sean P. Keehan, Affiliate Assistant Professor of Economics
B.A., St. Mary's College of Maryland; M.A., American University

Kermit O. Keeling, Associate Professor of Accounting
B.S.E.E., University of Cincinnati; M.B.A., Southern Methodist University; L.L.M., J.D., University of Houston; CPA

Suzanne E. Keilson, Assistant Professor of Engineering; Associate Dean of Operations, Loyola College
B.A., Yale University; M.S., M.Phil., Ph.D., Columbia University

James J. Kelly, S.J., Assistant Professor of Economics
B.A., Beloit College; M.B.A., Washington University; M.A., Fordham University; M.Div. Weston Jesuit School of Theology

Elizabeth J. Kennedy, Assistant Professor of Law
B.A. Smith College; J.D., University of California (Berkeley)

Marie Kerins, Associate Professor of Speech-Language Pathology/Audiology; Chair, Department of Speech-Language Pathology/Audiology
B.S., Marquette University; M.S., Loyola College in Maryland; Ed.D., Johns Hopkins University; CCC-SLP

John R. Kiess, Assistant Professor of Theology
B.A., University of Virginia; M.A., Queen's University (Northern Ireland); M.Phil., Cambridge University; Ph.D., Duke University

Elliot King, Professor of Communication; Chair, Department of Communication
B.A., California State University; M.S., Columbia University; Ph.D., University of California (San Diego)

Matthew W. Kirkhart, Associate Professor of Psychology
B.A., M.A., West Virginia University; Ph.D., University of North Carolina at Greensboro

William I. Kitchin, Associate Professor of Political Science
B.A., Tulane University; M.S., University of Virginia; J.D., University of Baltimore; Ph.D., Johns Hopkins University

Richard Klink, Professor of Marketing
B.S., Duquesne University; M.B.A., Ph.D., University of Pittsburgh

Michael P. Knapp, Associate Professor of Mathematics and Statistics (Mathematics)
B.A., Northwestern University; Ph.D., University of Michigan

James C. Koch, Visiting Affiliate Instructor of Marketing
B.S., M.B.A., University of Tennessee at Chattanooga

Glenn S. Kohne, Associate Professor of Engineering
B.S.E.E., University of Maryland; M.E.S., Loyola College in Maryland

Amanda Konradi, Affiliate Associate Professor of Sociology
B.A. Swarthmore College; M.A., Ph.D., University of California (Santa Cruz)

Jana Kopelentova-Rehak, Affiliate Instructor of Sociology
B.A., Film and TV School of the Academy of Performing Arts in Prague (Czech Republic); M.F.A., University of Delaware; Ph.D., American University

Beth A. Kotchick, Associate Professor of Psychology; Chair, Psychology Department
B.A., M.A., Loyola College in Maryland; Ph.D., University of Georgia

John P. Krahel, Assistant Professor of Accounting
B.A., M.Acc., Rider University; Ph.D., Rutgers, The State University of New Jersey (Newark)

Gauri Kulkarni, Assistant Professor of Marketing
B.S., Pennsylvania State University; Ph.D., University of Maryland (College Park)

Libby Kumin, Professor of Speech-Language Pathology/Audiology
B.A., Long Island University; M.A., Ph.D., New York University; CCC-SLP

Scott R. J. Lancaster, Affiliate Assistant Professor of Accounting
B.A., M.B.A., Loyola College in Maryland

Paul Lande, Affiliate Assistant Professor of Economics
B.A., California State University (Long Beach); M.A., Ph.D., University of Southern California

Joseph M. Langmead, Affiliate Instructor of Accounting and Finance; Executive in Residence
B.B.A., M.B.A., Loyola College in Maryland; M.A., S.T.L., S.T.D., St. Mary's Seminary and University; CPA

Jeffrey M. Lating, Professor of Psychology
B.A., Swarthmore College; M.S., Ph.D., University of Georgia

Amanda Lattimore, Affiliate Instructor of Mathematics and Statistics (Mathematics)
B.S., M.S., Towson University

Dawn J. Lawrie, Associate Professor of Computer Science
A.B., Dartmouth College; M.S., Ph.D., University of Massachusetts (Amherst)

Andrea M. Leary, Affiliate Assistant Professor of Writing
B.A., College of the Holy Cross; M.A., Ph.D., University of Delaware

Drew L. Leder, Professor of Philosophy
B.A., M.D., Yale University; Ph.D., State University of New York (Stony Brook)

Karyl B. Leggio, Professor of Finance; Dean, Sellinger School of Business and Management
B.S., Virginia Polytechnic Institute and State University; M.B.A., East Tennessee State University; Ph.D., University of Kansas

Maiju Lehmijoki-Gardner, Visiting Assistant Professor of Theology
M.A., Ph.D., University of Turku (Finland); B.S., Helsinki Metropolia University of Applied Science (Finland)

Angela M. Leonard, Assistant Professor of History
A.B., Harvard/Radcliffe Colleges; M.L.S., Vanderbilt University; M.Phil., Ph.D., The George Washington University

Paul Leroy, Affiliate Assistant Professor of Economics
B.A., Vanderbilt University; M.L.A., Johns Hopkins University

Jack Letzer, Affiliate Assistant Professor of Finance
B.A., M.B.A., Loyola College in Maryland

Bradley H. Levin, Affiliate Assistant Professor of Biology; Prenursing Advisor; Prehealth Professions Coordinator
B.A., West Virginia University; M.D., Wake Forest University, Bowman-Gray School of Medicine; F.A.C.S.; F.A.C.C.

Mark A. Lewis, Assistant Professor of Education
B.A., Christian Brothers University; M.Ed., M.A., Northern Arizona University; Ph.D., University of Colorado at Boulder

Tasha Lewis, Assistant Professor of Modern Languages and Literatures (Spanish)
M.A., California State University (Long Island); Ph.D., University of California (Davis)

Michael Liebman, Affiliate Assistant Professor of Management
B.S., University of Baltimore; M.S., Johns Hopkins University

Jonathan J. Lillie, Assistant Professor of Communication
B.A., Warren Wilson College; M.A., Ph.D., University of North Carolina at Chapel Hill

Brian F. Linnane, S.J., Professor of Theology; President
A.B., Boston College; M.A., Georgetown University; M.Div., S.T.L., Jesuit School of Theology at Berkeley; M.A., M.Phil., Ph.D., Yale University

Giuseppina Iacono Lobo, Assistant Professor of English
B.A., University of Connecticut; M.A., Ph.D., Pennsylvania State University

Julius S. Lobo, Affiliate Assistant Professor of English
B.A., University of Illinois at Chicago; Ph.D., Pennsylvania State University

Christopher Lonagan, Affiliate Assistant Professor of Fine Arts (Studio Arts)
B.F.A., University of the Arts; M.F.A., Maryland Institute College of Art

Katie J. Loomis, Clinical Faculty of Psychology
B.A., Lehigh University; M.S., Psy.D., Loyola University Maryland

Charles T. LoPresto, Associate Professor of Psychology
B.A., LaSalle University; M.A., Loyola College in
Maryland; Ph.D., Howard University

Patrick LoPresto, Affiliate Instructor of Psychology;
Director, Undergraduate Professional Development
(Psychology)
B.A., M.A., Loyola College in Maryland; LCPC

Peter Lorenzi, Professor of Management
B.S., M.B.A., Binghamton University; Ph.D.,
Pennsylvania State University

Mary L. Lowe, Professor of Physics
A.B., Harvard University; Ph.D., University of
Pennsylvania

Jen L. Lowry, Associate Professor of Psychology;
Associate Vice President for Academic Affairs
B.S., University of Evansville; M.S., Ph.D., Saint
Louis University

Paul Lukacs, Associate Professor of English;
Director, Center for the Humanities
B.A., Kenyon College; M.A., Ph.D., Johns Hopkins
University

Heather Z. Lyons, Associate Professor of Psychology;
Director of Clinical Training, Psychology Department
B.A., Northeastern University (Boston); M.A., Ph.D.,
University of Maryland (College Park)

David MacGibeny, Affiliate Instructor of Education
B.A., Gettysburg College; M.A., University of Maryland

Sara Magee, Assistant Professor of Communication
B.A., Ph.D., Ohio University; M.A., Virginia
Commonwealth University

Janet Maher, Associate Professor of Fine Arts
(Studio Arts)
B.S., Southern Connecticut College; M.A., M.F.A.,
University of New Mexico

David Marcovitz, Associate Professor of Education;
Director, Graduate Program in Educational
Technology
B.S., Massachusetts Institute of Technology; M.S.,
Ph.D., University of Illinois

Claire Mathews-McGinnis, Professor of Theology
B.A., Swarthmore College; M.Div., Yale Divinity
School; Ph.D., Yale University Graduate School

Graham James McAleer, Professor of Philosophy
B.A., University College London; M.A., University
of Alberta (Canada); Ph.D., Catholic University of
Louvain (Belgium)

Daniel Wade McClain, Instructor of Theology;
Director of Program Operations, Master of
Theological Studies
B.A., Liberty University; M.A., Trinity Evangelical
Divinity School

Colleen McClellan, Affiliate Assistant Professor
of Marketing
B.S., University of Maryland; M.S., University of
Phoenix; M.B.A., Loyola College in Maryland

Dennis C. McCornac, Visiting Assistant Professor
of Economics
B.A., Shippensburg State College; M.E., North Carolina
State University; Ph.D., The City University of New York

Thomas D. McCreight, Assistant Professor of Classics
B.A., Brown University; M.A., City University of New
York; Ph.D., Duke University

Daniel R. McDavitt, Affiliate Assistant Professor
of Fine Arts (Music); Director, Loyola Singers and
Loyola Repertory Choir
B.A., M.M., Brigham Young University; D.M.A.,
University of Illinois

Mark T. McDonald, Affiliate Instructor of Education
B.A., M.A., Towson University

Gayla McGlamery, Associate Professor of English
B.A., Baylor University; Ph.D., Emory University

Ilona M. McGuiness, Associate Professor of Writing;
Dean of First-Year Students and Academic Services
B.A., Southern Illinois University (Carbondale);
M.A., Iowa State University (Ames); M.A., Ph.D.,
University of Iowa

Robert E. McKee, Affiliate Instructor of Mathematics
and Statistics (Mathematics)
B.A., Gettysburg College; M.E., Towson University

Stephanie McLoughlin, Affiliate Assistant Professor
of Marketing
B.A., Franklin & Marshall College, M.B.A.,
University of Pittsburgh

Timothy J. McNeese, Professor of Chemistry
B.S., North Dakota State University; A.M., Ph.D.,
Harvard University

Anthony J. Mento, Professor of Management
B.A., Ph.D., University of Maryland; M.A., Towson
University

Scott Metker, Affiliate Instructor of Information
Systems and Operations Management
B.S., Virginia Polytechnic Institute and State University;
M.S., Pennsylvania State University;
Ph.D., Pennsylvania University

Timothy D. Michael, Assistant Professor of English
B.A., New York University; M.A., Ph.D.,
Harvard University

Mary Page B. Michel, Affiliate Assistant Professor
of Management
A.B., Dartmouth College; M.B.A., Duke University

Alfred R. Michenzi, Professor of Accounting
B.S., University of Pittsburgh; M.S., Case Institute
of Technology; Ph.D., Case Western Reserve
University; CPA

Maja Milicevic, Instructor of Modern Languages
and Literatures (French)
B.A., University of Belgrade; M.A., University of
New Orleans

Nicholas A. Miller, Associate Professor of English;
Program Director, Minor in Film Studies
B.A., Harvard University; M.A., Ph.D., University of
Pennsylvania

Carol Miller-Frost, Affiliate Assistant Professor
of Fine Arts (Art)
B.S., Frostburg State College; M.F.A., Maryland
Institute College of Art

Robert S. Miola, Professor of Classics; Gerard Manley
Hopkins Professor of English
B.A., Fordham University; M.A., Ph.D., University of
Rochester

James J. Miracky, S.J., Associate Professor of English;
Dean, Loyola College
B.A., Fordham University; M.Div., S.T.M., Jesuit School
of Theology at Berkeley; M.A., Ph.D., Rutgers University

Michael A. Mobley, Affiliate Assistant Professor of
Management and International Business
B.A., M.B.A., Columbia University

Cindy Moore, Associate Professor of Writing; Associate
Dean of Graduate Programs, Loyola College
B.J., M.A., University of Nebraska (Lincoln); Ph.D.,
University of Louisville

Cheryl Moore-Thomas, Associate Professor of
Education; Associate Dean, School of Education
B.A., M.Ed., Loyola College in Maryland; Ph.D.,
University of Maryland

Jesse D. More, Associate Professor of Chemistry
B.S., John Carroll University; M.S., Ph.D., University
of California (San Diego)

