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— UNDERGRADUATE —

CATALOG

OF COURSES





2017 2018

SAINT MARY'S COLLEGE of CALIFORNIA

Major Learning. Minor Pretense.

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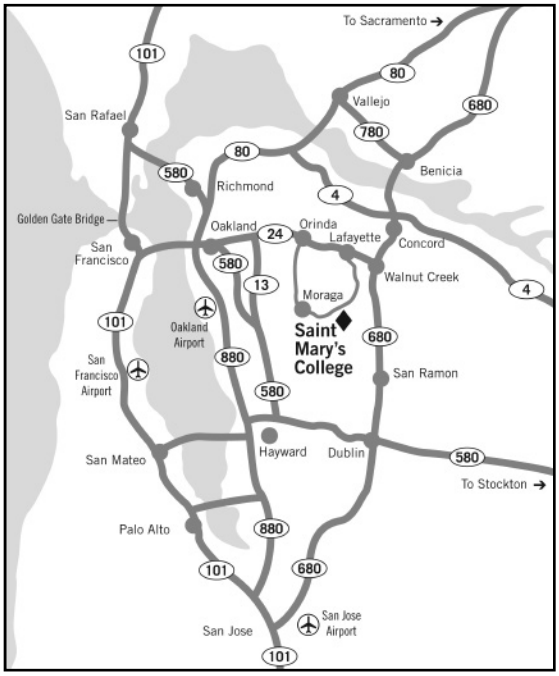
THE CAMPUS

The Saint Mary's College campus is located in the rolling hills of the Moraga Valley. The 420-acre campus offers spaciousness and beauty with proximity to the cultural centers of the San Francisco Bay Area.

INFORMATION
For more information about Saint Mary's College programs, services and activities call the campus operator who will direct you to the appropriate office: (925) 631-4000.

DIRECTIONS TO CAMPUS
From San Francisco Bay Bridge or San Rafael / Richmond Bridge:
Take Highway 580 toward Hayward and then Highway 24 toward Walnut Creek. Once through the Caldecott Tunnel, take the second exit, which will be marked Orinda/Moraga. Turn right and follow Moraga Way about five miles. Turn left onto Moraga Road, then right onto Saint Mary's Road. The College is about one mile further on the right.

From Walnut Creek / Highway 680:
Take Highway 24 west (Oakland direction) to the Central Lafayette exit. Go right under freeway, right onto Mt. Diablo Blvd. one block, left onto Moraga Road 1/3 mile, and left onto Saint Mary's Road about four miles. The College will be on the left.



From BART (Bay Area Rapid Transit):
Take the SFO/Millbrae–Pittsburg/Bay Point train to either the Orinda or the Lafayette station. From there, take the County Connection bus (Route 106) to Saint Mary's College. County Connection buses operate to and from the College from approximately 6 a.m. until 6 p.m., Monday through Saturday. Buses also run from 9:30 p.m. to 1:25 a.m. on Thursday and Friday, from 6:30 p.m. to 1:25 a.m. on Saturday, and from noon to 1:25 a.m. on Sunday. For exact times of bus schedules or more information, phone County Connection at (925) 676-7500.

UNDERGRADUATE ACADEMIC CALENDAR

FALL TERM 2017

August 28 MONDAY	Fall Term CLASSES BEGIN
September 4 MONDAY	Labor Day Holiday
October 19–20	Midterm Holiday
November 22–26	Thanksgiving Recess
December 4–7	Final Exams
December 8–January 7	Christmas and New Year's Recess

JANUARY AND SPRING TERMS 2018

January 8 MONDAY	January Term CLASSES BEGIN
January 15 MONDAY	Martin Luther King, Jr. Holiday
February 2 FRIDAY	Last day of January Term
February 3–11	Spring Recess
February 12 MONDAY	Spring Term CLASSES BEGIN
March 24–April 2	Easter Recess
May 21–24	Final Exams
May 26 SATURDAY	Undergraduate Commencement



THE COLLEGE

SAINT MARY'S COLLEGE OF CALIFORNIA

Saint Mary's is a comprehensive liberal arts university—offering undergraduate and graduate programs that integrate liberal and professional education built upon a foundation of Catholic, Lasallian and liberal arts traditions. A challenging curriculum, exceptional faculty and a focus on student success prepare learners for rewarding careers and full lives.

The core Lasallian principles of social justice, faith in the presence of God, respect for all persons, inclusive community and quality education are reflected in every aspect of campus life and learning. Rooted in the Christian Brothers' commitment to teaching and learning, Saint Mary's student-centered education shapes individual lives that can transform society.

The Catholic tradition fosters a Christian understanding of the whole person and defends the goodness, dignity and freedom of each individual in a community that values diversity of perspective, background and culture.

The liberal arts tradition at Saint Mary's College seeks to educate and engage the intellect in an attempt to resolve the great questions that arise from common human experience through a search that probes for fundamental principles and causes.

This approach develops the intellectual abilities of the whole person, preparing students for life beyond the knowledge and skills for any particular profession. It develops critical thinking, an understanding of and respect for different ways of knowing, and a desire for lifelong learning.

The College provides a welcoming environment knowing that the best academic achievement and social and personal development are realized in an environment that is culturally, spiritually and ethnically diverse, where every voice is heard and each student has the opportunity to grow, succeed and serve.

Saint Mary's faculty are deeply committed to teaching and interacting with students, while also being accomplished scholars. They are active members of a close community characterized by small classes, lively discussion and deep relationships.

The campus, known for its great natural and architectural beauty in the Moraga Valley, is only 20 miles east of San Francisco. Surrounded by hills and woods, the white buildings with red tile roofs are designed in Mission Renaissance style, with the College Chapel as its architectural and spiritual heart.

HISTORY

Saint Mary's College of California is one of the oldest colleges in the West. Founded in 1863 by the Roman Catholic Archdiocese as a college for men, the school was originally located in San Francisco, operating for several years under Archdiocesan direction.

In 1868, the De La Salle Christian Brothers assumed direction of the school. Theirs is the world's largest Roman Catholic order dedicated to teaching, founded 320 years ago by St. John Baptist de la Salle, who devoted his life to the ministry of Christian education, especially for the poor. Brother Justin McMahon, FSC, was the first Christian Brother president of Saint Mary's, who traveled to San Francisco accompanied by nine other Brothers. Under their leadership, the College's student body quickly increased from 50 to 200 students, with the first SMC bachelors' degrees awarded in 1872.

The Brothers added a commercial curriculum to the classical and scientific curricula when they arrived in 1868. The College was incorporated by the state of California on May 20, 1872, and the following year the first Master of Arts degree was conferred. Since that time the Brothers have directed the College and exercised an indispensable role in its administration, instruction and funding, working collaboratively with distinguished clerical and lay colleagues who fill many significant administrative and faculty appointments.

In 1889, the Saint Mary's campus moved from San Francisco to Oakland to the corner of 30th and Broadway, occupying a facility affectionately known as the "Brickpile." The College operated there until 1928, when it was moved to its current location in Moraga. The original Moraga campus was much smaller than the current campus; eleven of the original buildings, constructed in 1928 and 1929, are still in use today. They include the Chapel, Dante Hall and Galileo Hall.

In 1940, the Saint Mary's hillside was graced with the addition of "La Cruz de la Victoria," the Cross of Victory. The cross has become a familiar landmark among Saint Mary's students, alumni, professors and staff. Hiking up to the cross is a popular activity.

After the attack on Pearl Harbor in December of 1941, the United States Navy began using the Saint Mary's campus for pilot training. The Navy's presence on the campus led to significant changes, including moving the main entrance to the front of campus; this resulted in the clear view of the chapel that greets visitors today. The Navy also built Assumption Hall (now a freshman residence hall) and the world's largest indoor pool, which no longer exists.

Saint Mary's has evolved and changed over the years, with location, size and demographics completely transformed. Life for SMC's first students in the 19th century was quite different from the student's experience today. Tuition was $60 per academic year for day students, and $250 for boarding students. A student's day was rigidly scheduled, awakened at 6 a.m. for a day filled with an unvarying schedule of study, class, prayer, meals and recreation, then lights out at 8:30 in the evening.

Nevertheless, traces of the College's past remain—like the ringing of the chapel bells, the same bells that every Saint Mary's student has heard and remembers. And the College's commitment to service, learning and community remains very true to its origins. As the SMC community looks to the future of Saint Mary's, we will continue to honor the common thread that connects generations of Gaels.

CHRONOLOGICAL HISTORY

1863 Saint Mary's College on Mission Road in San Francisco dedicated on July 9 by Archbishop Joseph Sadoc Alemany.

1868 Arrival of the Christian Brothers, August 11, commercial curriculum established.

1872 Chartered by the state of California, May 20, Saint Mary's conferred its first bachelor of arts and its first bachelor of science.

1873 First master of arts degree conferred.

1889 Saint Mary's College moved to 30th and Broadway in Oakland; the Brickpile dedicated on August 15.

1894 Fire severely damaged the Brickpile; the College returned to the San Francisco campus for a year during rebuilding.

1901 Civil and mechanical engineering curriculum established.

1905 Art curriculum established at Saint Mary's College, the first Catholic college west of the Mississippi to offer a full art curriculum.

1906 School of Commerce established.

1910 Pre-medical curriculum established.

1921 School of Engineering and School of Foreign Trade established.

1924 School of Education and School of Law (evening) established.

1927 The College became the first Catholic men's college to join the Northwestern Association of Schools and Colleges.

1928 Saint Mary's College moved to the Moraga campus and was dedicated on September 3; School of Law remained in Oakland and closed in 1931.

1933 School of Economics and Business Administration established.

1935 School of Arts and Letters, and School of Science (engineering, pre-medical, pre-dental and science curricula combined) established.

1941 World Classics Core Curriculum (now Collegiate Seminar) established.

1942-46 After the attack on Pearl Harbor, the Navy conducted preflight training at the College.

1946 School of Liberal Arts established.

1969 Brother Mel Anderson, FSC, became president of Saint Mary's College; 4-1-4 calendar established for undergraduate programs.

1970 Women are admitted to Saint Mary's College.

1974 Graduate and extended education divisions established.

1981 Intercollegiate baccalaureate program in nursing with Samuel Merritt College established.

1985 School of Extended Education and School of Education established.

1987-88 125th anniversary of the College's founding; its 60th year in Moraga.

1997 Brother Mel Anderson, FSC, D. Litt., L.H.D., retired after 28 years as president of Saint Mary's, and Brother Craig Franz, FSC, Ph.D., named new president of Saint Mary's.

1999 School of Education established College's first doctoral program, Ed.D in Educational Leadership.

2004 Brother Ronald Gallagher, FSC, Ph.D., named new president of Saint Mary's; Geissberger Observatory opens.

2007 Brousseau Hall christened, honoring Brother Alfred Brousseau.

2008 New home to the Kalmanovitz School of Education—Filippi Academic Hall—opens.

2012-13 Saint Mary's College celebrates its sesquicentennial or 150th anniversary.

2013 James A. Donahue, Ph.D., named new president of Saint Mary's.

STATEMENT OF MISSION

Saint Mary's College in the 21st century celebrates the three traditions that have sustained it since its earliest years and seeks its future in them: the classical tradition of liberal arts education, the intellectual and spiritual legacy of the Catholic Church, and the vision of education enunciated by Saint John Baptist de La Salle and developed by the Brothers of the Christian Schools and their colleagues in a tradition now more than 300 years old.

THE MISSION OF SAINT MARY'S COLLEGE IS:

> **To probe deeply the mystery of existence by cultivating the ways of knowing and the arts of thinking.**

Recognizing that the paths to knowledge are many, Saint Mary's College offers a diverse curriculum which includes the humanities, arts, sciences, social sciences, education, business administration and nursing, serving traditional students and adult learners in both undergraduate and graduate programs. As an institution where the liberal arts inform and enrich all areas of learning, it places special importance on fostering the intellectual skills and habits of mind which liberate persons to probe deeply the mystery of existence and live authentically in response to the truths they discover. This liberation is achieved as faculty and students, led by wonder about the nature of reality, look twice, ask why, seek not merely facts but fundamental principles, strive for an integration of all knowledge, and express themselves precisely and eloquently.

> **To affirm and foster the Christian understanding of the human person which animates the educational mission of the Catholic Church.**

Saint Mary's College holds that the mystery which inspires wonder about the nature of existence is revealed in the person of Jesus Christ, giving a transcendent meaning to creation and human existence. Nourished by its Christian faith, the College understands the intellectual and spiritual journeys of the human person to be inextricably connected. It promotes the dialogue of faith and reason; it builds community among its members through the celebration of the Church's sacramental life; it defends the goodness, dignity and freedom of each person, and fosters sensitivity to social and ethical concerns. Recognizing that all those who sincerely quest for truth contribute to and enhance its stature as a Catholic institution of higher learning, Saint Mary's welcomes members from its own and other traditions, inviting them to collaborate in fulfilling the spiritual mission of the College.

> **To create a student-centered educational community whose members support one another with mutual understanding and respect.**

As a Lasallian college, Saint Mary's holds that students are given to its care by God and that teachers grow spiritually and personally when their work is motivated by faith and zeal. The College seeks students, faculty, administrators and staff from different social, economic and cultural backgrounds who come together to grow in knowledge, wisdom and love. A distinctive mark of a Lasallian school is its awareness of the consequences of economic and social injustice and its commitment to the poor. Its members learn to live "their responsibility to share their goods and their service with those who are in need, a responsibility based on the union of all men and women in the world today and on a clear understanding of the meaning of Christianity." (From *The Brothers of the Christian Schools in the World Today: A Declaration*).

FACULTY

The College is, in every sense, a community of scholars. Faculty members are teacher-scholars. They are selected for their dedication to and skill in teaching, and for their desire to share their passion for learning and discovery.

The small size of the College and the commitment of its faculty foster an extraordinarily close and informal relationship between faculty and students. Faculty members are available to students not only in the classroom but outside it as well, for academic advice, guidance and mentoring. Faculty are expected to teach courses at all levels, from freshman through graduate, and faculty members make themselves available to students at all levels, rather than isolating themselves among small groups of advanced students. Our small class size and faculty advising system foster close and frequent contact between professors and students.

The College values faculty scholarship because it enhances the intellectual vitality of the faculty and directly animates the entire campus community. Scholarly research ensures that faculty members have a thorough and up-to-date knowledge of the subjects they teach, as well as the appropriate pedagogy in those fields. As part of a community committed to shared inquiry and active learning, faculty scholar-teachers provide models from which students can learn the value and techniques of inquiry and from which they can learn to value the life of the mind.

The College prides itself on a faculty of remarkable distinction and continually renewed commitment to scholarship and teaching.

ACADEMIC ORGANIZATION

Saint Mary's College is organized into four schools that provide the programs of study for students at the undergraduate and graduate levels.

The School of Liberal Arts offers the degree of Bachelor of Arts in 17 major fields, a Bachelor of Arts in the Integral Program; the Master of Arts in Leadership and in Kinesiology; a Master of Fine Arts in Creative Writing and a Master of Fine Arts in Dance; and two B.A. degree completion programs, one in the Performing Arts and one in Leadership & Organizational Studies.

The School of Science offers the degree of Bachelor of Science in seven major fields. There is a 3+2 program in engineering in conjunction with a number of universities.

The School of Economics and Business Administration offers the degree of Bachelor of Science in three major fields, as well as the Bachelor of Arts in one major field. It offers the degree of Master of Business Administration, Executive MBA Program, Professional MBA Program, Trans-Global Executive MBA Program, M.S. in Accounting Program, M.S. in Business Analytics Program, M.S. in Financial Analysis and Investment Management Program, M.S. in Management Program.

The Kalmanovitz School of Education offers undergraduate courses in teaching and Montessori education. There are nine programs in the School of Education offering three preliminary teaching credentials, service and administrative credentials, as well as master's degrees. A doctorate in educational leadership is also offered.

See the Graduate Catalog for a full description of graduate and professional programs. Kalmanovitz School of Education and the School of Economics and Business Program also publish separate brochures describing these programs.

ACCREDITATION

The administration of Saint Mary's College is vested in the Board of Trustees and the president of the College, and is empowered by the charter of 1872 granted by the state of California to confer upon students who satisfactorily complete the prescribed courses of studies in the College such academic and/or professional degrees and/or literary honors as are usually conferred by universities and/or colleges in the United States.

Saint Mary's College is nationally recognized as a standard four-year college and is accredited by the Western Association of Schools and Colleges, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, phone (510) 748-9001. The credential programs in the School of Education are also accredited by the California Commission on Teacher Credentialing. The business and accounting programs are accredited in the School of Economics and Business Administration by the Association to Advance Collegiate Schools of Business (AACSB). The Montessori program is affiliated with the American Montessori Society and accredited by the Montessori Accreditation Council for Teacher Education. The Saint Mary's College Museum of Art housing the Hearst Art Gallery is the only art museum in Contra Costa County accredited by the American Association of Museums.



COLLEGE POLICIES AND DISCLOSURE SUMMARIES

Below is a brief summary of some of the College's policies and disclosures that apply to students. Full policy statements and other disclosures can be found in student, faculty and staff handbooks, as well as in a variety of other publications of the College.

NON-DISCRIMINATION DISCLOSURE

In compliance with applicable law and its own policy, Saint Mary's College of California is committed to recruiting and retaining a diverse student and employee population and does not discriminate in its admission of students, hiring of employees, or in the provision of its employment benefits to its employees and its educational programs, activities, benefits and services to its students, including but not limited to scholarship and loan programs, on the basis of race, color, religion, national origin, ancestry, age, gender, sexual orientation, gender identity, marital status, medical condition (including genetic), physical or mental disability.

SECTION 504 AND ADA COORDINATOR

The Americans with Disabilities Act prohibits discrimination against the disabled in all phases of employment (including recruitment and hiring) and in their access to the facilities, goods and services of most public places, including all colleges, universities and other educational institutions. The student Section 504 and ADA coordinator, who can be reached at (925) 631-4164, is responsible for evaluating and working with qualified students regarding requests for reasonable accommodations.

SUMMARY OF THE POLICY PROHIBITING DISCRIMINATION, HARASSMENT

(INCLUDING SEXUAL HARASSMENT AND SEXUAL VIOLENCE) AND RETALIATION

Saint Mary's College of California is committed to creating and maintaining a community in which all persons who participate in Saint Mary's programs and activities can work and learn together in an atmosphere free of all forms of discrimination, exploitation, intimidation, or harassment (including sexual harassment and sexual violence) based on a legally protected characteristic or status. Every member of the Saint Mary's community should be aware that Saint Mary's will not tolerate harassment or discrimination on the basis of race, color, religion, national origin, ancestry, age, gender, sexual orientation, marital status, medical condition, or physical or mental disability, gender stereotyping, taking a protected leave (e.g., family, medical, or pregnancy leave), or on any other basis protected by applicable laws. Such behavior is prohibited both by law and by Saint Mary's policy. It is Saint Mary's intention to take whatever action may be needed to prevent, correct and, if necessary, discipline behavior which violates this policy, which may include suspension, termination, expulsion, or another sanction appropriate to the circumstances and violation. All members of the Saint Mary's community, including faculty, students and staff are responsible for maintaining an environment that is free of sexual harassment (including sexual violence and sexual assault) and other forms of discrimination, harassment and retaliation as described in this Policy.

Reports under this policy that involve undergraduate students or undergraduate student visitors may be made initially to the Dean of Students (925) 631-8510, in addition to or instead of the Associate Vice President, Human Resources, Eduardo Salaz, (925) 631-4212.

All questions regarding the College's non-discrimination policy and compliance with it and the various laws, and any complaints regarding alleged violations of College policy, should be directed to the Associate Vice President, Human Resources, Eduardo Salaz, who serves as the Equal Employment Opportunity Compliance Officer and, with respect to employees, the ADA Coordinator for the College, (925) 631-4212.

A full statement of the College's discrimination, retaliation and amorous relationship policies can be found in the student, staff and faculty handbooks, located on the SMC website.

TITLE IX COORDINATOR

Inquiries regarding compliance with Title IX may be directed to the Associate Vice President of Human Resources, Eduardo Salaz, who is the Title IX Coordinator for Saint Mary's College of California. He may be contacted at (925) 631-4212 or by email at **els3@stmarys-ca.edu**. In addition, the following individuals are Deputy Title IX Coordinators and may also be contacted if you seek support or wish to report an incident of sexual harassment or sexual misconduct: Evette Castillo Clark, Dean of Students **ecc4@stmarys-ca.edu** (925) 631-4238; Peter Chen, Director of Employee Relation & Compensation and HR Consultation, **phc1@stmarys-ca.edu**, (925) 631-4102; and Kami Gray, SWA/Associate Director of Athletics, **kgray@stmarys-ca.edu**, (925) 631-4521. Additional information regarding Title IX compliance can be found at **stmarys-ca.edu/node/40236** and the College's Sexual Assault & Sexual Misconduct, Retaliation and Whistleblower Policies can be found in the Student Handbook.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974: A BRIEF INTRODUCTION

FERPA stands for the "Family Education Rights and Privacy Act of 1974." You might also hear it referred to as the "Buckley Amendment." This law protects the privacy of student education records. FERPA applies to all schools that receive funds through an applicable program of the U.S. Department of Education, and thus most colleges and universities are covered by FERPA.