Leslie Zarker Morgan, Professor of Modern Languages
and Literatures (French and Italian); Program Advisor,
Minors in Italian Studies and Medieval Studies
A.B., Mount Holyoke College; M.A., M.Phil., Ph.D.,
Yale University

Christopher H. Morrell, Professor of Mathematics
and Statistics (Statistics)
B.Sc., University of Cape Town; M.S., Ph.D.,
University of Wisconsin (Madison)

Michael Moscato, Affiliate Assistant Professor
of Finance
B.S., Towson University; M.S.F., Loyola College in
Maryland

Joseph Mucci, Assistant Professor of Military
Science; Recruiting Operations Officer;
Captain, U.S. Army
B.S., Saint Joseph's University

Matthew B. Mulcahy, Associate Professor of History
B.A., Macalester College; M.A., Ph.D., University of
Minnesota

Marie G. Murphy, Associate Professor of Modern
Languages and Literatures (Spanish)
B.A., M.A., Ph.D., University of Wisconsin (Madison)

Brian Murray, Professor of Writing
B.A., Dominican College; M.A., Ph.D., University of
Tulsa

Peter C. Murrell, Jr., Professor of Education
B.A., Carleton College; M.S., University of Wisconsin
(Madison); Ph.D., University of Wisconsin (Milwaukee)

Margaret Musgrove, Assistant Professor of Writing
B.A., University of Connecticut; M.S., Central
Connecticut State University; Ed.D., University of
Massachusetts

Kathleen Nawrocki, Instructor of Education;
Internship Coordinator, Professional Development
Schools (Secondary Education)
B.A., College of Misericordia; M.Ed., University of
Maryland

Lake Newton, Affiliate Instructor of Fine Arts (Photography)
B.A., Rhodes College; M.F.A., University of Nevada

Brian Norman, Associate Professor of English; Program Advisor, Minor in African and African American Studies
B.A., Pacific Lutheran University; M.A., Ph.D., Rutgers, The State University of New Jersey

Barnaby Nygren, Associate Professor of Fine Arts (Art History)
Ph.D., Harvard University

Lisa A. Oberbroeckling, Associate Professor of Mathematics and Statistics (Mathematics)
B.S., University of Iowa; M.S., Ph.D., University of Oregon

Allan J. Olchowski, Assistant Professor of Education; Internship Coordinator, Professional Development Schools (Elementary)
B.A., Towson State University; M.Ed., Coppin State University; Ph.D., The Catholic University of America

Megan M. Olsen, Assistant Professor of Computer Science
B.S., Virginia Polytechnic Institute and State University; M.S., Ph.D., University of Massachusetts (Amherst)

Peggy O'Neill, Professor of Writing; Chair, Writing Department
B.A., University of Maryland (Baltimore County); M.A., University of Maryland (College Park); Ph.D., University of Louisville

Paul Oorts, Affiliate Instructor of Modern Languages and Literatures (French and Italian)
B.A., Catholic University of Louvain, Belgium; M.A., Ph.D., Pennsylvania State University

David T. Opitz, Affiliate Instructor of Computer Science
B.S., University of Notre Dame; M.S., University of Texas (Austin)

Mark Osteen, Professor of English; Chair, English Department
B.A., M.A., University of Montana; Ph.D., Emory University

Nandini B. Pandey, Assistant Professor of Classics
B.A., Swarthmore College; B.A., Oxford University; M.Phil., Cambridge University; M.A., Ph.D., University of California at Berkeley

Alison A. Papadakis, Associate Professor of Psychology
A.B., Princeton University; M.A., Ph.D., Duke University

Anthony Parente, Affiliate Instructor of Psychology; Director, Master's Plus Program (Psychology); Director, Certificate of Advanced Study Program (Psychology)
B.A., State University of New York (Stony Brook); M.A., Loyola College in Maryland

Ronald Pearl, Associate Professor of Fine Arts (Music)
B.M., San Francisco Conservatory of Music; M.M., Peabody Institute of Johns Hopkins University

Thomas R. Pegram, Professor of History
B.A., Santa Clara University; Ph.D., Brandeis University

Mark F. Peyrot, Professor of Sociology; Chair, Sociology Department
B.A., University of California (Santa Barbara); M.A., Ph.D., University of California (Los Angeles)

Monica Phelps, Clinical Faculty of Education; Co-Director, Graduate Program in Special Education
B.S., West Virginia University; M.S., Johns Hopkins University

Gloria Phillips-Wren, Professor of Information Systems and Operations Management; Chair, Department of Information Systems and Operations Management; Academic Director, Executive MBA Programs
B.A., Western Maryland College; M.Ed., Towson University; M.B.A., Loyola College in Maryland; M.S., Ph.D., University of Maryland (Baltimore County)

Donna Pitts, Clinical Faculty of Speech-Language Pathology/Audiology
B.S., M.S., Towson University; Au.D., Central Michigan University; CCC-A

R. Trent Pomplun, Associate Professor of Theology
B.A., Rice University; M.A., Ph.D., University of Virginia

Robert B. Pond, Jr., Associate Professor of Engineering; Associate Dean for the Natural Sciences, Loyola College
B.E.S., Johns Hopkins University; M.S., Ph.D., University of Pennsylvania

Janet Preis, Associate Professor of Speech-Language Pathology/Audiology
B.S., M.S., Towson University; C.A.G.S., Loyola College in Maryland; Ed.D., Johns Hopkins University; CCC-SLP

Jason Prenoveau, Assistant Professor of Psychology
B.S., Massachusetts Institute of Technology; M.A.,
Ph.D., University of California (Los Angeles)

Steven Prumo, Affiliate Assistant Professor of
Management and International Business
B.S., University of Maryland; M.B.A., Loyola College
in Maryland

Denise Pumphrey, Affiliate Assistant Professor
of Management and International Business
B.S., University of Maryland University College;
M.S., Johns Hopkins University

Maryanne Ralls, Instructor of Education
B.A., College of Notre Dame of Maryland; M.Ed.,
Loyola College in Maryland

Srikanth Ramamurthy, Assistant Professor of Economics
B.S., St. Xavier's College; M.A., University of
Memphis; Ph.D., Washington University (St. Louis)

Mohammad S. Raunak, Assistant Professor of
Computer Science
B.S., North South University; M.S., Ph.D., University
of Massachusetts (Amherst)

Dana M. Reinhardt, Instructor of Education;
Internship Coordinator, Professional Development
Schools (Elementary/Secondary)
B.A., Gettysburg College; M.Ed., Loyola College in
Maryland

Walter J. Reinhart, Professor of Finance
B.S., M.B.A., Oklahoma State University; Ph.D.,
University of North Carolina (Chapel Hill)

James G. Riely, Professor of Military Science; Chair,
Military Science Department; Lieutenant Colonel,
U.S. Army
B.S., United States Military Academy; M.A., Rutgers,
The State University of New Jersey; M.S., University
of Missouri (Rolla)

Giuliana Risso Robberto, Instructor of Modern
Languages and Literatures (Italian)
B.A., University of Asti (Italy); M.A., License,
University of Torino (Italy)

David B. Rivers, Professor of Biology;
Chair, Biology Department; Program Advisor,
Minor in Forensic Studies
B.S., Ball State University; Ph.D., Ohio State University

Clifford A. Robinson, Affiliate Assistant Professor
of Law
B.A., J.D., University of Baltimore

Stephen R. Robinson, Affiliate Assistant Professor
of Law
B.S., Towson University; J.D., University of Baltimore
School of Law

Bernadette M. Roche, Associate Professor of Biology
B.A., University of Virginia; Ph.D., University of
North Carolina

Elana E. Rock, Associate Professor of Education;
Special Education Minors Advisor (Teacher Education)
B.A., University of Pennsylvania; M.A., New York
University; Ed.D., Johns Hopkins University

Tania Rosas-Moreno, Assistant Professor of
Communication
B.A., M.A., Brigham Young University; Ph.D.,
The University of Texas at Austin

Cathy A. Rosensteel, Clinical Faculty of Education;
Co-Director and Internship Coordinator, Graduate
Program in Special Education
B.S., Coppin State College; M.Ed., Loyola College
in Maryland

Joseph S. Rossi, S.J., Associate Professor of Theology;
Henry Knott Chair in Theology
B.A., University of Pittsburgh; S.T.M., M.Div., Jesuit
School of Theology; M.A., Ph.D., The Catholic
University of America

Lance A. Roth, Affiliate Assistant Professor of Finance
B.S., Drexel University; M.S.F., Loyola College in
Maryland

Jennifer L. Rowley, Affiliate Assistant Professor of
Management and International Business
B.S., M.A., University of Connecticut; M.B.A., Loyola
University Maryland

Maria Ruiz Rosique, Instructor of Modern Languages
and Literatures (Spanish)
B.A., M.A., University of Murcia (Spain); M.A.,
West Virginia University

Michael B. Runnels, Associate Professor of Law
B.A., University of Georgia; J.D., Fordham University

Jerome Russell, Affiliate Assistant Professor of
Information Systems and Operations Management
B.S., University of Maryland (Baltimore County);
M.B.A., Loyola College in Maryland

Bruce Ryan, Affiliate Assistant Professor of Marketing
B.A., Towson University; M.B.A., Loyola College in
Maryland

Terre Ryan, Assistant Professor of Writing
B.A., Fairfield University; M.B.A., Baruch College;
M.A., City College of New York; M.A., University of
Montana; Ph.D., University of Nevada (Reno)

Roberta Evans Sabin, Professor of Computer Science
B.A., The College of Notre Dame of Maryland;
M.A., Villanova University; M.Ed., Loyola College in
Maryland; M.S., Johns Hopkins University; Ph.D.,
University of Maryland

James F. Salmon, S.J., Affiliate Associate Professor
of Chemistry
B.S., M.E., Stevens Institute of Technology; M.A.,
Boston College; Ph.D., University of Pennsylvania;
S.T.B., Woodstock College

Andrew Samuel, Assistant Professor of Economics
B.A., Calvin College; M.A., Ph.D., Boston College

Dipa Sarkar-Dey, Associate Professor of Mathematics
and Statistics (Mathematics); Chair, Department of
Mathematics and Statistics
B.S., M.S.C., Dacca University; M.S.E., Ph.D.,
Johns Hopkins University

Jane Satterfield, Associate Professor of Writing
B.A., Loyola College in Maryland; M.F.A., University
of Iowa

Catherine Savell, Instructor of Modern Languages
and Literatures (French)
Baccalaureat Lettres-Philosophie (Paris); B.A., M.A.,
Middlebury College

Terrence M. Sawyer, Affiliate Assistant Professor of
Law; Vice President for Administration
B.A., University of Maryland (College Park); J.D.,
Widener University School of Law

Ursula C. Sayers-Ward, Affiliate Instructor of
Modern Languages and Literatures (Spanish)
B.A., Universidad Mayor de San Marcos (Lima,
Perú); M.A., The Catholic University of America

Sara Scalenghe, Assistant Professor of History
B.A., University of London; M.A., Ph.D.,
Georgetown University

Hayden Scardina, Assistant Professor of Military
Science; Operations Officer; Captain, U.S. Army
B.S., United States Military Academy

Diana J. Schaub, Professor of Political Science
A.B., Kenyon College; M.A., Ph.D., University of
Chicago

Lisa Z. Scheifele, Assistant Professor of Biology
B.S., Messiah College; Ph.D., Pennsylvania State
University

Thomas E. Scheye, Loyola Distinguished Service
Professor (English)
A.B., Georgetown University; M.A., Yale University;
Ph.D., University of Pennsylvania

Daniel Schlappbach, Associate Professor of Fine Arts
(Photography)
B.S., Washington University (St. Louis); M.F.A.,
Indiana University

Elizabeth Schmidt, Professor of History
B.A., Oberlin College; M.A., Ph.D., University of
Wisconsin (Madison)

Holly Schneider, Instructor of Modern Languages
and Literatures (Spanish); Manager, Language
Learning Center
B.F.A., B.A., M.A., University of Delaware

Michael F. Schneider, Affiliate Instructor of
Mathematics and Statistics (Statistics)
B.S., Loyola College in Maryland; M.S., Virginia
Polytechnic Institute and State University

Andrew J. Schoeffield, Associate Professor of Biology
B.S., Loyola College in Maryland; Ph.D., University
of Maryland

Lisa Schoenbrodt, Professor of Speech-Language
Pathology/Audiology; Undergraduate Program
Director, Speech-Language Pathology/Audiology
B.A., University of Maryland; M.S., James Madison
University; Ed.D., Johns Hopkins University; CCC-SLP

Jeffrey R. Schollaert, Affiliate Assistant Professor
of Finance
B.A., Colgate University; M.B.A., University of
Maryland; CFA