FERPA defines the phrase "education record" broadly as "those records, files, documents and other materials which 1) contain information directly related to a student; and 2) are maintained by an educational institution.

Annually, Saint Mary's College informs students of their rights and obligations under FERPA. A statement of Saint Mary's College's complete FERPA Policy can be found in the Office of the Registrar, the Student Handbook and on the College's website.



SIGNATURE PROGRAMS

SAINT MARY'S CORE CURRICULUM

The Core Curriculum consists of skills, knowledge and values that provide the foundation of student learning at Saint Mary's College. It is an intentional, developmental and integrated program of study designed to educate students in three broad intellectual areas: Habits of Mind, Pathways to Knowledge, and Engaging the World.

Habits of Mind: Fundamental to a liberal arts education are the habits of mind that prepare students for a lifetime of learning and critical engagement with the world. Beginning in their Collegiate Seminar and Composition courses, and continuing in their major and throughout the curriculum, students develop their skills in *Critical Thinking, Shared Inquiry, Written & Oral Communication* and *Information Evaluation & Research Practices*.

Pathways to Knowledge: An understanding of the diverse ways that humans encounter and explain the world is a central component of a liberal arts education. Through specially designated courses in the disciplines, the SMC Core assures that students will tread the most important pathways to knowledge: *Artistic Understanding, Theological Understanding, Mathematical & Scientific Understanding,* and *Social, Historical & Cultural Understanding.*

Engaging the World: An education is only complete when it ventures beyond the walls of the classroom. In fulfillment of the Catholic, Lasallian and Liberal Arts mission of the College, the SMC Core asks all students to engage with the world in substantive and meaningful ways. Through participation in curricular and co-curricular experiences that fulfill the goals of *American Diversity, Global Perspective, the Common Good* and *Community Engagement,* students will explore issues of justice, civic responsibility and social difference that facilitate a critical reflection on what it means to be an ethical citizen in today's world.

COLLEGIATE SEMINAR

Since 1941, Collegiate Seminar has been central to the undergraduate experience at Saint Mary's College. The program, revised and renewed over time, seeks to engage Saint Mary's students in a critical and collaborative encounter with the world of ideas, as expressed in great and challenging texts of the Western tradition, considering those texts in dialogue with texts and ideas from other traditions. Attending to the dialogue among writers and traditions, students take part in the Great Conversation. The program seeks to help them develop as curious, thoughtful members of an intellectual community, able to think clearly, critically and collaboratively, and to articulate their ideas effectively in speech and writing—powers that will serve them for the rest of their lives.

As Collegiate Seminar reflects the core identity of Saint Mary's as an intellectual community, it involves all undergraduate students and faculty throughout the schools and academic departments of the College. It promotes collaborative dialogue and respect for multiple perspectives and interpretations, inviting students and faculty to share their different ways of seeing and thinking in a thoughtful, serious, and respectful conversation.

In Collegiate Seminar classes, students read and discuss challenging texts from diverse genres, traditions and periods and, under the guidance of faculty from many disciplines, test their own experience and their notions of authentic humanity against them. They develop an appreciation for the diverse ways of knowing that the texts embody and for the intellectual threads that connect the texts through history and culture. In their Seminars, they create the groundwork for a life-long reflective pursuit of meaning and truth, and for a method of seeking truth that attends to and values the views of others.

JANUARY TERM

Since 1970, January Term has offered both students and faculty the opportunity to explore courses and experiences that depart from the constraints of the regular semester. Here, students are encouraged to explore beyond their major, minor or core requirements. Each January Term is organized around a central theme, chosen by the community, and faculty develop a new curriculum composed of content and approaches designed to stimulate the imagination and experiment with both subject matter and technique.

Like Collegiate Seminar, all undergraduate students and faculty participate in January Term. Students and faculty are freed from disciplinary constraints to create innovative learning experiences. Students are required to take one January Term course each year. The College offers both on-campus courses and off-campus travel courses throughout the United States and many parts of the globe. Many courses emphasize experiential learning through service, community-based research and on-site learning relevant to the region.

Each January promises new and innovative opportunities. Since students enroll in only one course, which equals a full semester credit, faculty members expect more and tend to increase the pace of instruction. January Term is designed to suspend the ordinary and engage the extraordinary!



THE SCHOOLS

SCHOOL OF LIBERAL ARTS

The School of Liberal Arts offers an education that lasts a lifetime—one that honors cooperative as well as individual achievement. It promotes the application of learning to progressively complex problems, and fosters creativity, self-awareness, and civic engagement. No matter what they study—the fine arts, the humanities, the social sciences—liberal arts students not only complete a degree in their chosen academic area, they also learn to think critically, gather and assess information, solve problems, express themselves with clarity and precision, and collaborate effectively with others.

The hallmark of the School of Liberal Arts is the preparation it gives students for lifelong learning. Technical skills may become obsolete over time, but the skills and values gained through liberal arts coursework will not. Almost every profession requires the intellectual habits of rational analysis, integrative thinking, and ethical decision-making. Today's organizations value students with a liberal arts education because their knowledge, values and skills prepare them for changing economic conditions.

The undergraduate departments, programs, and curricular areas of the school are:

Anthropology
Art & Art History
Classical Languages
Communication
English
English Composition Program
Ethnic Studies Program
Global and Regional Studies Program
History
Integral Program
Justice, Community and Leadership Program
Kinesiology
Performing Arts: Dance, Music and Theatre
Philosophy
Politics
Sociology
Theology and Religious Studies
Women's and Gender Studies Program
World Languages and Cultures

Saint Mary's College confers the Bachelor of Arts degree on completion of the general College requirements and a major in one of the following areas: anthropology, art/art history, classical languages, communication, English, French, history, kinesiology, performing arts (music, dance and theatre) philosophy, politics, sociology, Spanish, theology and religious studies, and women's and gender studies. The Bachelor of Arts is also conferred in the Integral Program. Interdisciplinary majors are available in American Studies, Environmental Studies, Global and Regional Studies, Health and Human Performance, and Justice, Community and Leadership. Minors are available in all of the major disciplines as well as in Archaeology, Cinematic Arts, Ethnic Studies, East Asian Studies, German Studies, Italian Studies, and Law & Society. Academic programs in foreign countries are offered in both semester and summer programs.

In the School of Liberal Arts, Saint Mary's College also offers LEAP (Liberal Education for Arts Professionals), a Bachelor of Arts degree-completion program for current and former professional dancers in San Francisco, New York, Los Angeles and Las Vegas; a Master of Arts degree in Kinesiology: Sports Studies; a Master of Fine Arts in Creative Writing; and a Master of Fine Arts in Dance.

For information on the LEAP Program, contact the LEAP Program, at LEAP, P.O. Box 4700, Saint Mary's College, Moraga CA 94575-4700; (925) 631-4538; leap@stmarys-ca.edu.

For information on the master's degree in Kinesiology: Sports Studies, contact the Department of Kinesiology, P.O. Box 4500, Saint Mary's College, Moraga, CA 94575-4500; (925) 631-4377; makin@stmarys-ca.edu.

For information on the Master of Fine Arts Program in Creative Writing, contact the MFA Program in Creative Writing, P.O. Box 4686, Saint Mary's College, Moraga, CA 94575-4686; (925) 631-4088; writers@stmarys-ca.edu.

For information on the Master of Fine Arts in Dance, contact the Department of Performing Arts, P.O. Box 3001, Saint Mary's College, Moraga, CA 94575-3001; (925) 631-8183; mfadance@stmarys-ca.edu.

SCHOOL OF SCIENCE

The School of Science has as its primary objective the development of a scientific and mathematical inquiring mind in the context of humanistic values. Students are introduced to fundamental scientific theories and their supporting data, and are encouraged to develop their powers of observation, synthesis and analysis, as well as their quantitative skills. Familiarity with the scientific methods of knowing and investigative inquiry is enhanced through laboratory experiences and research opportunities.

Incoming freshmen have the opportunity to join a residential community of science students. For details, see Living and Learning Communities.

The departments and programs of the School of Science are:

Allied Health Science
Biochemistry
Biology
Chemistry
Environmental and Earth Science Programs
Mathematics and Computer Science
Physics and Astronomy
Psychology
3+2 Engineering Program

The academic programs of the School of Science are designed to provide preparation for a wide variety of scientific and professional careers. Graduates obtain advanced degrees (M.S., Ph.D.) in many mathematical and scientific disciplines, going on to serve in higher education and research. Graduates enter professional schools in health care areas such as medicine, dentistry, veterinary medicine, physical therapy and pharmacy. They may pursue careers in all of the major fields of engineering through the 3+2 Engineering Program. Many graduates of the School of Science find satisfying careers in secondary schools, in business and industry, and in government service.

Saint Mary's College confers the Bachelor of Science degree on completion of the general College requirements and a major concentration in one of the following areas: biochemistry, biology, chemistry, earth science, environmental science, environmental studies, mathematics, physics and psychology. In addition, the Bachelor of Science degree is awarded upon completion of the interdisciplinary major in allied health science. Students who wish to major in engineering may begin their studies at Saint Mary's through the 3+2 Engineering Program, transferring after their junior year to an affiliated engineering program elsewhere. On completion of the engineering major, they receive a Bachelor of Arts from Saint Mary's in addition to a Bachelor of Science in engineering from the affiliated university. See 3+2 Engineering Program. Saint Mary's also confers the Bachelor of Arts degree in mathematics.

SCHOOL OF ECONOMICS AND BUSINESS ADMINISTRATION

Built upon the Lasallian, Catholic and Liberal Arts traditions of Saint Mary's College, the School of Economics and Business Administration strives to develop business and community leaders with global and responsible perspectives. We prepare our graduates to be professionally skilled, culturally aware, socially responsible and ethically principled. As teachers, scholars and mentors, we offer students a rigorous, innovative, and diverse learning experience by leveraging our practice-relevant, pedagogical and discipline-based research.

The School of Economics and Business Administration is committed to the values that are central to Saint Mary's College: academic excellence, personal integrity, ethical behavior, and respect for human dignity. These values are integrated into an academic program that prepares a student for a successful and meaningful professional career, community contribution, and a life of personal satisfaction and individual fulfillment.

The School of Economics and Business Administration offers distinguished undergraduate programs in Accounting, Economics, and Business Administration. The School confers the following degrees: the Bachelor of Science in Accounting, the Bachelor of Science in Business Administration, and the choice of a Bachelor of Arts or Bachelor of Science in Economics. Our Business Administration majors have an opportunity to choose a concentration in any of the following areas: Marketing, Finance, Global Business, Entrepreneurship and Business Analytics. In addition, Business Administration majors can also choose an interdisciplinary concentration called Digital Media. The business administration and accounting programs are AACSB-accredited.

The concepts and analytical approaches drawn from the three disciplines are intended to prepare students to understand and function effectively in the highly competitive, technologically complex, politically volatile and culturally diverse global economy of the 21st century. Consideration of the ethical implications and social responsibilities of economic activity and business enterprise is an integral part of each major.

The curricula in the School of Economics and Business Administration consist of coherent groups of courses that seek to balance the need for developing analytical and presentation skills, theory, and practice. A major strength of the school is that many instructors have years of professional experience in the fields they teach. The subject matter within the three disciplines is discussed thoroughly and systemically, and in a way that challenges students to approach problems critically and to solve them efficiently. The curriculum provides the mathematical and information-technology skills needed for the advanced courses as well as for careers and graduate studies.

Graduates of the school are trained to assume leadership roles as entrepreneur, manager, financier, teacher, lawyer, investor, or researcher. Many graduates go on to graduate study in business, law, or economics.

The School provides internship and experimental learning opportunities as well as the innovative four-year professional development "Career Gateway" program. The "Career Gateway" program offers a wide variety of workshops ranging from interviewing techniques, time management, resume writing, and cross-cultural skills to technology, social media, and other seminars that prepare our graduates as they pursue different career paths. In addition, a number of student clubs and organizations are available for SEBA students to get involved either in leadership roles or participate as active members.

The School of Economics and Business Administration also offers graduate degree programs, which include the Professional MBA, Executive MBA, Hybrid Executive MBA, Trans-Global Executive MBA, the M.S. in Financial Analysis and Investment Management, and the M.S. in Accounting, the M.S in Business Analytics and the M.S. in Management.

For information on the graduate programs, please send your inquiries to Graduate Business Programs, Saint Mary's College, 380 Moraga Road, Moraga, CA 94556. Phone: (925) 631-4888.
Email: smcmba@stmarys-ca.edu.

KALMANOVITZ SCHOOL OF EDUCATION

The mission of the Kalmanovitz School of Education (KSOE) is to prepare teachers, administrators and counselors to be competent practitioners and agents for positive personal and social change. The Kalmanovitz School of Education is a student-centered learning community that inspires innovation in education and counseling. We empower our students to deliver excellence and to lead change according to the principles of environmental and social justice.

Although the School of Education's primary orientation is toward graduate degrees and helping students fulfill state of California credential and/or licensure requirements, various courses are offered to undergraduate students as preliminary preparation for careers related to child development and education.

UNDERGRADUATE PROGRAM

At the undergraduate level, the School of Education offers course work applicable toward the state of California Elementary and Secondary Teaching Credentials, the Montessori Early Childhood and Elementary Credential Programs and the California Child Development Permit.

AMERICAN MONTESSORI SOCIETY AFFILIATED TEACHER TRAINING PROGRAM

The Montessori Teacher Education Programs are affiliated with the American Montessori Society (AMS) and accredited by the Montessori Accreditation Council for Teacher Education (MACTE). The academic phase of the Early Childhood Credential Program may be taken in whole or in part by undergraduates. This program forms the minor called Montessori Thought (p. 112) but is also open to students in other majors. For those wishing to pursue the American Montessori credential, the classes taken in the minor are prerequisites to the paid internship which takes place at the graduate level and leads to the awarding of the international Montessori credential. Courses may apply toward the Montessori elementary or early childhood teaching credential requirements and the California Child Development Permit requirements.

For further information, consult with a Justice, Community and Leadership Program advisor and/or the coordinator of the Montessori Program in the School of Education.

PROGRAMS OF STUDY

The Kalmanovitz School of Education offers coursework leading to basic teaching credentials; specialist and service credentials; Master of Arts, Master of Education and Doctorate of Educational Leadership degrees; and various leadership, teaching, counseling and administrative permits, certificates, and license preparation. Courses are organized into the following main programs of study:

EARLY CHILDHOOD EDUCATION
- Master of Arts Degree
- Master of Education Degree in Applied Developmental Education

EDUCATIONAL LEADERSHIP
- Preliminary Administrative Services Certificate, Tier I
- Master of Arts Degree
- Master of Arts in Teaching Leadership Degree
- Doctorate of Educational Leadership Degree

LEADERSHIP
- Bachelor of Arts in Leadership and Organizational Studies
- Master of Arts in Leadership

GRADUATE COUNSELING
- Master of Arts Degree: Counseling
  - Career Counseling
  - College Student Services
  - Marriage and Family Therapy/Professional Clinical Counselor (LMFT and/or LPCC license preparation)
  - School Counseling: Pupil Personnel Services Credential (PPS)
  - School Psychology: Pupil Personnel Services Credential (PPS-SP)

MONTESSORI EDUCATION
- Minor for undergraduate students in Montessori Thought
- American Montessori Society Early Childhood Credential
- American Montessori Society Elementary Education Credential
- Master of Arts Degree
- Master of Education Degree
- Master of Arts in Teaching

MULTIPLE SUBJECT
- Preliminary Multiple Subject Credential
- Master of Arts in Teaching

SINGLE SUBJECT
- Preliminary Single Subject Credential
- Master of Arts in Teaching

SPECIAL EDUCATION
- Preliminary Mild/Moderate Education Specialist Credential
- Master of Education Degree
- Master of Arts in Teaching

In addition, special programs in reading recovery and beginning teacher support and assessment are offered for practicing teachers.

The Kalmanovitz School of Education publishes a separate student handbook and catalog of courses describing its graduate programs. Please consult the KSOE website: **stmarys-ca.edu/academics/schools/school-of-education.**



ENROLLMENT AND ADMISSION

ENROLLMENT

VICE PROVOST FOR ENROLLMENT

The vice provost for enrollment is responsible for the offices and procedures which serve students in the recruitment, admissions and enrollment processes of the College. Working collaboratively with colleagues in academic and student affairs, the Vice Provost spearheads and coordinates institution-wide retention efforts. To better understand the needs of students and to assist the College in its assessment and planning efforts, Enrollment Services gathers and reports on institutional data. The offices and functions included within Enrollment Services are Admission, Financial Aid, and the Registrar.

REGISTRAR

The Registrar is responsible for creating and managing registration functions which serve members of the academic community in the enrollment process. In this role, the Registrar is responsible for the following registrarial functions: academic records (issuance of transcripts and grades, grading policies); enrollment (preregistration and registration procedures, leave of absence, withdrawal from school, verification of enrollment, progress toward the degree, academic probation, petitions for special action, declarations of majors and minors); determination of degree requirements (graduation candidacy, granting of degrees, academic evaluations); and the academic calendar (class schedule, room assignments, final examination schedule).

ARTICULATION AND TRANSFER

Reporting to the Dean of Admissions, the Director of Articulation and Transfer serves as the institutional advocate for the articulation and transfer of courses at Saint Mary's College. In this role the director is responsible for developing, updating and maintaining articulation agreements between the College and community colleges and appropriate independent junior colleges and serves as an important liaison with those institutions. The Director provides advanced standing evaluations for new enrolling transfer students as well as preliminary advanced standing evaluations for transfer students applying to or accepted for admission to the College. Additionally, the Director ensures that the needs and concerns of transfer students are adequately addressed in orientation programs, residence life policies and procedures, academic requirements, registration procedures and financial aid.

ADMISSION

FROM SECONDARY SCHOOL

Saint Mary's College welcomes applications from students qualified by scholastic achievement and personal character to pursue successfully the program of studies leading to the bachelor's degree. When evaluating candidates for admission, the Dean of Admissions with the Committee on Admissions reviews the following credentials: completed applications; secondary school records; recommendations; scores on the SAT I of the College Board or the ACT; and a required essay. Each candidate for admission receives individual consideration. The chief qualities sought in a candidate are academic preparation, seriousness of purpose and moral integrity. The secondary school record is considered the primary measure of potential college ability. Extra-curricular accomplishments may enhance an application through reflecting special talents, perseverance and maturity

HIGH SCHOOL PREPARATION

Each candidate is expected to complete at least 16 units of secondary school course work, to include four years of English, three years of mathematics (algebra, advanced algebra or the equivalent, and geometry), two years of the same foreign language, two years of science (at least one laboratory), one year of U.S. history, and two additional years of social studies or history. Students who plan to major in a science or mathematics are expected to show particular strength in scientific and mathematics preparation.

Applications for admission are reviewed individually, and minor academic deficiencies in preparation may be overlooked the overall application is supported by strong academic achievement, test scores and recommendations.

APPLICATION DEADLINES

Applicants should submit their application materials as early as possible, but postmarked no later than:

1. January 15 if applying for admission to the fall term as first-time freshmen. Early Action applicants must apply by November 15 to be considered for freshman admission for the subsequent fall.
2. July 1 if applying for admission to the fall term as a transfer student.
3. December 1 of the previous calendar year if applying for admission to the spring semester.

SAT I AND ACT

All candidates for admission are required to take either the SAT I administered by the College Board or the ACT. The writing portion of the ACT is optional. The number 4675 should be used in requesting SAT scores be sent to Saint Mary's College. The number 0386 should be used in requesting ACT scores to be sent to Saint Mary's College. SAT II results are not required but if submitted may enhance candidates' applications.

APPLICATION PROCEDURES

Saint Mary's College undergraduate applicants apply using the Common Application. It is available at **commonapp.org/CommonApp/default.aspx** or via the Saint Mary's Admission website at **smcadmit.com**. Application procedures are also available via these sites.

Applicants are required to complete Saint Mary's College supplemental questions when completing the Common Application. Additionally, a recommendation is required from the secondary school principal, counselor or teacher in a college preparatory subject. Recommendation forms are to be completed by the appropriate official and transmitted directly to the College with the official transcript of record. A non-refundable application processing fee of $60 must accompany the application form.