R. Keith Schoppa, Professor of History; Doehler
Chair in Asian History; Program Advisor, Minor in
Asian Studies
B.A., Valparaiso University; M.A., University of Hawaii;
Ph.D., University of Michigan

Carlyle A. Schrouer, Affiliate Assistant Professor
of Finance
B.S., University of Maryland; M.B.A., Loyola
University Maryland

Jeremy Schwartz, Assistant Professor of Economics
B.S., Boston College; M.A., Ph.D., The George
Washington University

Charles E. Scott, Professor of Economics
B.S., University of North Carolina; M.B.A., University
of Montana; M.A., Ph.D., Vanderbilt University

Kathleen A. Sears, Affiliate Instructor of Education
B.S., College of Notre Dame of Maryland; M.L.A.,
Johns Hopkins University

Ali M. Sedaghat, Associate Professor of Accounting
B.A., Abadan Institute of Technology; M.B.A.,
D.B.A., The George Washington University; CMA

Norman H. Sedgley, Professor of Economics
B.A., M.A., Ph.D., University of New Hampshire

Mili Shah, Assistant Professor of Mathematics
and Statistics (Mathematics)
B.S., M.S., Emory University; M.A., Ph.D.
(candidate), Rice University

Phoebe C. Sharkey, Professor of Information
Systems and Operations Management
A.B., Duke University; M.S., Georgetown University;
Ph.D., Johns Hopkins University

Qinna Shen, Instructor of Modern Languages and
Literatures (German, Chinese)
B.A., Beijing Foreign Studies University; M.A.,
University of Illinois at Urbana-Champaign; Ph.D.,
Yale University

Martin F. Sherman, Professor of Psychology; Director
of Master's Education, Thesis Track (Psychology)
B.A., University of Connecticut; Ph.D., University of
Maine

Yoon S. Shin, Associate Professor of Finance
B.B.A., Kookmin University; M.S., Texas A&M
University; Ph.D., University of South Carolina

Tamra A. Shockley, Clinical Faculty of Psychology
B.A., M.S., Loyola College in Maryland; Psy.D.,
Nova Southeastern University

Robert W. Simmons III, Assistant Professor of
Education
B.A., Western Michigan University; M.S.E., Lawrence
Technological University; Ed.D., Hamline University

Kathleen Siren, Assistant Professor of Speech-Language
Pathology/Audiology; Director, Graduate Program
in Speech-Language Pathology/Audiology
B.A., M.A., Ph.D., University of Kansas; CCC-SLP

Mary Skeen, Affiliate Assistant Professor of Fine Arts
(Photography)
B.F.A., Maryland Institute College of Art; M.F.A.,
Towson University

Karen Smedley, Affiliate Instructor of Communication
B.A., St. Lawrence University; M.A., Syracuse University

H. Lovell Smith, Assistant Professor of Sociology
B.S., Southern Methodist University; M.Ed.,
University of Massachusetts (Amherst); Ph.D.,
University of Maryland (College Park)

Kirby Smith, Affiliate Assistant Professor of Finance
B.S., B.A., Georgetown University; M.B.A., George
Washington University; J.D., University of Baltimore
School of Law

Wendy M. Smith, Associate Professor of Education;
Chair, Department of Teacher Education; Director,
Graduate Program in Teacher Education
B.S., State University of New York; M.Ed., University
of North Carolina; Ph.D., University of Wyoming

Dale E. Snow, Associate Professor of Philosophy;
B.A., Clark University; M.A., Ph.D., Emory University

Timothy Law Snyder, Professor of Mathematics
and Statistics (Mathematics); Vice President for
Academic Affairs
B.A., B.S., M.S., University of Toledo; M.A., Ph.D.,
Princeton University

Jalal Soroosh, Professor of Accounting; Academic
Director, Sellinger Scholars Program
B.S., Iranian Institute of Advanced Accounting;
M.B.A., The George Washington University; Ph.D.,
University of Mississippi; CMA

Ravi Srinivasan, Assistant Professor of Information
Systems and Operations Management
B.E., Osmania University (India); M.S., Kansas State
University; Ph.D., Michigan State University

Timothy J. Stapleton, Associate Professor of Philosophy
B.S., MacMurray College; M.A., Ph.D., Pennsylvania
State University

Gregory J. Stefanelli, Instructor of Computer Science
B.S., State University of New York (Stony
Brook); M.S., Loyola University Maryland; Ed.D.
(candidate), University of Phoenix

Arthur M. Sutherland, Associate Professor of Theology
B.A., Harding University; M.Div., S.T.M., Yale
University Divinity School; Ph.D., Princeton
Theological Seminary

Paul Tallon, Associate Professor of Information Systems and Operations Management
B.Comm., M.Mgt.Sc., University College Dublin;
F.C.A., Ph.D., University of California (Irvine)

Kerria M. Tan, Assistant Professor of Economics
B.A., University of California (San Diego); M.A.,
Ph.D., Ohio State University

Ron Tanner, Professor of Writing
B.A., University of North Carolina (Chapel Hill);
M.F.A., University of Iowa; Ph.D., University of
Wisconsin (Milwaukee)

Jiyuan Tao, Associate Professor of Mathematics
and Statistics (Mathematics)
B.S., M.S., Beijing Institute of Technology; M.S.,
Ph.D., University of Maryland (Baltimore County)

Martha C. Taylor, Professor of Classics, Fine Arts
(Art History), and History
A.B., Bryn Mawr College; M.A., Ph.D., Stanford
University

Eston J. Teter, Affiliate Instructor of Modern
Languages and Literatures (German and Italian)
B.A., Towson University; M.M., Peabody Conservatory
of Music

Amanda McCombs Thomas, Professor of Psychology;
Associate Vice President for Graduate Studies
B.A., College of William and Mary; M.S., Ph.D.,
University of Georgia

Andrea Thomas, Assistant Professor of Modern
Languages and Literatures (French)
B.A., New York University; M.A., M.Phil., Ph.D.,
Columbia University

Christopher Thompson, Assistant Professor of Biology
B.S., Eastern Washington University; Ph.D.,
University of Iowa

Kara Tignor, Affiliate Instructor of Speech-Language
Pathology/Audiology
B.A., M.S., Loyola College in Maryland; CCC-SLP

Herbert L. Tracey, Jr., Instructor of Mathematics
and Statistics (Mathematics)
B.S., Towson University; M.S., Johns Hopkins University

Marlene Trestman, Affiliate Assistant Professor of Law
B.A., Goucher College; J.D., The George
Washington University Law School; M.B.A., Loyola
University Maryland

Rebecca Trump, Assistant Professor of Marketing
B.S., Georgia State University; Ph.D., University of
Arizona

Jill-Kristi Tyler, Affiliate Instructor of Sociology
B.S., Towson University; M.S.W., University of
Maryland (Baltimore); LCSW-C

Sarah Tyler, Instructor of Modern Languages
and Literatures (Spanish)
B.A., B.A., M.A., M.A., University of North Carolina
at Chapel Hill

Thomas A. Ulrich, Professor of Finance
A.B., Franklin and Marshall College; M.S., University of
Delaware; Ph.D., Michigan State University; CMA; CFA

Michael L. Unger, Associate Professor of Management
and International Business; Chair, Department of
Management and International Business
B.S., Ohio State University; M.A., Washington
University; Ph.D., Pennsylvania State University

Carsten T. Vala, Assistant Professor of Political Science
B.A., Williams College; M.A., M.S., Ph.D., University
of California (Berkeley)

Barbara H. Vann, Associate Professor of Sociology;
Director, Loyola Summer Program in Prague
B.A., University of Alabama (Birmingham); M.A., East
Tennessee State University; Ph.D., University of Arizona

Maren E. Veatch-Blohm, Assistant Professor of Biology
B.S., Brigham Young University; M.S., Ph.D.,
University of Arizona

Anthony D. Villa, Professor of Fine Arts (Music)
B.A., Loyola College in Maryland; M.M., D.M.A.,
University of Maryland

Sarah Vitale, Instructor of Modern Languages
and Literatures (Spanish)
B.A., Southeastern Louisiana University; M.A.,
Louisiana State University

Nicholas Vitek, Affiliate Assistant Professor of Law
B.A., University of Washington; J.D., American
University, Washington College of Law

Lura Vogelmann, Affiliate Instructor of Speech-Language
Pathology/Audiology
B.A., Towson University; M.S., Loyola College in
Maryland; CCC-SLP

Bobby Waldrup, Professor of Accounting;
Chair, Department of Accounting
B.S., M.P.A., Mississippi State University; Ph.D.,
University of Mississippi

Christopher Walker, Affiliate Assistant Professor
of Fine Arts (Photography)
M.F.A., Southern Illinois University

Robert L. Wallace, Affiliate Assistant Professor of
Management and International Business
B.S.M.E., University of Pennsylvania; M.B.A., Dartmouth
College; D.H.L., Sojourner-Douglas College

Joseph J. Walsh, Professor of Classics and History;
Chair, Classics Department
A.B., Fairfield University; M.A., State University of
New York (Buffalo); Ph.D., University of Texas (Austin)

Stephen J. K. Walters, Professor of Economics
B.A., University of Pennsylvania; M.A., Ph.D.,
University of California (Los Angeles)

Timothy R. Walton, Affiliate Instructor of Information
Systems and Operations Management
B.A., Bowling Green University; M.P.A.,
American University

Jinghua Wangling, Assistant Professor of Modern
Languages and Literatures (Chinese)
B.A., Fudan University (Shanghai, China); Ph.D.,
Harvard University

Kathleen Ward, Clinical Faculty of Speech-Language
Pathology/Audiology
B.S., M.S., Towson University; CCC-A

Thomas Ward, Professor of Modern Languages
and Literatures (Spanish); Program Director,
Minor in Latin American and Latino Studies
B.A., Southern Connecticut State University;
M.A., Ph.D., University of Connecticut

Marianne Ward-Peradoza, Associate Professor of
Economics; Chair, Department of Economics;
Director, Global Studies Program
B.A., The American University; M.A., Ph.D.,
University of Miami

Steven Weber, Affiliate Instructor of Philosophy
B.A., St. John's College

Lars Westby, Affiliate Assistant Professor of Fine Arts
(Theatre)
B.F.A., B.A., Pennsylvania State University; M.F.A.,
University of Colorado

John E. Wheeler, Affiliate Assistant Professor
of Accounting
B.A., M.B.A., Loyola College in Maryland

Nancy A. Williams, Associate Professor of Economics
B.S., University of California (Riverside); M.A.,
Ph.D., University of California (Berkeley)

Stacy A. Williams, Instructor of Education; Internship
Coordinator, Professional Development Schools
(Elementary/Secondary); Secondary Minor Adviser
(Teacher Education)
B.S., James Madison University; M.A.T.,
Johns Hopkins University

Karsonya Wise Whitehead, Assistant Professor
of Communication
B.A., Lincoln University; M.A., University of Notre
Dame (Indiana); Ph.D., University of Maryland
(Baltimore County)

Jeffrey C. Witt, Assistant Professor of Philosophy
B.A., Wheaton College; M.A., Ph.D., Boston College

James R. Wolgamott, Instructor of Education;
Internship Coordinator, Professional Development
Schools (Elementary)
B.S., Bowling Green State University; M.S.,
Johns Hopkins University

Marie A. Yeh, Assistant Professor of Marketing
B.S., University of Maryland; M.S.Ed., Old Dominion
University; Ph.D., Kent State University

M. Lisa Yeo, Assistant Professor of Information
Systems and Operations Management
B.Math, University of Waterloo (Canada); M.B.A.,
Ph.D., University of Alberta (Canada)

Melva Zamora, Instructor of Modern Languages
and Literatures (Spanish)
B.A., The Pontifical and Royal University of Santo
Tomas, The Catholic University of the Philippines;
M.A., Pontificia Universidad Javeriana (Colombia)

Qiyu (Jason) Zhang, Assistant Professor of Marketing
B.S., FuDan University; M.S., Ph.D., University of
Georgia

Yu Zhang, Instructor of Modern Languages and
Literatures (Chinese)
B.A., M.A., Shaanxi Normal University (China);
Ph.D., University of Oregon

Guangzhi (Terry) Zhao, Assistant Professor of Marketing
B.A., Hebei Institute of Finance and Economics (China); M.A., Sun Yat-sen University (China); Ph.D., University of California (Irvine)

Hong Zhu, Associate Professor of Accounting
B.S., Shanghai University of Finance and Economics; Ph.D., University of Missouri (Columbia)

Lisa Zimmerelli, Assistant Professor of Writing; Director, Loyola Writing Center
B.A., Albright College; M.A., Ph.D., University of Maryland

Margarita Zisselsberger, Assistant Professor of Education
B.A., Boston College; M.S., State University of New York; Ph.D., Boston College