HIGH POTENTIAL SPHERE OF SUCCESS PROGRAM

Saint Mary's College has a fundamental mission to provide access to education for dedicated students from economically and educationally underrepresented groups in higher education. The High Potential Sphere of Success (HPSS) program is designed to draw on the strengths and resiliency of first generation and modest income students as they transition from high school to college. Students who are highly motivated and who present evidence of leadership in their schools, communities, churches, or through other activities are given priority consideration for participation in the HPSS program. HPSS staff and peer mentors work together with HPSS students to develop their academic and leadership skills and connect them to the college community. The initiative furnishes a continuum of support for approximately 160 students from just prior to the first year of college through to baccalaureate degree completion.

Once accepted into Saint Mary's, students are required to submit an application to the High Potential program and are selected for participation based on the information provided and a personal statement/self-inventory. High Potential program students may participate in the Summer Academic Institute for Leaders and Scholars (SAILS), an intensive summer residential program that includes earning units toward graduation. In the fall and spring semesters, HPSS students enroll in First Year Advising Cohort courses taught by faculty to introduce students to a broad range of academic and personal support programs designed to form a solid foundation for high academic and psychosocial achievement. Over their time at the College and through collaborative interventions with faculty, Student Engagement and Academic Success staff, peer

mentors, tutorial services, and other resources of the College, the HPSS program staff provide students with structured academic guidance, personalized supports, and leadership development opportunities intended to prepare them for the global workplace and society. Students wishing to apply to the High Potential program should contact the Office of Admissions or call the High Potential office at (925) 631-4349. Interested persons may also email the department at hp@stmarys-ca.edu. For more information see High Potential Program http://stmarys-ca.edu/hp

INTERNATIONAL STUDENTS

Saint Mary's welcomes qualified international students to campus. Since national educational systems differ, all applicants are evaluated individually. We review the specific academic assessments of each student's educational system to determine an American equivalency. Secondary school records or mark sheets, results on national external examinations, letters of recommendation and potential for success in American higher education are factors considered for admission.

International students must submit the following: a completed Common Application with International Student supplements and the application fee; original secondary school records and a certified translation(if the original is issued in a language other than English); proof of academically successful secondary school graduation; certified copies of national or other examination results; a letter of recommendation from a teacher, counselor, principal or school director; and official TOEFL, IELTS or Pearson Test of English results. The SAT I exam is not required for admission of international applicants but will enhance an application. It can be submitted in lieu of other English language proficiency test results. The College requires a Certificate of Finances, which indicates that admitted students has sufficient funds available to pay all fees, is required after students are admitted; the College must receive this financial verification before immigration documents can be issued.

The TOEFL (Test of English as a Foreign Language) is required of all students whose first language is not English. Saint Mary's College of California code for ETS is 4675. Students may submit IELTS (International English Language Testing System) or Pearson Test of English results in place of the TOEFL. The minimum TOEFL result must be 79-iBt or 550 paper based; the minimum IELTS result must be a 6 band; the minimum 53 must be earned on the Pearson Test of English.

The English Proficiency requirement may be waived if the student completes any of the following: four consecutive years of non-English as a Second Language study at a high school in the United States (in which case ACT or SAT scores would be required); completion of high school or equivalent in a country where the official language is English; SAT 1 Critical Reading exam result of 450; OR an ACT English exam result of 21. English language proficiency can also be demonstrated through successful performance on University of Cambridge GCSE O or A level examinations in English.

Students who meet admission requirements may be accepted as full-time undergraduate students. Transfer students whose first language is not English must meet the English composition requirement (see English Composition Placement p. 55). Saint Mary's does not offer English as a Second Language courses.

International students are expected to finance their educational expenses. While part-time employment may be available on campus, any such earnings would not be sufficient for payment of educational costs. Qualified students who adhere to application deadlines are eligible to be considered for partial Saint Mary's College first time freshman or transfer academic scholarships, which are determined at the time of acceptance.

Saint Mary's College of California is authorized under U.S. federal law to enroll non-immigrant students.

HONORS PROGRAM

The Honors Program is a selective program that provides a dynamic, rigorous learning experience within and beyond the classroom for first-year students of noteworthy achievement and motivation. The Honors Program provides challenging academic course work and engaging extracurricular learning opportunities that encourages students to pursue education for social justice and the common good. Students in the Honors Program view their goals and achievements through the broad lens of personal and social responsibility. The hallmark of Honors Program students is their commitment to serve and contribute to the larger community. They recognize and act on their personal responsibility and obligation to the educational community, the local community, and to our shared national and global community. The Honors Program is primarily dedicated to encouraging its student members to enrich their academic endeavors to ensure that students are challenged all the way up to their potential, not "just" up to the point of high grades. We also encourage social bonds among our students in the way a student organization might. Our primary functions are dedicated to these goals.

The Honors Contract: The Honors Contract process enables motivated students to develop, under the guidance of a professor, an enriched curriculum from an existing upper division course. Honors Contracts demand that students achieve "greater depth and rigor" than what is required of their classmates and might well be viewed as a primer for graduate study. The student works through the semester in one-on-one consultation with their faculty mentor until the Contract terms are fulfilled. This determination is evaluated by the faculty mentor who in turn determines whether Honors credit is awarded. A student must earn a course grade of at least a B– for the course to achieve honors credit. The points system: Honors students accrue Honors Points during their college careers by completing Contracts, participating

in service and other activities, and by requesting credit for things like summer internships or research experiences in consultation with the Coordinator of the Program. A student graduates with Honors with 150 points, High Honors with 175 points, and receives the Honors Medallion at 200 points.

For information about the expectations and benefits of the Honors Program, visit stmarys-ca.edu/honors-program, or contact the Honors Program Coordinator; (925) 631-8157.

TRANSFER STUDENTS

Students entering Saint Mary's College from other colleges or universities must meet the standards set forth previously concerning admission from secondary school. They must also present records of college performance of a minimum cumulative GPA of 2.3 in academic transferable courses. Transfer students who would not qualify for admission to Saint Mary's College directly from secondary school will normally be required to present records of at least one year's work at other colleges with a minimum cumulative GPA of 2.3 in 23 or more academic semester units or 34.5 academic quarter units transferable to the University of California system from California community colleges or another accredited college or university. The units should be completed with letter grades rather than Pass, Satisfactory, or Credit. Transfer students should complete any high school course deficiencies prior to transfer.

The Admissions Committee requires that students complete two years of high school algebra (Algebra I and Algebra II) and one year of high school geometry or their equivalent with a grade of C– or better prior to enrolling at Saint Mary's College.

All transferable grades from other colleges are considered in determining eligibility for admission. When courses are repeated, only the highest grade will be computed into the grade point average in determining the minimum admission standard of 2.3. Saint Mary's does not accept as transferable for credit any courses in remedial subjects, vocational fields, non-academic areas such as typing, and secondary school mathematics.

If students transfer from schools that do not compute grades below a C into the overall grade point average, their application will be evaluated on the basis of the number of courses they complete in making normal progress toward graduation.

Upon transfer, only courses with grades of C– and above are acceptable for advanced standing toward graduation. The maximum number of lower-division course credits which are transferable from any college is 19. This is approximately equivalent to 95 quarter units or 64 semester units. (Saint Mary's "course" equivalence: 3.5 semester units or 5 quarter units = 1.00 course credit.) Students must take the majority of their major courses at Saint Mary's College.

ADVANCED PLACEMENT

The College grants up to a full year of college credit through the College Level Examination Program administered by the College Entrance Examination Board. Credit is given only for the subject examinations, which correspond to particular college courses, not for the general examinations, and the subject examinations must be passed at the median level or higher.

Additionally, college credit, advanced placement, and reduction of prerequisites may be granted to entering freshmen who, in the judgment of the appropriate department, have demonstrated advanced scholastic attainment. The principal criteria used are the Advanced Placement examinations of the College Entrance Examination Board, International Baccalaureate examination results, school records and personal interviews. The advantages of advanced placement are admission to courses ordinarily not open to freshmen, and greater freedom to pursue independent study or research in the senior year. Each academic department determines minimum score requirements and amount of college credit (see Credit by Examination under Academic Requirements).

The College also grants advanced credit to students with successful performance on University of Cambridge GSCE A-level examinations.

The English Proficiency requirement may be waived if the student completes any of the following: four consecutive years of non-English study at a high school in the United States (in which case ACT or SAT scores would be required); completion of high school or equivalent in a country where the official language is English; SAT 1 Critical Reading exam result of 450; OR an ACT English exam result of 21. English language proficiency can also be demonstrated through successful performance on University of Cambridge GCSE O or A level examinations in English.

Students who meet admission requirements may be accepted as full-time undergraduate students. Transfer students whose first language is not English must meet the English composition requirement (see English Composition Placement, p. 55). Saint Mary's does not offer English as a Second Language courses.

International students are expected to finance their educational expenses. While part-time employment may be available on campus, any such earnings would not be sufficient for payment of educational costs. Qualified students who adhere to application deadlines are eligible to be considered for partial Saint Mary's College first time freshman or transfer academic scholarships, which are determined at the time of acceptance.

Saint Mary's College of California is authorized under U.S. federal law to enroll non-immigrant students.



TUITION AND FEES

Saint Mary's College is an independent institution and receives no operating support from public funds. The College charges each student a tuition fee that covers approximately three-fourths of the cost of general educational services provided. The balance of these costs is met by income from endowment support of the Brothers of the Christian Schools, and gifts from trustees, parents, alumni, other friends, corporations and foundations interested in the type of education this institution provides.

GRADUATE PROGRAMS
See separate bulletins.

PAYMENT

All students assume financial responsibility for any charges and/or fees posted to their account. All students further assume the responsibility for understanding Saint Mary's official policies concerning payment deadlines, financial policies, registration deadlines and satisfactory academic progress. Finally, students are responsible for updating their current address and telephone information as changes occur.

Tuition and room and board charges are due in two installments. The charges are due approximately one month prior to the first day of the term, with fall payments generally due the first week in August and spring payments generally due the first week in January. Lab fees, extra course charges and other miscellaneous fees are billed as incurred during the academic year. All such charges are due and payable upon notice from the Business Office. Students failing to make payment will have their account placed on hold, will be denied registration, will be unable to attend class or use campus facilities, and will be assessed late fees. Participation in commencement exercises will not be allowed, nor will a diploma, transcript of credit or honorable dismissal be issued until all College bills have been paid in full. Transcripts will not be issued to former students with past due balances, including past due balances on Federal Perkins loans or other loans. Saint Mary's College further reserves the right to refer student accounts to collection and credit bureau reporting and to recover all costs involved with collection due to non-payment of the outstanding balance.

Saint Mary's College does NOT accept credit card payments for tuition and fees. Payments may be made by mailing a check (payable to Saint Mary's College) to 1928 St. Mary's Road PMB Box 4600, Moraga, CA 94575-4600, by electronic check via our website, by cash at our office window or by wire transfer. In order to ensure proper posting, please notify the Business Office at **business@stmarys-ca.edu** if payment will be made by wire or ACH transfer. Payments made via our website are posted in real time to student accounts, while wires and ach transactions may require extra time due to manual notification and posting. For more information, please visit **stmarys-ca.edu/tuition**.

MONTHLY PAYMENT PLAN
Undergraduate students may choose to pay for their tuition and fees monthly. Information on our monthly prepayment plan is available at **stmarys-ca.afford.com**. This is an interest-free monthly payment option offered by a third party partner. The payment option is available for a small enrollment fee and includes personal account service, automated account information, and access to your account through their website.

BILLING
The official billing method of Saint Mary's College of California is electronic billing, known as ebill. With ebill, an email notification is sent to the student's Saint Mary's email account each time a new bill is available. Students access their ebill by logging into their GaelXpress account. Students are encouraged to set up authorized payers by creating profiles for their parents, grandparents or anyone that may require access to view the bill and /or make online payments. Setting up an authorized payer is highly recommended.

Opening bills for fall are posted in July with a due date of early August. Opening bills for spring are posted in December, with a due date of early January. Monthly ebills are sent for any unpaid balance. All bills are sent electronically. It is the students' responsibility to read and manage their Saint Mary's email account in order to ensure timely notification of the ebill. Students may forward their Saint Mary's email account to a personal email account.

WITHDRAWAL AND REFUND POLICY

TUITION
Credit is given in the fall and spring semesters to undergraduate students only after receipt of the written application of the withdrawing student, according to the following schedule: 85% tuition refund to the end of the first week of class; 80% tuition refund to the end of the second week of class; 75% tuition refund to the end of the third and fourth week of class. No refunds will be made for withdrawal after the fourth week of the term. The above schedule is based on the date the official notice of withdrawal is given to the Registrar's Office. January Term and Summer Session have different refund schedules. Inquiry should be made with the Business Office for the current refund policy on these terms.

ROOM AND BOARD
Students who live in Saint Mary's College housing assume contractual responsibility for occupancy for the entire academic year (fall through spring). Students who live in College residence halls are required to contract for meals. Students living in College townhouses may voluntarily elect to purchase one of the various meal options provided. For more information on the dates of coverage, refer to the Residence Hall and Dining Hall License or contact the Campus Housing office.

OVERPAYMENTS OR FINANCIAL AID PROCEEDS
Refunds will only be issued on credit balances after all allowable charges have been covered and any payment plan is paid in full. Refunds of overpayment may be requested in person or in writing to the Business Office. Refunds from federal loan proceeds (if any) will be issued within 14 days of disbursement. If the disbursement creates a credit, the refund will be issued to the borrower of the loan. Once the academic term begins, refunds will be available every Tuesday and Thursday afternoon for all valid requests received within the previous 48 hours. Refunds will not be processed prior to the beginning of the term or for any pending aid not yet disbursed. Students have the option to pick up their refund, have it mailed to the address on file, or directly deposited to their checking or savings account. Valid bank numbers must be entered through GaelXpress "my Bank Acct /eReimbursement" for the direct deposit option to take effect. Refunds will not be mailed to campus housing. During the first two weeks of each semester, refunds are held for pick-up in the Business Office unless the student has selected to be refunded by eReimbursement. Any check not picked up within the first two weeks of each semester will automatically be mailed to the permanent address on file. If the student is no longer eligible to receive financial aid or student loans, his/her account will be adjusted accordingly. Any refund previously received from these funds must be repaid to Saint Mary's College immediately.

STUDENT INSURANCE

To ensure that all students have health insurance coverage, including basic sickness and accident insurance, the College has instituted a mandatory health insurance requirement. All full-time undergraduate students are required to have health insurance coverage. Students are automatically enrolled in and billed for the College's provided plan. A credit is applied to the account once proof of coverage is documented. The waiver to provide proof of coverage is found online. The waiver must be completed prior to the start of each academic year to receive the credit. Students who are non-U.S. citizens or whose primary residence is abroad are required to purchase the school health insurance. No waiver is available to these students.

All full-time undergraduate students are covered by a secondary accident insurance policy that provides protection during regulatory attendance on the campus, and while attending college-sponsored activities. The

policy covers only accidents and should not be considered to be a replacement for a comprehensive health insurance plan. Any loss or injury sustained resulting from the use of alcohol and/or drugs is not covered.

PART-TIME ENROLLMENT

Students matriculate into Saint Mary's College as full-time enrolled students. After matriculating into the College, students may choose to participate on a part-time basis due to extenuating circumstances. In these instances, the student must complete a Declaration of Part-Time Enrollment Status that is available in the Business Office. Part-time enrollment is defined as enrollment in LESS THAN seven (7.0) course units in an academic year (fall-January-spring terms). Part-time enrollment is not calculated on a semester basis, with two exceptions:

- Graduating seniors registered in a fall semester with LESS THAN THREE (3.0) course units needed to complete graduation requirements. Seniors are required to submit a Declaration of Part-Time Enrollment Status when appropriate.
- New students who begin their Saint Mary's College enrollment in the spring semester. In this instance part-time enrollment is defined as LESS THAN three (3.0) course units. New spring enrolled students wishing to enroll part-time are required to submit the declaration form.

The Declaration of Part-Time Enrollment Status must be submitted to the Business Office, with all appropriate signatures, by the end of the drop/add period in the semester that the student realizes she/he will be enrolled part-time for the academic year. The Business Office will adjust the student's tuition in accordance with the current Part-Time Tuition rate, following the submission of an appropriately signed declaration form, and verification of the number of enrolled course units for the specified academic year. Part-Time enrollment does not carry over to subsequent years.

Students who declare part-time status are not permitted to live on campus (except by approval of the Dean of Students in consideration of extenuating circumstances), participate in the tuition monthly payment plan, or enroll in the College sponsored insurance plan. Students who drop to part-time status after the deadline to waive the medical insurance will be liable for the full medical insurance charge. Eligibility for financial aid will likely be affected by a change of enrollment status. Time to graduation may also be affected.

Please note: All College policies are subject to change without notice. Visit **stmarys-ca.edu/tuition** for more information regarding billing and payment.

TUITION

STUDENTS

Full-time	$45,536
4 courses per term plus Jan Term	
5th course available with advisors approval	
Part-time	$ 5,706
(less than 7.00 courses per year, per course)	
Additional courses	$ 5,706
(more than 10.00 full credit courses per year, with advisor approval)	
Open Enrollment (per course)	$ 3,420 *

*(No more than 4 courses per year—2 per term only)

ROOM AND BOARD

Room–Double	$ 15,370
Room–Single	$ 16,366
Room–Triple	$ 14,286
Room–Townhouse (with $50 board points)	$ 9,900
Room–Townhouse Triple (with $50 board points)	$ 8,900
Carte Blanche (with $75 board points)	$ 6,860
14 meals per week (with $75 board points)	$ 6,676
10 meals per week (with $150 board points)	$ 6,510
8 meals per week (with $150 board points)	$ 6,150
5 meals per week (with $100 board points)	$ 4,400
(Available only to Townhouse residence or commuting students)	

MISCELLANEOUS FEES

Application fee (this fee is required with all applications for admission and non-refundable)	$ 55
Registration fee (Required of all new undergraduate students at time of initial registration; payable once, non-refundable)	$ 30
Tuition commitment deposit (Required of all new students. Applied to tuition, non-refundable)	$ 300
Room reservation deposit (Required of all resident students. Applied to room and board; non-refundable)	$ 350
Orientation fee (Required of all new undergraduate students)	$ 250
Late payment fee (monthly service charge)	$ 25
Student activity fee (required of all full-time students)	$ 150
Medical insurance fee (required, see above)	TBA
Commencement activities fee	$ 115
Late registration fee	$ 175
Transcript of record	$ 5
Laboratory fees (see description of courses in course catalog)	TBA

The additional course credit is proportionately applied to course credits in excess of 5.00 in each term. Open enrollment students may take no more than four courses per year, no more than two courses per term. These courses are offered on a space available basis only.

Partial credit .25 courses: Students may take quarter-course credit (.25) classes with no additional fee. See Student Classification.

The schedule of fees is effective July 1, 2017 and subject to change without notice.



Financial Aid

FINANCIAL AID PROGRAM

Saint Mary's College, through its Financial Aid Office, is committed to helping students and families obtain the needed assistance, both monetary and advisory, to make attendance possible. Saint Mary's Financial Aid staff partner with students and their families to help make college affordable. We know that many families can't provide for all the resources to fund a college education. That's why our Financial Aid staff of eight Professionals and one Administrative Assistant are available to help you navigate the financial aid process and explain the types of aid and options to help you meet your college expenses. Here at Saint Mary's we believe that we have partnership with the students and their parents to prepare and plan for a student's college experience.

Students who matriculate as First Years are eligible for Saint Mary's aid for a maximum of four years only. It is important that students plan their academic schedules accordingly to ensure graduation within four years to maximize their financial aid. In addition to demonstrating financial need, applicants for aid must:

1. Be citizens or permanent residents of the United States
2. Be enrolled or accepted for enrollment at Saint Mary's College on at least a half-time basis but for Saint Mary's institutional aid students must be full-time;
3. Be making satisfactory academic progress toward a degree or certificate (maintaining a grade point average no lower than 2.0, or C average).

Students who are placed on Satisfactory Academic Progress Probation a first semester will still receive their aid. Students who are placed on financial aid probation for a second consecutive term may be ineligible for financial aid until the probationary status is removed or an appeal is granted. Students who do not make progress after their second term will lose their aid eligibility. Probationary status includes special academic probation (see Academic Standing).

Full-time students in four-year degree programs who fail to complete a course of 4 credits in Fall and Spring, respectively, and 1 credit in January Term, and part-time students who fail to complete at least five courses at the end of each academic year will be ineligible for financial aid until the minimum number of courses (7.25 credits)

is completed. At the end of each term, a review will be made to ensure compliance with the requirements of satisfactory academic progress. The course completion requirements will be reviewed at the end of each academic year.