EMERITI/AE FACULTY

Arleigh T. Bell, Jr., Associate Professor Emeritus of Economics
B.S., United States Military Academy; M.A., Ph.D., New School for Social Research

Henry C. Butcher IV, Professor Emeritus of Biology
B.S., Tufts University; M.S., Ph.D., Ohio State University

Charles W. Cheape, Professor of Emeritus History
B.A., University of Virginia; M.A., Ph.D., Brandeis University

Andrew Ciofalo, Professor Emeritus of Communication
A.B., Brooklyn College; M.S., Columbia University

Malcolm G. Clark, Professor Emeritus of Philosophy
Lic. Phil., Heythrop College; S.T.L., University of Innsbruck; Ph.D., University of Louvain

Ernest F. Cooke, Professor Emeritus of Marketing
B.E.E., New York University; M.S., Case Institute of Technology; M.A., Western Reserve University; Ph.D., Case Western Reserve University; P.E. (Ohio)

David G. Crough, Associate Professor Emeritus of Psychology
B.S., Ursinus College; M.A., Ph.D., The Catholic University of America

Arthur L. Delcher, Professor Emeritus of Computer Science
B.A., M.E.S., Loyola College in Maryland; M.A., M.S.E., Ph.D., Johns Hopkins University

James E. Dockery, Associate Professor Emeritus of Fine Arts (Theatre)
Lic. Phil., M.Ed., Fordham University; M.A., S.T.M., Woodstock College

David C. Dougherty, Professor Emeritus of English
A.B., West Liberty State College; M.A., Xavier University; Ph.D., Miami University (Ohio)

Paul C. Ergler, Associate Professor Emeritus of Management
B.S., M.E., M.S., Drexel University; D.B.A., The George Washington University

Harold D. Fletcher, Professor Emeritus of Finance
B.S., Western Kentucky University; M.A., University of Kentucky; Ph.D., University of Illinois

Faith D. Gilroy, Professor Emerita of Psychology
B.A., Mount Saint Agnes College; M.B.A., Loyola College in Maryland; Ph.D., St. Louis University

Charles R. Graham, Jr., Professor Emeritus of Biology
B.S., Loyola College in Maryland; M.S., Ph.D., University of Delaware

John A. Gray, Professor Emeritus of Law
B.A., St. Mary's Seminary; S.T.B., S.T.L., Gregorian University; S.T.D., The Catholic University of America; J.D., University of Baltimore

Frank R. Haig, S.J., Professor Emeritus of Physics
B.A., S.T.B., S.T.L., Woodstock College; Ph.D., The Catholic University of America

Charles B. Hands, Professor Emeritus of English
A.B., Ph.D., University of Notre Dame; M.A., University of Pennsylvania

John C. Hennessey, Professor Emeritus of Mathematics and Statistics (Mathematics)
B.S., Fordham University; M.S., Purdue University; Ph.D., University of Maryland

Francis G. Hilton, S.J., Associate Professor Emeritus of Economics
B.A., M.A., Fordham University; M.A., Loyola University (Chicago); M.Theo., M.Div., Weston School of Theology; M.Ed., Harvard University; Ph.D., University of Wisconsin (Madison)

John M. Jordan, Associate Professor Emeritus of Economics
B.S., Loyola College in Maryland; M.S., Brigham Young University; M.S., Ph.D., Purdue University

Donald A. Keefer, Professor Emeritus of Biology
B.A., Western Maryland College; M.S., American
University; Ph.D., University of North Carolina

John C. Larson, Professor Emeritus of Economics
B.A., M.A., Ph.D., University of Minnesota

Charles R. Margenthaler, Professor Emeritus of
Operations Management
B.S., Bradley University; M.S., Arizona State
University; M.S., West Coast University; Ph.D.,
University of Illinois; PE

Patrick A. Martinelli, Professor Emeritus of Marketing
B.S., Georgetown University; M.B.A., Ph.D., Ohio
State University

Richard F. McCoart, Jr., Professor Emeritus of
Mathematics and Statistics (Mathematics)
B.A., Yale University; M.A., University of Alabama;
Ph.D., University of North Carolina

P. Andrew McCormick, Associate Professor Emeritus
of History and Modern Languages and Literatures
(Russian)
B.S., Loyola College in Maryland; M.A., Middlebury
College; Ph.D., Georgetown University

Francis J. McGuire, Associate Professor Emeritus
of Chemistry
B.S., Loyola College in Maryland; M.A., Ph.D.,
Johns Hopkins University

Francis G. McManamin, S.J., Associate Professor
Emeritus of History
A.B., Mount St. Mary's College; M.A., Ph.D.,
The Catholic University of America

Melvin P. Miller, Professor Emeritus of Chemistry
B.S., Loyola College in Maryland; M.A., Ph.D.,
Princeton University

Daniel M. Perrine, Associate Professor Emeritus
of Chemistry
B.A., M.Div., Loyola University (Chicago); M.A.,
Fordham University; Ph.D., University of Illinois
(Chicago)

Helene F. Perry, Associate Professor Emerita
of Physics
A.B., Sweet Briar College; M.A., Johns Hopkins
University

William D. Reddy, Associate Professor Emeritus of
Mathematics and Statistics (Mathematics)
B.S., M.S., St. Louis University; M.B.A., Loyola
College in Maryland; Ph.D., St. Louis University

E. Barry Rice, Assistant Professor Emeritus
of Accounting
B.S., Virginia Polytechnic Institute and State
University; M.B.A., University of Maryland; CPA

David F. Roswell, Professor Emeritus of Chemistry
A.B., Ph.D., Johns Hopkins University

Jai P. Ryu, Professor Emeritus of Sociology
B.A., Seoul National University; M.A., Ph.D.,
University of Minnesota

Tagi Sagafi-nejad, Professor Emeritus of Management
and International Business
B.Sc., Pahlavi University; M.S., Ph.D., University of
Pennsylvania

Beatrice E. Sarlos, Professor Emerita of Education
Staatsexamen, Universität der Stadt Berlin; M.A.,
Loyola College in Maryland; Ph.D., Johns Hopkins
University

Irmgard Braier Scherer, Associate Professor Emerita
of Philosophy
B.A., George Mason University; M.A., Ph.D.,
American University

A. Kimbrough Sherman, Associate Professor Emeritus
of Information Systems and Operations Management
A.B., Brown University; M.B.A., Ph.D., University of
Maryland

Laurette P. Simmons, Associate Professor Emerita of
Information Systems and Operations Management
B.A., Ithaca College; M.B.A., Ph.D., University of
North Texas

Leroy F. Simmons, Professor Emeritus of Information
Systems and Operations Management
B.A., Washburn University; M.S., University of Missouri;
Ph.D., University of Tennessee

Steven A. Sobleman, Associate Professor Emeritus
of Psychology
B.A., Norwich University; Ph.D., American University

Bernard J. Weigman, Professor Emeritus of
Computer Science, Engineering, and Physics
B.S., Loyola College in Maryland; Ph.D., University
of Notre Dame

Donald T. Wolfe, Associate Professor Emeritus of
Political Science
B.A., St. Ambrose College; M.A., Marquette
University; Ph.D., Johns Hopkins University

George M. Wright, Associate Professor Emeritus of Information Systems and Operations Management
B.S., United States Naval Academy; M.B.A., D.B.A.,
The George Washington University

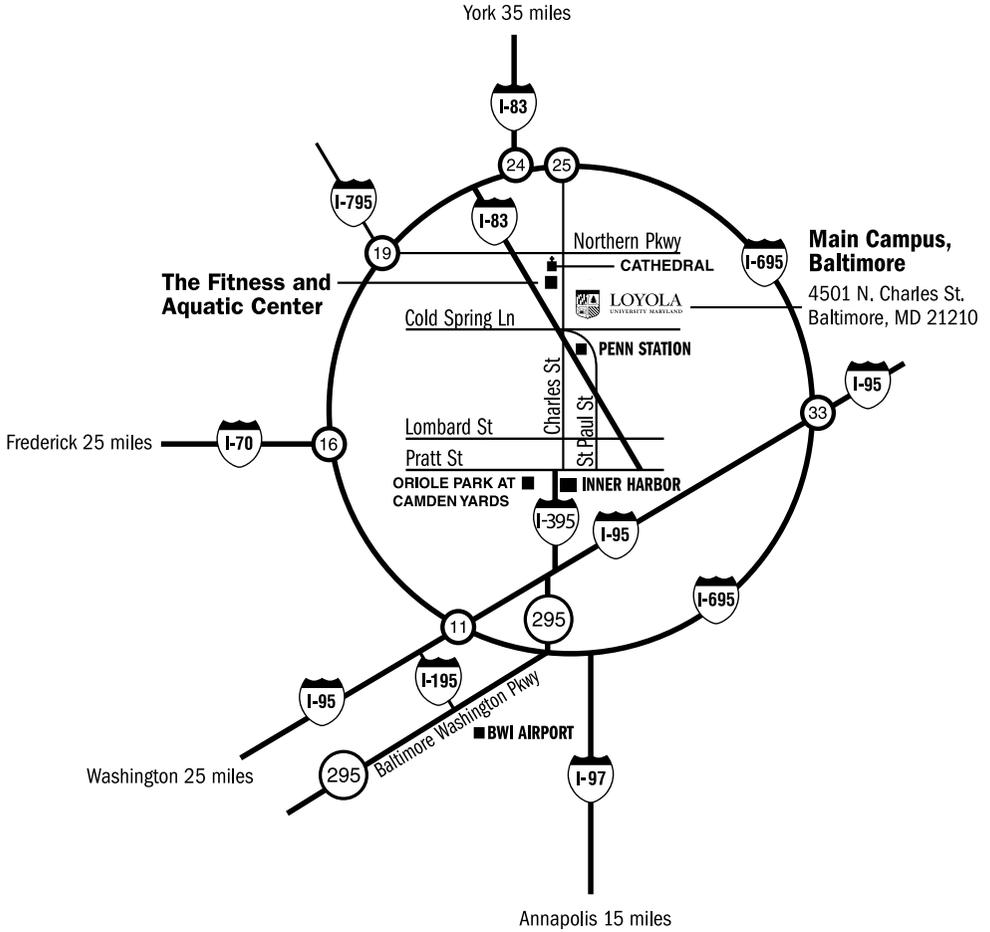
Anne L. Young, Professor Emerita of Mathematics
and Statistics (Mathematics)
B.S., Wheaton College (Illinois); M.S., Ph.D.,
Michigan State University

Norbert M. Zaczek, Professor Emeritus of Chemistry
B.S., Loyola College in Maryland; M.S., Ph.D.,
Carnegie-Mellon University

MAPS

BELTWAY GUIDE

Loyola University 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 Baltimore Campus map.



BALTIMORE CAMPUS 4501 N. CHARLES STREET

- 1. Newman Towers**
ATM Machine
SunTrust
Disability Support Services
Event Services and Auxiliary Management
Iggy's
Dining Services Administrative and Catering Offices
Speech-Language
Pathology/Audiology Department
- 2. Avila Hall**
Evergreen Annual
Greyhound
WLOY Radio Station
- 3. Belarmine Hall**
Evergreen Annual
Greyhound
WLOY Radio Station
- 4. Claver Hall**
- 5. Dorothy Day Hall**
Communication Lab
Sand Volleyball Court
GreyComm Studios
- 6. Campion Tower**
Studio Campion
Technology Services Workroom
- 7. Seton Court**
Alcohol and Drug Education and Support Services
Health Services-Health Education Programs
Student Life Office
Sophomore Initiatives
Women's Center
- 8. Southwell Hall**
- 9. Hopkins Court**
- 10. Lange Court**
- 11. Fitness and Aquatic Center**
Recreational Sports
- 12. USF& Pedestrian Bridge**