Students can appeal to the Director of Financial Aid if they have extenuating circumstances that might affect the decision of the Financial Aid Office after the initial review.

APPLYING FOR AID

NEW STUDENTS

1. Complete an application for admission to Saint Mary's College and arrange to have SAT I scores and high school/college transcripts sent to the Office of Admissions before February 15.
2. Complete the Free Application for Federal Student Aid (FAFSA) by February 15. Follow the instructions at fafsa.gov to file the form and be sure to enter "Saint Mary's College of California (Federal School Code 001302)" as the recipient of the form.
3. California residents should complete the GPA Verification Form by February 26 to apply for the state grant programs. Forms are available in high school and college counseling centers, online at calgrants.org, or from the Financial Aid Office.

STUDENTS CONTINUING AT SAINT MARY'S COLLEGE
Students wishing to renew their aid for a subsequent year should file the FAFSA by February 26. Only new applicants for Cal Grants need to file the GPA Verification Form (see item 3 above).

SELECTION CRITERIA

Saint Mary's College uses a priority deadline of February 15 for new students and February 26 for currently enrolled students for all financial aid programs administered by the College. All students who are enrolled or accepted for enrollment by their respective priority deadlines and who have filed the required financial aid documents by that date receive equal consideration for Saint Mary's College scholarships, in relation to their financial need. Federal funds under the control of the College are limited, and generally are awarded only to students with considerable need. Students completing the application process after February 26 will be considered for institutional and limited federal financial aid only if funds are available. Financial aid notification letters for those who have met the priority deadline are mailed to new students starting mid-February and notification of financial aid awards available on GaelXpress are emailed to continuing students in late June.

PACKAGING FOR FINANCIAL AID

It is often not possible to meet all of a student's need with scholarship or grant aid. In such cases, student loans or student employment may be included as a part of the financial aid package. If for any reason the student wishes to decline the loan portion of the aid package, he or she may do so without affecting scholarship or grant awards.

It should be noted, however, that refusal of a loan or campus job will not result in a larger scholarship award. If the student is eligible, the Cal Grant A or B and the federal Pell Grant will be included in the total award package. California residents are required to apply for a Cal Grant A and/or Cal Grant B from the California Student Aid Commission. If the Commission deadline (March 2) is missed, the student may still be considered for assistance from Saint Mary's College, although the College will be unable to offer scholarships to replace Cal Grants that would have been received had an application been made on time.

FINANCIAL AID FROM SAINT MARY'S COLLEGE

SAINT MARY'S COLLEGE SCHOLARSHIPS
Tuition scholarships are awarded by Saint Mary's College to full-time undergraduates who demonstrate academic ability and financial need. The amount of each tuition scholarship varies according to the financial need of the recipient and his/her family. (For further information see Saint Mary's College Scholarship Policy Statement, available in the Financial Aid Office.) Priority deadline: February 26.

FEDERAL SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT (SEOG)
SEOG awards of $500 per year are federally funded grants administered by the College and available to undergraduate students with exceptional financial need. Normally, students must be enrolled full-time. Availability of these awards is based on federal funding. Priority deadline: February 26.

SAINT MARY'S COLLEGE TUITION ALLOWANCE
Families enrolling four or more children at Saint Mary's College are granted a 50% tuition discount for each child after the third. No financial statement is required. Completion of the Free Application for Federal Student Aid (FAFSA) is recommended if additional financial assistance is required. To apply, contact the Financial Aid Office.

SAINT MARY'S COLLEGE ATHLETIC GRANT
Full and partial grants-in-aid are offered to a limited number of men and women athletes in several sports. For further information concerning these awards, contact: Athletic Director, Saint Mary's College, Moraga, CA 94575.

FEDERAL PERKINS LOAN
This is a federal loan program administered by the College. Perkins Loan recipients must be pursuing at least full-time course of study and must be able to demonstrate financial need. Availability is based on federal funding. Priority deadline: February 26.

STUDENT EMPLOYMENT

Saint Mary's College offers a wide variety of part-time, on-campus jobs in most College offices and departments. These student jobs are provided through two separate programs, the Federal College Work-Study program and the Saint Mary's College student employment program. Availability is based on federal funding.

Students who qualify for the Pell Grant may be awarded Federal College Work-Study as part of the annual award. The award letter will list the funds reserved to pay the student during the academic year. Listings of work- study positions are available in the Career and Professional Development Services. Students may view current listings at http://www.stmarys-ca.edu/career-and-professional-development-services/gaelink-jobs-internships.

The Career and Professional Development Services also posts notices of general student employment opportunities both on- and off-campus. These jobs are open to any undergraduate or graduate student enrolled at least part-time at the College. In addition to the distribution of student job applications to employing departments, the Career and Professional Development Services offers career counseling, résumé writing and interview workshops, internships and job placement services.

The bookstore, Sodexo Food Services and the janitorial services are independent of the College and do their own hiring.

The Human Resources Office, Filippi Hall, is responsible for all wage and salary determination. All students who are hired for any on-campus job must complete the necessary tax and I-9 documentation before employment can begin.

FINANCIAL AID FROM STATE AND FEDERAL AGENCIES

CAL GRANT A
$700–$9,084 per year. Awarded by the California Student Aid Commission, the Cal Grant A is based on academic achievement (as measured by high school or college grades) and financial need. Eligibility is limited to California residents for a maximum of four undergraduate years. Applicants must file the Free Application for Federal Student Aid (FAFSA) and the GPA Verification Form (available from high school counseling offices or college offices of financial aid). Deadline: February 26.

CAL GRANT B
$1,656–$10,740 per year. The Cal Grant B is awarded by the California Student Aid Commission primarily to students from low-income backgrounds. Eligibility is limited to California residents for a maximum of four undergraduate years. Applicants must file the Free Application for Federal Student Aid (FAFSA) and the GPA Verification Form. Deadline: February 26.

FEDERAL PELL GRANT
$626–$5,815 per year. The Pell Grant is a federal grant program which offers assistance to low- and middle-income undergraduate students who are U.S. citizens or permanent residents and who demonstrate financial need. (Need is defined according to a federal eligibility formula.) Application for the Pell Grant may be made by means of the Free Application for Federal Student Aid (FAFSA). Forms are available online at fafsa.gov.

FEDERAL SUBSIDIZED DIRECT LOANS
Federal Direct loans are loans of $3,500–$5,500 (depending on the student's grade level) for students' educational costs. Students who demonstrate financial need up to the requested loan amount will have the interest on the loan paid (subsidized) during their enrollment on at least a half-time basis. Interest rates are determined annually.

FEDERAL UNSUBSIDIZED DIRECT LOANS
Unsubsidized federal Direct Loans are available for students who do not qualify, in whole or in part, for the need-based subsidized federal Direct Loan. Borrowers may receive both subsidized and unsubsidized federal loans totaling up to the applicable loan limit, if they do not qualify for the full amount permitted under the subsidized Direct Loan program. The terms for the unsubsidized loan are the same as the terms for the subsidized loans, except that the interest is accruing for the life of the loan. Interest rates are determined annually.

Undergraduate dependent students may borrow an unsubsidized loan of $2,000. For independent students and for students whose parents are unable to secure loans through the federal Parent PLUS program, the unsubsidized loan maximum is $6,000 per year for first- and second-year students, and $7,000 per year for all other students.

FEDERAL PLUS LOANS
PLUS loans are made to parents of undergraduate students by the federal government. The maximum loan cannot exceed the cost of education less any financial aid received by the student. Interest rates are determined annually.

ALTERNATIVE PAYMENT PLANS

GIFTS AND LOANS TO CHILDREN
Parents are advised to take advantage of a number of federal tax benefits, including credits, deductions and savings incentives, to offset college costs.

TEN-MONTH PAYMENT PLAN
This plan offers parents a low-cost method of paying tuition and room/board charges over a 10-month period, June through March. For further information concerning this plan, contact the Business Office at Saint Mary's College, or go online to **http://www.stmarys-ca.edu/admissions-aid/financial-aid/undergraduate/payment-plan.**

COLLEGE REFUND POLICY

Students who withdraw during an academic term will have tuition charges adjusted according to the schedule shown on p. 23.

The College is required to follow the refund regulations published by the U.S. Department of Education for students who receive Title IV financial aid funds (federal Perkins Loans, federal SEOG, federal Pell Grant, federal College Work-Study, federal Subsidized and Unsubsidized Loan funds, and Cal Grant funds). Student recipients of any of these funds who withdraw from all of their classes within the first 60 percent of an enrollment period will have their financial aid adjusted. The amount of federal aid that will be returned will be determined by the number of calendar days not completed in an enrollment period divided by the total number of calendar days in that period. If that percentage is less than 40 percent, no adjustment is required.

Should regulations governing refund policies for federal student aid recipients change, Saint Mary's College will implement those changes. Current refund policy information may be requested from the Financial Aid Office.

DISBURSEMENT OF AWARDS

Financial aid awards normally cover a full academic year. Funds are disbursed in two equal installments at the time of registration for the fall and spring terms.

GIFTS AND ENDOWMENTS

Saint Mary's College is a private institution and receives no direct support from taxes or other public funds, or direct financial assistance from the Diocese of Oakland. Annual operating expenses of the College are met principally, but not fully, by tuition and fees. The difference between that income and the actual cost of instruction and other services is underwritten by the contributed services of the Christian Brothers, by donations from alumni, parents and friends, and by income from an endowment principal of approximately $170 million. Through these contributions, all students, including those paying full tuition, are aided in financing their College education.

Those individuals who wish to support the College with annual gifts may do so by making contributions to the SMC Fund, Annual Scholarship, or the Gael Athletic Fund at **stmarys-ca.edu/giving**. Those interested in gift opportunities related to capital priorities, endowed scholarships or chairs, or through their estate should contact the Saint Mary's College Advancement Office. Gifts may be made to the College through the webpage or to the Advancement Office, Saint Mary's College, PMB 4300, Moraga, CA 94575. For information, call (925) 631-4509.

VETERANS BENEFITS

Saint Mary's College participates in the Veteran Affairs Yellow Ribbon Program. Education Benefit Program applications for members of the armed services should be sent to the Registrar's office on campus. Letters seeking advice or information concerning the program should be addressed to: Veterans, PMB Box 4748, Saint Mary's College, Moraga, CA 94575-4748.

Saint Mary's College of California is approved for the training of veterans and their eligible dependents under the various public laws that come under the direction of the Department of Veterans Affairs.