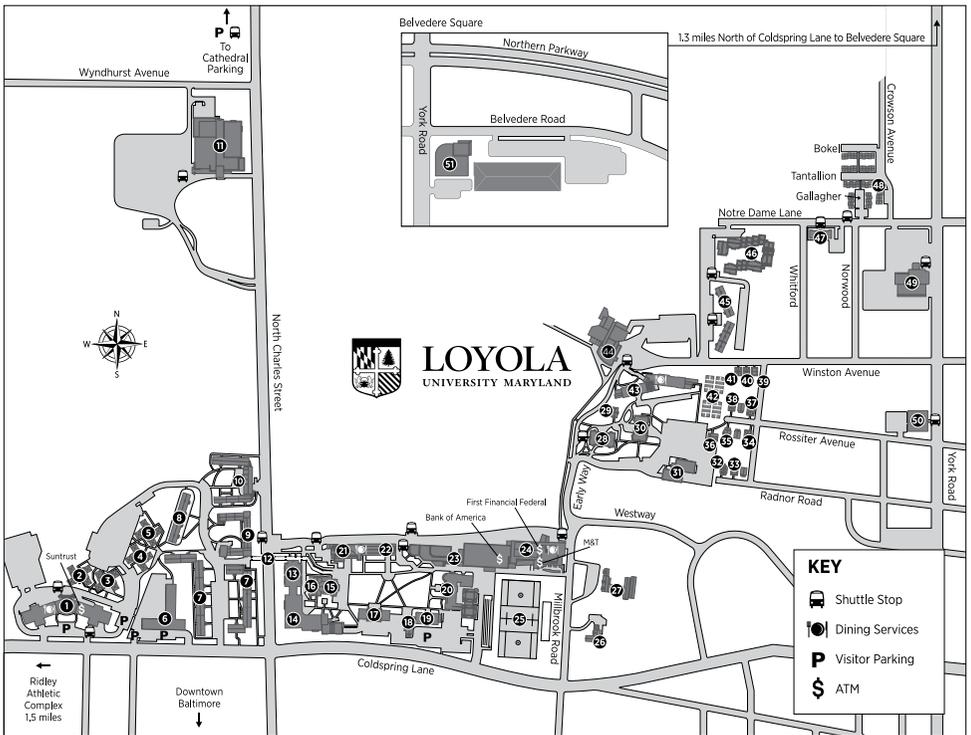
- 13. Knott Hall**
Mathematics and Statistics
Physics Department
Technology Services
- 14. Donnelly Science Center**
Biology Department
Chemistry Department
Computer Science Department
Engineering Science Department
- 15. Alumni Memorial Chapel**
- 16. Cohn Hall**
Campus Ministry
Technology Services - Infrastructure
- 17. Beatty Hall**
Education Department
Political Science Department
Psychology Department
Research and Sponsored Programs
Sociology Department
- 18. Xavier Hall**
Alumni Chapel
Dean - School of Education
York Road Revitalization Program
- 19. Jenkins Hall**
Academic Affairs and Diversity
Academic Coordinator for Varsity Sports
Government and Community Relations and Trustee Affairs
Mother's Room
Resource Management
The Study
Vice President for Academic Affairs
Vice President for Administration

- Vice President for Advancement/
Alumni Office
Vice President for Finance and Treasurer
Vice President for Student Development and Dean of Students
Writing Center
- 20. Rev. Francis X. Knott, S.J.**
Humanities Center
Advancement Events and Donor Relations
Undergraduate Admission Center for Community Service and Justice
Classics Department
Counseling Center
Dean-Loyola College
English Department
Financial Aid
History Department
Hug Lounge
Human Resources Service Center
International Programs
Internation Student Services
Philosophy Department
Phonathon Center
President's Office
Refectory
Theology Department
Vice President for Enrollment Management and Communications/Marketing and Communications Office
Writing Department

- 21. Sellinger School of Business and Management**
Accounting Department
Dean-Sellinger School of Business and Management
Economics Department
Finance Department
Information Systems and Operations Management Department
Management and International Business Department
Marketing, Law, and Social Responsibility Department
- 22. Maryland Hall**
Academic Publications
Academic Advising and Support Center
Dean of First-Year Students and Academic Services
Faculty Technology Center
Institutional Research
Instructional Services
Language Learning Center
Modern Languages and Literatures Department
National Fellowships Office
Records
Student Administrative Services
- 23. DeChiaro College Center**
The Career Center
Communication Department
Emil G. "Lefty" Reitz Arena
Julio Fine Arts Wing
Art Gallery
Fine Arts Department
McManus Theater
Recital Room
Post Office

- Sellinger VIP Lounge
Student Mallboxes
- 24. Andrew White Student Center**
ALANA Services
ATM Machines
Bank of America
MBT
First Financial Federal
Athletic Department
Bookstore
Boulder Garden Café
Campus Box Office
Commuter Affairs
Fourth Floor Program Room
Leadership and New Student Programs
McGuire Hall
Student Activities
Student Government Association
- 25. Diane Geppi-Aikens Field**
- 26. Armiger House**
President's House
- 27. Ignatius House**
Jesuit Community Residence
- 28. Hammerman House**
Fava Chapel
- 29. Margor Art Studio**
- 30. Butler Hall**
- 31. Facilities Building**
Facilities Management
Project Management
Public Safety Dispatch
- 32. 300 Radnor Avenue**
President's House
- 33. 302 Radnor Avenue**
Military Science/ROTC
- 34. 305 Rossiter Avenue - McEneaney Cottage**
Psychology Department

- 35. 301 Rossiter Avenue - Justin Ocher House**
Fine Arts Print Studio
- 36. 471 White House**
Military Science/ROTC
- 37. 304 Rossiter Avenue - St. Alphonse Rodriguez House**
Campus Ministry
- 38. 300 Rossiter Avenue**
- 39. 305 Winston Avenue**
- 40. 303 Winston Avenue**
- 41. 301 Winston Avenue**
- 42. Tennis Courts**
- 43. Flannery O'Connor Hall**
Smart Market
- 44. Loyola/Notre Dame Library**
Archives
- 45. Ahern Hall**
- 46. McAuley Hall**
- 47. Aquinas Hall**
- 48. Rahner Village**
- 49. 3104 York Road**
Central Duplicating
Environmental Health and Safety
Post Office Sorting Room
Public Safety Administration
Transportation and Parking
- 50. 5000 York Road**
Accounts Payable
Disbursements
Enterprise Applications
Financial Services
Controller
Payroll
Human Resources
Systems Development
- 51. The Clinical Centers at Belvedere Square**



INDEX

A

| | |
|--|---------|
| Absence | |
| Excused | 58 |
| Leave of | 60 |
| Academic Advising | 32 |
| Academic Advising and Support Center | 77 |
| Academic Affairs | 77 |
| Diversity | 77 |
| Academic Calendar | 363 |
| Academic Conduct | 74 |
| Academic Organization, The University | 8 |
| Academic Programs and Career Opportunities | 32 |
| Academic Advisement | 32 |
| Academic Advising | 32 |
| Degree Audit | 32 |
| Career Center, The | 44 |
| Career Orientation | 33 |
| Graduate/Professional Opportunities | 44 |
| Interdisciplinary Studies | 36 |
| Loyola College | 33 |
| Sellingher School of Business and Management | 43 |
| Academic Standing | |
| Academic Appeal Process | 57 |
| Academic Dismissal | 56 |
| Academic Probation | 56 |
| Dean's List Honors | 56 |
| Good Academic Standing | 56 |
| Quality Point Average | 56 |
| Accelerated B.A./M.S. Program, Psychology | 289 |
| Accounting | 43 |
| 150-Hour CPA Requirement | 342 |
| Course Descriptions | 347 |
| Accra, Loyola in | 63 |
| Program Fees | 20 |
| Accra, New York University in (Study Abroad) | 69 |
| Accreditation | 4 |
| Approved by | 4 |
| Education, School of | 328 |
| Member of | 4 |
| Administrative Offices, Hours | 78 |
| Admission | 12 |
| Advanced Credit | 18 |
| Advanced Placement | 17 |
| College Level Examination Program (CLEP) Tests | 17 |
| International Baccalaureate Program | 17 |
| Departmental Examinations | 18 |
| First-Year Applicants | 12 |
| Application Form | 12 |
| Early Action | 12 |
| First-Year Student Advising | 13 |
| Regular Decision | 12 |
| Secondary School Requirements | 12 |
| Foreign Language Test | 18 |
| Health Insurance | 17 |
| Housing | 17 |
| Immunizations | 17 |
| International Students, First-Year | 13 |
| International Students, Transfer | 15 |
| Mathematics Test | 18 |
| Non-Degree Students | |
| Special Students | 16 |
| Visiting Students | 16 |
| Part-Time Students | 16 |
| Readmission of Former Students | 16 |
| Transfer Students | 14 |
| Advanced Credit | 18 |
| Advanced Placement | 17 |
| Affiliations, International | 69 |
| Copenhagen, Denmark | 69 |
| Florence, Italy | 69 |
| Rome, Italy | 70 |
| African and African American Studies Minor | 36, 209 |
| Electives | 209 |
| Air Force ROTC Scholarship Program | 29 |
| ALANA Services | 78 |
| Alcalá, Loyola in | 64 |
| Program Fees | 20 |
| Alcohol/Drug Education and Support Services | 78 |
| Online Education | 78 |
| Prevention Education | 78 |
| Substance-Free Housing | 78 |
| Alcoholic Beverages | 75 |
| Alpha Sigma Nu | 83 |
| American Studies Minor | 36, 210 |
| Electives | 210 |
| Annual Fund, The | 86 |
| Appeal of a Grade | 54 |
| Appeal Process, Academic | 57 |
| Application Fee | 19 |
| Application for Financial Aid | 23 |
| Application for Graduation | 57 |
| Application Form | 12 |
| Applied Music Fees | 19 |
| Arabic | 239 |
| Army ROTC Scholarship Program | 29 |
| Art History | |
| Course Descriptions | 166 |
| Major in | 158 |
| Minor in | 165 |
| Asian Studies Minor | 37, 212 |
| Electives | 212 |
| Athletic Grants | 24 |
| Auckland, Loyola in | 64 |
| Program Fees | 21 |
| Audit, Degree | 32 |
| Audit Policy | 55 |

| | |
|--|----------|
| Awards, Honors and | |
| Honor Societies | 83 |
| Alpha Sigma Nu | 83 |
| Beta Gamma Sigma | 83 |
| Discipline Associated | 83 |
| Phi Beta Kappa | 83 |
| Medals and Awards | |
| Community Recognition | 84 |
| Student Recognition | 84 |
| B | |
| Bachelor of Arts (B.A.) | |
| Art History | 158 |
| Classical Civilization | 109, 110 |
| Classics | 108 |
| Communication | 119 |
| Comparative Culture and Literary Studies (CCLS) | 238 |
| Computer Science | 127 |
| Economics | |
| General Concentration | 133 |
| Quantitative Economics Concentration | 134 |
| Elementary Education | 329 |
| English | 150 |
| Fine Arts | 159 |
| Music Concentration | 160 |
| Theatre Concentration | 162 |
| French | 236 |
| German | 236 |
| Global Studies | 184 |
| History | 185 |
| Philosophy | 260 |
| Political Science | 278 |
| Psychology | 288 |
| Sociology | 295 |
| Spanish | 236 |
| Speech-Language Pathology/Audiology | 304 |
| Theology | 309 |
| Visual Arts | |
| Photography Concentration | 163 |
| Studio Arts Concentration | 164 |
| Bachelor of Business Administration (B.B.A.) | |
| Freshman/Sophomore Years | 341 |
| Major in Accounting | 341 |
| 150-Hour CPA Requirement | 342 |
| Major in Business Administration | 342 |
| Business Economics Concentration | 342 |
| Finance Concentration | 343 |
| General Business Concentration | 343 |
| Information Systems Concentration | 344 |
| International Business Concentration | 344 |
| Management Concentration | 345 |
| Marketing Concentration | 345 |
| Bachelor of Science (B.S.) | |
| Biology | 91 |
| Chemistry | 103 |
| Chemistry/Biology | 104 |
| Computer Science | 126 |
| Mathematics | 222 |
| Physics | |
| Analytic Track | 272 |
| Applied Science Track | 273 |
| General Track | 273 |
| Statistics | 224 |
| Bachelor of Science in Engineering (B.S.E.) | 140 |
| Computer Engineering Concentration | 140 |
| Electrical Engineering Concentration | 140 |
| Materials Engineering Concentration | 141 |
| Mechanical Engineering Concentration | 141 |
| Baltimore Campus Map | 393 |
| Baltimore Student Exchange Program | 58 |
| Bangkok, Loyola in | 64 |
| Program Fees | 21 |
| Beijing, Loyola in | 65 |
| Program Fees | 21 |
| Beltway Map | 392 |
| Beta Gamma Sigma | 83 |
| Beverages, Alcoholic | 75 |
| Biology | 33, 90 |
| Course Descriptions | 94 |
| Interdisciplinary Majors | |
| Biology/Chemistry | 93 |
| Biology/Psychology | 93 |
| Other | 93 |
| Learning Aims | 90 |
| Major in | 91 |
| Elective Restrictions | 92 |
| Minor in | 94 |
| Natural Sciences Minor | 94 |
| Board Fees, Resident Students | 20 |
| Board of Trustees | 365 |
| Books | 20 |
| Books, Green | 75 |
| Bookstore | 78 |
| Buckley Amendment | 72 |
| Business Administration, Minor in | 346 |
| Business | 346 |
| Business Economics | 346 |
| Entrepreneurship | 346 |
| Information Systems | 346 |
| International Business | 347 |
| Marketing | 347 |
| Business Economics | 43 |
| Course Descriptions | 350 |
| Business, General | 43 |

C

- Calendar, Academic 363
- Campus and Buildings 8
- Campus Ministry 79
- Capital Programs 86
- Career Center, The 44, 79
- Employers 45
- Graduate/Professional Schools 46
- Career Orientation 33
- Catholic Studies Minor 37, 213
- Electives 213
- Center for Community Service and Justice 79
- Service-Learning 79
- Center for the Humanities 32
- Change of Major 52
- Change of Minor 52
- Change of Student Status 31
- Chemistry 33, 103
- Course Descriptions 106
- Geology 107
- Interdisciplinary Major 104
- Learning Aims 103
- Major in 103
- Minor in 105
- Chinese 240
- Classics 33, 108
- Classical Civilization, Major in 109
- Bachelor of Arts 110
- Learning Goals 109
- Course Descriptions
- Classical Civilization 111
- Greek 114
- Latin 115
- Major in 108
- Bachelor of Arts 108
- Learning Goals 108
- Claver Grants 24
- Claver Scholarships 24
- Code of Conduct, Financial Aid Office 31
- Codes, Interdisciplinary Studies 62
- College Level Examination Program
- (CLEP) Tests 17
- College Store 78
- Combined B.A./B.S.–M.A.T. Program
- (Teacher Education) 330
- Communication 34, 118
- Course Descriptions 120
- Interdisciplinary Major in 120
- Learning Outcomes 118
- Major in 118, 119
- Minor in 120
- Comparative Culture and Literary Studies (CCLS)
- Major in 238
- Minor in 239
- Competency Examination, Psychology 290
- Comprehensive Fee 19
- Computer Science 34, 126
- Certificate in Programming 129
- Combined Programs 129
- Course Descriptions 129
- Interdisciplinary Programs 129
- Major in 126
- Bachelor of Arts (B.A.) 127
- Bachelor of Science (B.S.) 126
- Minor in 129
- Conduct, Academic 74
- Consumer Information 2
- Copenhagen, Loyola in 65
- Program Fees 21
- Core, The 47
- Composition 47
- Fine Arts 47
- History 47
- Language 47
- Literature 47
- Mathematical Sciences 47
- Natural Sciences 47
- Philosophy 47
- Social Sciences 47
- Theology 47
- Cork, Loyola in 65
- Program Fees 21
- Counseling Center 80
- Course Descriptions
- Accounting 347
- Biology 94
- Business Economics 350
- Chemistry 106
- Classics
- Classical Civilization 111
- Greek 114
- Latin 115
- Communication 120
- Computer Science 129
- Economics 135
- Engineering 143
- English 151
- Fine Arts
- Art History 166
- Music 172
- Photography 175
- Studio Arts 177
- Theatre 169
- Geology 107
- Global Studies 184
- History 187
- Honors Program 206
- Information Systems 356
- International Business 355
- Law and Social Responsibility 358
- Management 359
- Marketing 360

| | |
|--|----------|
| Mathematics and Statistics | |
| Mathematics | 227 |
| Statistics | 229 |
| Military Science | 233 |
| Modern Languages and Literatures | |
| Arabic | 239 |
| Chinese | 240 |
| French | 240 |
| German | 244 |
| Italian | 246 |
| Japanese | 248 |
| Portuguese | 254 |
| Spanish | 254 |
| Philosophy | 261 |
| Physics | 274 |
| Political Science | 280 |
| Production and Operations Management | 362 |
| Psychology | 291 |
| Selling Scholars Program | 348, 349 |
| Sociology | 297 |
| Speech-Language Pathology/Audiology | 305 |
| Teacher Education | |
| Education | 331 |
| Geography | 335 |
| Literacy | 335 |
| Special Education | 336 |
| Theology | 310 |
| Writing | 321 |
| Course Keys (Numbering) | 62 |
| Courses at Other Colleges (SSBM) | 340 |
| Courses Taken at Other Colleges | 59 |
| Course Withdrawal | 61 |
| Curriculum and Policies | 47 |
| Academic Standing | |
| Academic Appeal Process | 57 |
| Academic Dismissal | 56 |
| Academic Probation | 56 |
| Dean's List Honors | 56 |
| Good Academic Standing | 56 |
| Quality Point Average | 56 |
| Course Keys (Numbering) | 62 |
| Curriculum | 47 |
| Core, The | 47 |
| Diversity Core Requirement | 47 |
| Electives, The | 48 |
| Major, The | 48 |
| Degrees, Majors, and Minors | |
| Degrees/Majors | 51 |
| Double Majors | 51 |
| Interdisciplinary Majors | 51 |
| Minors | 51 |
| Departmental Major/Minor | |
| Change of Major | 52 |
| Declaration/Change of Minor | 52 |
| Declaration of Major | 52 |
| First-Year Programs | |
| Loyola 101 (LOY101) | 49 |
| Messina | 49 |
| Grades | 52 |
| Appeal of a Grade | 54 |
| Audit Policy | 55 |
| Final Grades | 54 |
| Grading Scale | 53 |
| Incomplete Grade | 55 |
| Midterm Grades | 54 |
| Graduation | |
| Application for | 57 |
| Honors | 57 |
| Interdisciplinary Studies Codes | 62 |
| Policies | |
| Baltimore Student Exchange Program | 58 |
| Courses at Other Colleges | 59 |
| Exceptions | 59 |
| Excused Absence Policy | 58 |
| Grade Reports | 60 |
| Leave of Absence | 60 |
| Repeating/Replacing Course | 60 |
| Residency Requirement | 60 |
| Sixth Course | 61 |
| Test Materials | 61 |
| Transcripts | 61 |
| Transfer Credit from High School | 59 |
| Withdrawal from a Course | 61 |
| Withdrawal from the University | 61 |
| Service-Learning | 48 |
| Special Course Options | |
| Independent Study | 50 |
| Internships | 50 |
| Private Study | 50 |
| Study Abroad | 51 |
| D | |
| Dean's List Honors | 56 |
| Declaration of Major | 52 |
| Declaration of Minor | 52 |
| Declined Credit Card Fee | 20 |
| Degree Audit | 32 |
| Degrees, Majors, and Minors | |
| Degrees/Majors | 51 |
| Double Majors | 51 |
| Interdisciplinary Majors | 51 |
| Minors | 51 |
| Dentistry | 40 |
| Departmental Examinations | 18 |
| Departmental Major/Minor | |
| Change of Major | 52 |
| Declaration/Change of Minor | 52 |
| Declaration of Major | 52 |
| Deposits/Refunds, International Programs | 71 |
| Dining Services | 80 |
| Directory | 367 |

- Disability Support Services 80
- Discipline Associated Honor Societies 83
- Dismissal, Academic 56
- Diversity 77
- Diversity Core Requirement 47
- Diversity Statement, The University 8
- Double Majors 51
- Drug/Alcohol Education and Support Services
- On-Line Education 78
 - Prevention Education 78
 - Substance-Free Housing 78
- E**
- Early Action (Admission) 12
- Economics 34, 43, 132
- Course Descriptions 135
 - Learning Aims 132
 - Major in 132
 - General Concentration 132, 133
 - Quantitative Economics Concentration 132, 134 - Minor in Economics 135
- Educational Assistance Grants 28
- Education, School of 327
- Teacher Education 42
 - Accreditation 328
 - Combined B.A./B.S.–M.A.T. Program 330
 - Course Descriptions 331
 - Elementary Education Major 329
 - Learning Aims 328
 - Mission 327
 - Secondary Education Minor 330
 - Special Education Minor 330
- Education, Teacher 327
- Electives, The 48
- Employers 45
- Engineering 35, 139
- Course Descriptions 143
 - Major in 140
 - Computer Engineering Concentration 140
 - Electrical Engineering Concentration 140
 - Materials Engineering Concentration 141
 - Mechanical Engineering Concentration 141 - Minor in 142
- English 35, 149
- Course Descriptions 151
 - Major in 149
 - Minor in 150
- Enrollment 3
- Ensembles, Music 76
- Evergreen Players Productions 76
- Exceptions, Policies 59
- Exchange Programs, International 68
- Amsterdam, The Netherlands 68
 - Barcelona, Spain 69
 - Buenos Aires, Argentina 68
 - Koblenz, Germany 68
 - LaRochelle, France 68
 - Madrid, Spain 69
 - Montpellier, France 68
 - Osaka, Japan 68
 - Santiago, Chile 68
 - Singapore 69
- Excused Absence Policy 58
- Expression, Freedom of 73
- F**
- Federal Work-Study Program 27
- Fees 19, 392
- General
 - Application 19
 - Comprehensive 19
 - Graduation 19
 - Housing Deposit 19
 - Orientation 19
 - Registration 19
 - Tuition Deposit 19
 - Tuition Fees 19
- International Programs
- Accra, Ghana 20
 - Alcalá, Spain 20
 - Auckland, New Zealand 21
 - Bangkok, Thailand 21
 - Beijing, China 21
 - Copenhagen, Denmark 21
 - Cork, Ireland 21
 - Glasgow, Scotland 21
 - Leuven, Belgium 21
 - Melbourne, Australia 21
 - Newcastle Upon Tyne, England 21
 - Paris, France 21
 - Rome, Italy 21
 - San Salvador, El Salvador 21
- Resident Students
- Board 20
 - Room 20
- Special
- Applied Music 19
 - Books 20
 - Declined Credit Card 20
 - ID Card 20
 - Laboratory 20
 - Late Payment Penalty 19
 - Late Registration 20
 - Locker Rental 20
 - Readmission 20
 - Returned Check 20
 - Study Abroad Processing 20
 - Testing 20

| | | | |
|--|---------|---|---------|
| Withdrawals, Refund Policies | 21 | Fine Arts | 35, 158 |
| Fall/Spring Semester (F-T) | 21 | Art History, Major in | 158 |
| Fall/Spring Semester (P-T) | 22 | Learning Aims | 158 |
| Federal Return of Title IV Funds Policy | 22 | Course Descriptions | |
| Summer Sessions | 22 | Art History | 166 |
| Fellowships, National | 29 | Music | 172 |
| Film Studies Minor | 37, 215 | Photography | 175 |
| Electives | 215 | Studio Arts | 177 |
| Final Grades | 54 | Theatre | 169 |
| Finance | 43 | Fine Arts, Major in | 159 |
| Course Descriptions | 354 | Music Concentration | 160 |
| Financial Aid | 23 | Theatre Concentration | 162 |
| Air Force ROTC Scholarship Program | 29 | Minors | |
| Army ROTC Scholarship Program | 29 | Art History | 165 |
| Code of Conduct | 31 | Music | 165 |
| Federal Financial Aid | | Photography | 165 |
| Campus-Based Programs | 27 | Studio Arts | 165 |
| Federal Financial Aid Penalties | 30 | Theatre | 165 |
| Federal Programs | | Visual Arts, Major in | |
| Campus-Based Programs | | Photography Concentration | 163 |
| Perkins Loan Program | 27 | Studio Arts Concentration | 164 |
| Supplemental Educational Opportunity Grant (SEOG) | 27 | First-Year Applicants | 12 |
| Work-Study Program (FWS) | 27 | First-Year Programs | |
| Direct Loan Programs | | Loyola 101 (LOY101) | 49 |
| Stafford Loan (Subsidized) | 27 | Messina | 49 |
| Stafford Loan (Unsubsidized) | 27 | First-Year Student Advising | 13 |
| Pell Grant Program | 27 | Florence, Syracuse University in (Study Abroad) | 69 |
| PLUS Loan Program | 28 | Food, Dining Services | 80 |
| General Policies | 23 | Foreign Language Test | 18 |
| Application Procedures | 23 | Forensic Studies Minor | 37, 215 |
| Loan Processing Deadline | 23 | Electives | 216 |
| Loyola Endowed Scholarship Funds | 25 | Freedom of Expression Policy | 73 |
| Major Scholarship Contributors | 26 | French | 240 |
| Private Scholarship Donors | 26 | | |
| Loyola Programs | | G | |
| Athletic Grants | 24 | Gender Studies Minor | 38, 216 |
| Claver Grants | 24 | Electives | 217 |
| Claver Scholarships | 24 | General Business | 43 |
| Loyola Grants | 24 | General Fees | 19 |
| Loyola Student Loan Program | 24 | Application | 19 |
| Marion Burk Knott Scholarships | 24 | Comprehensive | 19 |
| Presidential Scholarships | 24 | Graduation | 19 |
| Monthly Payment Plan | 30 | Housing Deposit | 19 |
| National Fellowships and Scholarships | 29 | Orientation | 19 |
| National Student Clearinghouse (NSC) | 31 | Registration | 19 |
| National Student Loan Data System (NSLDS) | 31 | Tuition Deposit | 19 |
| Satisfactory Academic Progress/Award Renewal | 30 | Tuition Fees | 19 |
| State Grant/Scholarship Programs | 28 | General Policies, Financial Aid | 23 |
| Educational Assistance Grants | 28 | Geology | 107 |
| Guaranteed Access Grants | 28 | German | 244 |
| House of Delegates Scholarships | 29 | Gifts to Loyola | 86 |
| Other Programs | 29 | Annual Fund | 86 |
| Senatorial Scholarships | 28 | Capital Programs | 86 |
| Student Status Change | 31 | John Early Society | 86 |
| | | Magis Society | 86 |
| | | Making Bequests/Planned Gifts | 87 |

- Glasgow, Loyola in66
 Program Fees21
- Global Studies35, 180
 Course Descriptions184
 Learning Outcomes180
 Major in180
- Good Standing, Academic56
- Grade Reports60
- Grades52
 Appeal of a Grade54
 Audit Policy55
 Final Grades54
 Grading Scale53
 Incomplete Grade55
 Midterm Grades54
- Graduate/Professional Opportunities44
- Graduate/Professional Schools46
- Graduation
 Application57
 Fee19
 Honors57
 Rates8
- Grants
 Athletic24
 Claver24
 Educational Assistance28
 Federal Pell Grant Program27
 Federal Supplemental Educational Opportunity
 Grant (SEOG)27
 Guaranteed Access28
 Loyola College24
 Miscellaneous Other29
 State Programs28
- Greek
 Course Descriptions114
 Major in Classics108
- Green Books75
- Guaranteed Access Grants28
- H**
- Health Insurance17
- High School, Transfer Credit from59
- History36, 185
 Course Descriptions187
 Learning Aims185
 Major in185
 Minor in187
- Honesty, Intellectual74
- Honor Code74
- Honors and Awards83
 Honor Societies83
 Alpha Sigma Nu83
 Beta Gamma Sigma83
 Discipline Associated83
 Phi Beta Kappa83
- Medals and Awards
 Community Recognition84
 Student Recognition84
- Honors, Graduation with57
- Honors in Psychology289
- Honor Societies83
 Alpha Sigma Nu83
 Beta Gamma Sigma83
 Discipline Associated83
 Phi Beta Kappa83
- Honors Program36, 204
 Course Descriptions206
 Learning Aims204
 Program of Study205
 Withdrawal from Program206
- House of Delegates Scholarships29
- Housing17
 Housing Deposit19
- I**
- ID Card Fee20
- Immunizations17
- Important Information2
- Incomplete Grade55
- Independent Study50
 Political Science279
- Information Systems43
 Course Descriptions356
- Intellectual Honesty74
- Intercollegiate Athletics76
- Interdisciplinary Majors51
- Interdisciplinary Studies209
 African and African American Studies
 Minor36, 209
 American Studies Minor36, 210
 Asian Studies Minor37, 212
 Catholic Studies Minor37, 213
 Course Codes62
 Film Studies Minor37, 215
 Forensic Studies Minor37, 215
 Gender Studies Minor38, 216
 Italian Studies Minor38, 217
 Latin American and Latino Studies Minor38, 219
 Medieval Studies Minor38, 221
- International Baccalaureate Program17
- International Business43
 Course Descriptions355
- International Programs63
 Affiliations69
 Accra, Ghana69
 Florence, Italy69
 Rome, Italy70
 Exchange Programs68
 Amsterdam, The Netherlands68
 Barcelona, Spain69
 Buenos Aires, Argentina68

| | | | |
|---|---------|--|-------------|
| Koblenz, Germany | 68 | Learning Aims | |
| LaRochelle, France | 68 | Loyola College | 88 |
| Madrid, Spain | 69 | Biology | 90 |
| Montpellier, France | 68 | Chemistry | 103 |
| Osaka, Japan | 68 | Classical Civilization | 109 |
| Santiago, Chile | 68 | Classics | 108 |
| Singapore | 69 | Communication | 118 |
| Loyola Programs | 63 | Economics | 132 |
| Mission | 63 | Fine Arts, Art History | 158 |
| Non-Loyola Host Programs | 70 | Fine Arts, Music | 159 |
| Packaged Programs | | Fine Arts, Photography | 163 |
| Accra, Ghana | 20, 63 | Fine Arts, Studio Arts | 164 |
| Alcalá, Spain | 20, 64 | Fine Arts, Theatre | 161 |
| Auckland, New Zealand | 21, 64 | Global Studies | 180 |
| Bangkok, Thailand | 21, 64 | History | 185 |
| Beijing, China | 21, 65 | Honors Program | 204 |
| Copenhagen, Denmark | 21, 65 | Mathematics and Statistics | 222 |
| Cork, Ireland | 21, 65 | Modern Languages and Literatures | 236 |
| Glasgow, Scotland | 21, 66 | Philosophy | 260 |
| Leuven, Belgium | 21, 66 | Physics | 271 |
| Melbourne, Australia | 21, 66 | Political Science | 278 |
| Newcastle Upon Tyne, England | 21, 66 | Psychology | 287 |
| Paris, France | 21, 67 | Sociology | 295 |
| Rome, Italy | 21, 67 | Speech-Language Pathology/Audiology | 303 |
| San Salvador, El Salvador | 21, 67 | Theology | 308 |
| Refunds and Deposits | 71 | Writing | 319 |
| Short-Term Opportunities | 71 | School of Education | |
| Summer Opportunities | 71 | Teacher Education | 328 |
| International Students | | Seller School of Business and Management | 339 |
| First-Year | 13 | The University | 7 |
| Orientation Fee | 19 | Leave of Absence | 60 |
| Transfer | 15 | Leuven, Loyola in | 66 |
| Internships | 50 | Program Fees | 21 |
| Political Science | 280 | Loan Processing Deadline | 23 |
| Italian Studies Minor | 38, 217 | Loans | |
| Electives | 218 | Federal Direct PLUS | 28 |
| J | | Federal Direct Stafford (Subsidized) | 27 |
| Japanese | 248 | Federal Direct Stafford (Unsubsidized) | 27 |
| John Early Society, The | 86 | Federal Perkins Program | 27 |
| L | | Loyola Student Loan Program | 24 |
| Laboratory Fee | 20 | Locker Rental Fee | 20 |
| Late Payment Penalty | 19 | Loyola 101 (LOY101) | 49 |
| Late Registration Fee | 20 | Loyola College | 33, 88 |
| Latin | | Biology | 33, 90 |
| Course Descriptions | 115 | Chemistry | 33, 103 |
| Major in Classics | 108 | Classics | 33, 108 |
| Latin American and Latino Studies Minor | 38, 219 | Communication | 34, 118 |
| Electives | 220 | Computer Science | 34, 126 |
| Law and Social Responsibility | 358 | Economics | 34, 132 |
| Law, Career in | 38 | Engineering | 35, 139 |
| | | English | 35, 149 |
| | | Fine Arts | 35, 158 |
| | | Global Studies | 35, 180 |
| | | History | 36, 88, 185 |
| | | Honors Program | 36, 204 |

| | |
|--|---------|
| Interdisciplinary Studies | 209 |
| African and African American Studies | |
| Minor | 36, 209 |
| American Studies Minor | 36, 210 |
| Asian Studies Minor | 37, 212 |
| Catholic Studies Minor | 37, 213 |
| Film Studies Minor | 37, 215 |
| Forensic Studies Minor | 37, 215 |
| Gender Studies Minor | 38, 216 |
| Italian Studies Minor | 38, 217 |
| Latin American and Latino Studies | |
| Minor | 38, 219 |
| Medieval Studies Minor | 38, 221 |
| Law | 38 |
| Learning Aims | 88 |
| Mathematics and Statistics | 38, 222 |
| Military Science | 39, 231 |
| Mission | 88 |
| Modern Languages and Literatures | 39, 235 |
| Philosophy | 39, 260 |
| Physics | 40, 271 |
| Political Science | 40, 278 |
| Prehealth Curricula | 40 |
| Dentistry | 40 |
| Medicine | 40 |
| Optometry | 41 |
| Physician Assistant/Physical Therapy | 41 |
| Podiatry | 41 |
| Veterinary Medicine | 41 |
| Psychology | 41, 287 |
| Sociology | 41, 295 |
| Speech-Language Pathology/Audiology | 41, 303 |
| Theology | 42, 308 |
| Writing | 42, 319 |
| Loyola Endowed Scholarship Funds | 25 |
| Loyola Grants | 24 |
| Loyola/Notre Dame Library | 81 |
| Loyola Programs, International | 63 |
| Accra, Ghana | 63 |
| Alcalá, Spain | 64 |
| Auckland, New Zealand | 64 |
| Bangkok, Thailand | 64 |
| Beijing, China | 65 |
| Copenhagen, Denmark | 65 |
| Cork, Ireland | 65 |
| Glasgow, Scotland | 66 |
| Leuven, Belgium | 66 |
| Melbourne, Australia | 66 |
| Newcastle Upon Tyne, England | 66 |
| Paris, France | 67 |
| Rome, Italy | 67 |
| San Salvador, El Salvador | 67 |
| Loyola Student Loan Program | 24 |

M

| | |
|--|---------|
| Magis Society, The | 86 |
| Majors | |
| Double | 51 |
| Interdisciplinary | 51 |
| Major Scholarship Contributors | 26 |
| Major, The | 48 |
| Change of | 52 |
| Declaration of | 52 |
| Making Bequests, Gifts to Loyola | 87 |
| Management | 44 |
| Course Descriptions | 359 |
| Maps | |
| Baltimore Campus | 393 |
| Beltway | 392 |
| Marion Burk Knott Scholarships | 24 |
| Marketing | 44 |
| Course Descriptions | 360 |
| Mathematics and Statistics | 38, 222 |
| Course Descriptions | |
| Mathematics | 227 |
| Statistics | 229 |
| Learning Aims | 222 |
| Mathematics | |
| Interdisciplinary Major in | 226 |
| Major in | 222 |
| Minor in | 227 |
| Statistics | |
| Interdisciplinary Major in | 226 |
| Major in | 224 |
| Minor in | 227 |
| Mathematics Test | 18 |
| Medals, Honors and Awards | 84 |
| Medicine | 40 |
| Medieval Studies Minor | 38, 221 |
| Electives | 221 |
| Melbourne, Loyola in | 66 |
| Program Fees | 21 |
| Messina | 49 |
| Midterm Grades | 54 |
| Military Science | 39, 231 |
| Activity Modules | 232 |
| Basic/Advanced Courses | 231 |
| Course Descriptions | 233 |
| Information | 232 |
| Officer's Career | 232 |
| ROTC Program | 231 |
| ROTC Scholarships | 232 |
| Minor | |
| Change of | 52 |
| Declaration of | 52 |

| | | | |
|---|---------|---|---------|
| Minors. | 51 | Japanese | 248 |
| African and African American Studies | 209 | Portuguese | 254 |
| American Studies | 210 | Spanish | 254 |
| Art History | 165 | Learning Aims | 236 |
| Asian Studies | 212 | Major in French, German, or Spanish | 236 |
| Biology | 94 | Minor in French, German, or Spanish | 238 |
| Business Administration | 346 | Monthly Payment Plan | 30 |
| Business | 346 | Music Concentration | 160 |
| Business Economics | 346 | Course Descriptions | 172 |
| Entrepreneurship | 346 | Music Ensembles | 76 |
| Information Systems | 346 | Music, Minor in | 165 |
| International Business | 347 | | |
| Marketing | 347 | N | |
| Catholic Studies | 213 | National Fellowships/Scholarships | 29 |
| Chemistry | 105 | National Student Clearinghouse (NSC) | 31 |
| Communication | 120 | National Student Loan Data System (NSLDS) | 31 |
| Computer Science | 129 | Natural Sciences Minor | 94 |
| Economics | 135 | Newcastle, Loyola in | 66 |
| Engineering | 142 | Program Fees | 21 |
| English | 150 | New Student Orientation | 75 |
| Film Studies Minor | 215 | Non-Degree Students | |
| Forensic Studies Minor | 215 | Special Students | 16 |
| Gender Studies | 216 | Visiting Students | 16 |
| History | 187 | Non-Loyola Host Programs, International | 70 |
| Italian Studies | 217 | | |
| Latin American and Latino Studies Minor | 219 | O | |
| Mathematics | 227 | Optometry | 41 |
| Medieval Studies Minor | 221 | Orientation Fees | 19 |
| Modern Languages and Literatures | | Orientation, New Student | 75 |
| Comparative Culture and Literary Studies | | Other Colleges, Courses taken at | 59 |
| (CCLS) | 239 | | |
| French, German, or Spanish | 238 | P | |
| Music | 165 | Paris, Loyola in | 67 |
| Natural Sciences | 94 | Program Fees | 21 |
| Philosophy | 261 | Parking | 81 |
| Photography | 165 | Commuter Students | 81 |
| Physics | 274 | Resident Students | 81 |
| Political Science | 279 | Part-Time Students | 16 |
| Sociology | 296 | Pell Grant Program | 27 |
| Statistics | 227 | Perkins Loan Program | 27 |
| Studio Arts | 165 | Phi Beta Kappa | 83 |
| Theology | 310 | Philosophy | 39, 260 |
| Writing | 321 | Course Descriptions | 261 |
| Mission | | Learning Outcomes | 260 |
| Loyola College | 88 | Major in | 260 |
| Sellinger School of Business and Management | 338 | Minor in | 261 |
| The University | 6 | Photography Concentration | 163 |
| Modern Languages and Literatures | 39, 235 | Course Descriptions | 175 |
| Comparative Culture and Literary Studies (CCLS) | | Photography, Minor in | 165 |
| Major in | 238 | Physical Therapy | 41 |
| Minor in | 239 | Physician Assistant | 41 |
| Course Descriptions | | | |
| Arabic | 239 | | |
| Chinese | 240 | | |
| French | 240 | | |
| German | 244 | | |
| Interdisciplinary | 248 | | |

| | |
|--|---------|
| Physics | 40, 271 |
| Course Descriptions | 274 |
| Interdisciplinary Major in Biology/Physics | 274 |
| Learning Aims | 271 |
| Major in | 271 |
| Analytic Track | 272 |
| Applied Science Track | 273 |
| General Track | 273 |
| Minor in | 274 |
| PLUS Loan Program | 28 |
| Podiatry | 41 |
| Policies | |
| Baltimore Student Exchange Program | 58 |
| Courses at Other Colleges | 59 |
| Exceptions | 59 |
| Excused Absence Policy | 58 |
| Grade Reports | 60 |
| Leave of Absence | 60 |
| Repeating/Replacing Course | 60 |
| Residency Requirement | 60 |
| Sixth Course | 61 |
| Test Materials | 61 |
| Transcripts | 61 |
| Transfer Credit from High School | 59 |
| Withdrawal from a Course | 61 |
| Withdrawal from the University | 61 |
| Political Science | 40, 278 |
| Course Descriptions | 280 |
| Independent Study | 279 |
| Internships | 280 |
| Learning Aims | 278 |
| Major in | 278 |
| Minor in | 279 |
| Portuguese | 254 |
| Post Office | 81 |
| Prehealth Curricula | 40 |
| Dentistry | 40 |
| Medicine | 40 |
| Optometry | 41 |
| Physician Assistant/Physical Therapy | 41 |
| Podiatry | 41 |
| Veterinary Medicine | 41 |
| Presidential Scholarships | 24 |
| Privacy Act | 72 |
| Private Scholarship Donors | 26 |
| Private Study | 50 |
| Probation, Academic | 56 |
| Production and Operations Management | 362 |
| Psychology | 41, 287 |
| Accelerated B.A./M.S. Program | 289 |
| Competency Examination | 290 |
| Course Descriptions | 291 |
| Interdisciplinary Major | 290 |
| Learning Aims | 287 |
| Major in | 287 |
| Honors in Psychology | 289 |

Q

| | |
|---------------------------------|----|
| Quality Point Average | 56 |
|---------------------------------|----|

R

| | |
|---|-----|
| Readmission Fee | 20 |
| Readmission of Former Students | 16 |
| Records Office | 81 |
| Recreational Sports | 76 |
| Refund Policies | 21 |
| Fall/Spring Semester (F-T) | 21 |
| Fall/Spring Semester (P-T) | 22 |
| Federal Return of Title IV Funds Policy | 22 |
| Summer Sessions | 22 |
| Refunds/Deposits, International | 71 |
| Registration Fee | 19 |
| Regular Decision (Admission) | 12 |
| Repeating a Course | 60 |
| Replacing a Course | 60 |
| Residence Halls | 11 |
| Residency Requirement | 60 |
| Resident Students | |
| Board Fees | 20 |
| Room Fees | 20 |
| Returned Check Fee | 20 |
| Rome, ICCS in | 70 |
| Rome, Loyola in | 67 |
| Program Fees | 21 |
| Room Fees, Resident Students | 20 |
| ROTC, Military Science | 231 |
| Basic/Advanced Courses | 231 |
| Course Descriptions | 233 |
| Information | 232 |
| Officer's Career | 232 |
| Scholarships | 232 |

S

| | |
|--|---------|
| San Salvador, Loyola in | 67 |
| Program Fees | 21 |
| Satisfactory Academic Progress/Award Renewal | 30 |
| Scholarships | |
| Air Force ROTC Program | 29 |
| Army ROTC Program | 29, 232 |
| Claver | 24 |
| House of Delegates | 29 |
| Marion Burk Knott | 24 |
| Miscellaneous Other | 29 |
| National | 29 |
| Presidential | 24 |
| Senatorial | 28 |
| State Programs | 28 |
| Secondary Education, Minor in | 330 |
| Secondary-School Course Requirements | 12 |

| | | | |
|--|----------|---|---------|
| Sellinger Scholars Program | 44, 340 | Special Course Options | |
| Course Descriptions | 348, 349 | Independent Study | 50 |
| Sellinger School of Business and Management .43, 337 | | Internships | 50 |
| Bachelor of Business Administration (B.B.A.) | | Private Study | 50 |
| Freshman/Sophomore Years | 341 | Study Abroad | 51 |
| Major in Accounting | 341 | Special Education, Minor in | 330 |
| 150-Hour CPA Requirement | 342 | Special Fees | |
| Major in B.A., Accounting | 43 | Applied Music | 19 |
| Major in B.A., Business Economics | 43 | Books | 20 |
| Major in B.A., Finance | 43 | Declined Credit Card | 20 |
| Major in B.A., General Business | 43 | ID Card | 20 |
| Major in B.A., Information Systems | 43 | Laboratory | 20 |
| Major in B.A., International Business | 43 | Late Payment Penalty | 19 |
| Major in B.A., Management | 44 | Late Registration | 20 |
| Major in B.A., Marketing | 44 | Locker Rental | 20 |
| Major in Business Administration | 342 | Readmission | 20 |
| Business Economics | 342 | Returned Check | 20 |
| Finance | 343 | Special Testing | 20 |
| General Business | 343 | Study Abroad Processing | 20 |
| Information Systems | 344 | Speech-Language Pathology/Audiology | 41, 303 |
| International Business | 344 | Course Descriptions | 305 |
| Management | 345 | Learning Aims | 303 |
| Marketing Concentration | 345 | Major in | 304 |
| Course Descriptions | | Stafford Loan | |
| Accounting | 347 | Subsidized | 27 |
| Business Economics | 350 | Unsubsidized | 27 |
| Information Systems | 356 | Standards of Conduct | 73 |
| International Business | 355 | Academic Conduct | 74 |
| Law and Social Responsibility | 358 | Alcoholic Beverages | 75 |
| Management | 359 | Honor Code | 74 |
| Marketing | 360 | Intellectual Honesty | 74 |
| Production and Operations Management | 362 | State Grant/Scholarship Programs | 28 |
| Sellinger Scholars Program | 348, 349 | Educational Assistance Grants | 28 |
| Courses at Other Colleges | 340 | Guaranteed Access Grants | 28 |
| Curriculum | 339 | House of Delegates Scholarships | 29 |
| Educational Aims | 339 | Senatorial Scholarships | 28 |
| History | 338 | Statistics | 38 |
| Minor in Business Administration | 346 | Statistics, Minor in | 227 |
| Business | 346 | Student Activities | 75 |
| Business Economics | 346 | Student Administrative Services | 82 |
| Entrepreneurship | 346 | Student Government Association (SGA) | 75 |
| Information Systems | 346 | Green Books | 75 |
| International Business | 347 | Student Health and Education Services | 82 |
| Marketing | 347 | Student Life and Services | 72 |
| Mission | 338 | Buckley Amendment | 72 |
| Sellinger Scholars Program | 44, 340 | Evergreen Players Productions | 76 |
| Senatorial Scholarships | 28 | Freedom of Expression Policy | 73 |
| Service-Learning | 48, 79 | Intercollegiate Athletics | 76 |
| Short-Term Opportunities, International | 71 | Music Ensembles | 76 |
| Sixth Course | 61 | New Student Orientation Program | 75 |
| Sociology | 41, 295 | Recreational Sports | 76 |
| Course Descriptions | 297 | Services | |
| Learning Aims | 295 | Academic Advising and Support Center | 77 |
| Major in | 295 | Academic Affairs | 77 |
| Minor in | 296 | Administrative Office Hours | 78 |
| Spanish | 254 | ALANA Services | 78 |

- Alcohol/Drug Education and Treatment
Program 78
- Campus Ministry 79
- Career Center, The 79
- Center for Community Service and Justice . . 79
- College Store 78
- Counseling Center 80
- Dining Services 80
- Disability Support Services 80
- Loyola/Notre Dame Library 81
- Parking 81
- Post Office 81
- Records Office 81
- Student Administrative Services 82
- Student Health and Education Services 82
- Study, The 82
- Technology Services 82
- Standards of Conduct 73
- Academic Conduct 74
- Alcoholic Beverages 75
- Honor Code 74
- Intellectual Honesty 74
- Student Activities 75
- Student Government Association (SGA) 75
- Green Books 75
- Student Status Change 31
- Studio Arts Concentration 164
- Course Descriptions 177
- Studio Arts, Minor in 165
- Study Abroad 51
- Affiliations 69
- Copenhagen, Denmark 69
- Florence, Italy 69
- Rome, Italy 70
- Exchange Programs 68
- Amsterdam, The Netherlands 68
- Barcelona, Spain 69
- Buenos Aires, Argentina 68
- Koblenz, Germany 68
- LaRochelle, France 68
- Madrid, Spain 69
- Montpellier, France 68
- Osaka, Japan 68
- Santiago, Chile 68
- Singapore 69
- Loyola Programs 63
- Accra, Ghana 63
- Alcalá, Spain 64
- Auckland, New Zealand 64
- Bangkok, Thailand 64
- Beijing, China 65
- Copenhagen, Denmark 65
- Cork, Ireland 65
- Glasgow, Scotland 66
- Leuven, Belgium 66
- Melbourne, Australia 66
- Newcastle Upon Tyne, England 66
- Paris, France 67
- Rome, Italy 67
- San Salvador, El Salvador 67
- Mission 63
- Non-Loyola Host Programs 70
- Processing Fee 20
- Refunds and Deposits 71
- Short-Term Opportunities 71
- Summer Opportunities 71
- Study, The 82
- Summer Opportunities, International 71
- Supplemental Educational Opportunity Grant
(SEOG) 27
- T**
- Teacher Education 42, 327
- Accreditation 328
- Combined B.A./B.S.–M.A.T. Program 330
- Course Descriptions
- Education 331
- Geography 335
- Literacy 335
- Special Education 336
- Elementary Education Major 329
- Learning Aims 328
- Mission 327
- Secondary Education Minor 330
- Special Education Minor 330
- Technology Services 82
- Testing, Special Fee 20
- Test Materials 61
- Theatre Concentration 162
- Course Descriptions 169
- Theatre, Minor in
165
- Theology 42, 308
- Accelerated B.A.–M.T.S. Program 310
- Course Descriptions 310
- Interdisciplinary Major in 310
- Learning Aims 308
- Major in 309
- Minor in 310
- Transcripts 61
- Transfer Credit from High School 59
- Transfer Students 14
- Trustees, Board of 365
- Tuition
- Deposit 19
- Fees 19

U

| | |
|---------------------------------|-----|
| University, The | 5 |
| Academic Organization | 8 |
| Campus/Buildings | 8 |
| Diversity Statement | 8 |
| Graduation Rates | 8 |
| History | 5 |
| Learning Aims. | 7 |
| Mission. | 6 |
| Residence Halls. | 11 |
| Values. | 6 |
| Vision | 6 |
| U.S. Army ROTC | 231 |

V

| | |
|-------------------------------------|-----|
| Values, The University | 6 |
| Veterinary Medicine | 41 |
| Vision, The University | 6 |
| Visual Arts | |
| Course Descriptions | |
| Photography. | 175 |
| Studio Arts | 177 |
| Major in | 163 |
| Photography Concentration | 163 |
| Studio Arts Concentration. | 164 |

W

| | |
|--|---------|
| Withdrawal | |
| From a Course. | 61 |
| From Honors Program | 206 |
| From the University | 61 |
| Refund Policies | 21 |
| Fall/Spring Semester (F-T) | 21 |
| Fall/Spring Semester (P-T) | 22 |
| Federal Return of Title IV Funds Policy. | 22 |
| Summer Sessions | 22 |
| Work-Study Program | 27 |
| Writing | 42, 319 |
| Course Descriptions | 321 |
| Interdisciplinary Major in | 320 |
| Learning Aims. | 319 |
| Major in | 319 |
| Minor in. | 321 |