Details and procedures are available from the Department of Veterans Affairs, Regional Office, P.O. Box 8888, Muskogee, OK 74402-8888 or 1(800) 827-1000 or (888) 442-4551, or visit **www.benefits.va.gov/gibill**.

CALIFORNIA STATE BENEFITS FOR VETERANS AND ELIGIBLE DEPENDENTS

Applications and information may be obtained from the following office: California Department of Veterans Affairs, Division of Veterans Services, 1227 O Street, Suite 105, Sacramento, CA 95814-5840 or visit **cdva.ca.gov.**



ACADEMIC OFFICERS AND SERVICES

ACADEMIC OFFICERS

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS OF THE COLLEGE

The provost provides strategic and operational leadership, vision and direction for the design and implementation of the College's academic programs, student and residential services and programs, and enrollment services. The provost initiates plans and direction for the establishment and maintenance of a physical environment conducive to teaching, learning and living as well as providing academic and administrative leadership to the College's students, faculty and staff. The provost works collaboratively with the entire College community, including the Board of Trustees, the president, the faculty and the staff to advance the mission of the College.

VICE PROVOST FOR UNDERGRADUATE ACADEMICS

The Office of the Vice Provost for Undergraduate Academics provides curricular and academic support programs that touch all students at Saint Mary's College. These programs support the integration of undergraduate students' experience across disciplines, degrees and schools on behalf of our mission to link students' intellectual, existential, affective, and spiritual lives. In collaboration with Faculty Development, Undergraduate Academics ensures that the faculty of Saint Mary's College share pedagogical strategies and teaching experiences outside their departments and schools. We aspire to create a culture of commencement by concentrating especially on practices that increase student engagement, persistence, and graduation.

DEANS OF THE SCHOOLS

The deans of the schools, in collaboration with the provost and vice provost, are responsible for the academic affairs of the schools, including the recommendation to the provost and vice provost of appointment, promotion, and retention of their school faculty and administrative staff; matters relating to orientation and evaluation of faculty and staff; curriculum planning, academic policies and programs; and all other aspects of the academic enterprise in their respective schools.

ACADEMIC OFFICERS AND SERVICES

DIRECTOR OF FACULTY DEVELOPMENT

The director is responsible for administering the Office of Faculty Development that provides faculty and student support services, as professional and scholarly development and collaborative faculty/student research funds and technology grants are distributed through FD Office by the Faculty Development Fund Committee and the Faculty Technology Group.

DEAN FOR LIBRARY AND ACADEMIC RESOURCES

The dean for library and academic resources is responsible for the development, programming, administration, and assessment of the services, programs, staff, and resources of the Saint Albert Hall Library, the College Archives, and the Museum of Art. The dean ensures that the services, collections, and activities of Academic Resources support the educational programs of the College through a broad-based collaboration with faculty, the campus administration, and staff.

STUDENT SUCCESS OFFICE (SSO)

The Student Success Office (SSO) strengthens collaboration among professional staff and faculty to foster a culture of commencement in which successful graduation is a shared universal expectation. To uphold that expectation, SSO supports an expanded understanding of student success, including academic, personal, and psychosocial well-being. SSO is committed to providing undergraduates and graduates with the guidance and services necessary to help them find the correct balance of support, challenge, structure and independence needed to realize their full potential. Under the leadership of the Vice Provost of Undergraduate Academics, SSO comprises the Career and Professional Development Services, High Potential Program, Student Academic Rights, Responsibilities, and Institutional Compliance, Student Disability Services, Student Engagement and Academic Success, and Tutorial and Academic Skills Center.

The Student Success Office (SSO) is a leader in Higher Education known for delivering high impact practices with proven outcomes. Our practices are focused on providing equity and access to all students.

The SSO and its departments provide students with connections, opportunities and initiatives that foster: holistic learning and education; academic, personal and professional development and excellence; degree achievement; and positive post-graduate outcomes from a developmental and strengths-based perspective.

SSO strengthens collaboration among staff and faculty to foster a culture of commencement in which successful graduation is a shared universal expectation. To uphold that expectation, SSO supports an expanded understanding of student success, including academic, personal, and psychosocial well-being. SSO is committed to providing undergraduates and graduates with the guidance and services necessary to help them find the correct balance of support, challenge, structure and independence needed to realize their full potential. Under the leadership of the Assistant Vice Provost for Student Success, SSO is comprised of High Potential Sphere of Success, Career and Professional Development Services, Student Disability Services, Student Engagement and Academic Success, and Tutorial and Academic Skills Center.

Additionally, SSO promotes academic responsibility, integrity, accountability, and respect among Saint Mary's College students and faculty, ensuring compliance with and support of the college's academic standards and policies.

SSO serves as a consultant to and resource for students, faculty, staff, and parents and families concerning academic policies, standards, and student academic performance and standing. SSO has responsibility for the following core functions:

- Coordinates the academic probation and disqualification review process
- Convene the Academic Probation Review Board and coordinate the academic disqualification appeal process
- Hear student appeals and grievances to the Academic Probation Review Board decisions
- Hear student and faculty disagreements pertaining to student disability accommodations
- Review and act on petitions for substitutions to academic requirements based on appropriately documented disabilities
- Adjudicate student grievances against faculty and staff noncompliance of disability accommodations
- Review and act on student petitions for exceptions to academic policies

STUDENT ENGAGEMENT AND ACADEMIC SUCCESS (SEAS)

Student Engagement and Academic Success (SEAS) provides opportunities and implements initiatives, utilizing high impact practices which foster holistic learning, academic excellence, and degree achievement for students. SEAS is an innovative leader in student success initiatives. We inspire students to identify and utilize the power within them to be independent learners, successful scholars, and contributing members of society at and beyond Saint Mary's College of California. The campus community recognizes and values our holistic, strengths based approach to promoting academic excellence and student achievement.

SEAS provides strategies, resources, and programs that support: academic and personal success, transition to college and campus, balancing home and college, academic exploration and planning, and culturally relevant support to aid in retention, persistence and graduation of students. Programs include: Academic and Project Success, Lamont Madden Book Fund, and the Student Success Portal.

Services include: coaching, workshops—academic success, major exploration, time management, anti-procrastination techniques, study skills, career preparation, cover letter and resume writing, business etiquette, professional social networking, etc.; individual and group consultation; student outreach; academic monitoring; and referral and interdepartmental collaboration.

HIGH POTENTIAL SPHERE OF SUCCESS (HPSSSS)

Saint Mary's College has a fundamental mission to provide access to education for dedicated students from traditionally underrepresented groups in higher education. The High Potential Sphere of Success (HPSS) program is designed not only to provide that access, but to foster student success by drawing on the strengths and resiliency of first generation and/or low income students as they transition from high school through college. (See Admission for eligibility and admission procedures.) HPSS coaches and peer mentors work together with HPSS students to develop their academic and leadership skills and connect them to the college community.

The initiative furnishes a continuum of support for approximately 160 students from just prior to the first year of college through to baccalaureate degree completion. The HPSS program provides a comprehensive range of services and individualized support:

- Summer Academic Institute for Leaders and Scholars (SAILS) – is an intensive summer residential program, includes earning units toward graduation and an opportunity to meet professors, advisors, peers, and peer mentors. The activities and classes focus on academic, psychosocial and cultural development.
- Peer Mentor Program – student mentors offer academic and psychosocial support beginning in the SAILS Program and continuing throughout the students' first two years at Saint Mary's.
- HPSS First Year Advising Cohort – HPSS students enroll in HPSS FYAC, a partial credit course for both fall and spring semesters of their first year. This course, taught by student's faculty advisor, provides academic support and guidance to set a solid foundation for high academic and personal achievement. Faculty assist students with essential academic skills such as time management, study habits, using campus resources effectively, and tracking self-progress.
- Coaching – in addition to meeting with their faculty advisor, HPSS students meet regularly with a dedicated coach for frequent and focused individualized mentoring to help ensure steady progress toward academic and personal goals.

THE ADVISING OFFICE (TAO)

The Advising Office supports faculty members in their roles as undergraduate academic advisors. In conjunction with the First Year Advising Steering Committee, the TAO is responsible for the administration, logistical coordination, and curricular management of the First Year Advising Cohort (FYAC) Program.

Through participation in the mandatory FYAC Program, each first year student is assigned a faculty advisor from a discipline or field closely related to the student's academic interest. The FYAC Program is designed to help students navigate the complex issues and options encountered as they transition into the college environment, and to provide guidance in establishing longer range goals and strategies for academic success. With the guidance of their FYAC advisor, students are encouraged to declare an academic major in the spring of their first year.

Beginning in the sophomore year, students with a declared major are assigned to a faculty advisor from the appropriate academic department or program. Specialized advisors are provided for allied health science, pre-med, and pre-law students.

TUTORIAL AND ACADEMIC SKILLS CENTER (TASC)

The Tutorial and Academic Skills Center (TASC) offers a variety of support services and programs to students who are seeking to achieve greater academic success regardless of their level of academic performance. The Center offers tutorial services for all currently enrolled students. Tutoring is available in almost all courses taught at Saint Mary's, in individual and group settings depending on the subject and demand. TASC provides tutorial services for the Chemistry Skills Mastery Center and Math Center. Tutoring and workshops are also available for students who wish to complement their study efforts through enhanced academic skills development such as time management, note-taking, writing skills, study techniques, and reading comprehension.

CAREER AND PROFESSIONAL DEVELOPMENT SERVICES (CPDS)

Career Professional Development Services (CPDS) focuses on discovering internship, volunteer, diverse employment and post-graduation opportunities for students and alumni through building and enhancing internal and external partnerships. CPDS works closely with academic administrators, Deans, department chairs and faculty to integrate academic and professional development goals for students and alumni.

CPDS collaborates with the SEAS Coaches to promote a holistic approach to students' lives and to foster the personal and professional development of students. The collective goal is to provide a diverse array of possibilities so that students will be prepared for their post-graduation paths.

Additionally, CPDS helps students prepare for graduate and professional school (i.e., law). These services include identifying and selecting schools, application assistance, identifying and approaching references, essay and personal statement writing, and standardized test preparation.

CPDS provides on- and off-campus part-time and full-time job listings for undergraduate, graduate students, and alumni as well hosting as an annual Career/Internship/ Non-Profit/Grad School Fair and On-Campus Interviewing opportunities. All current job listings are online: **stmarys-ca.edu/GaeLink**.

STUDENT DISABILITY SERVICES (SDS)

Student Disability Services is dedicated to ensuring equal opportunity and access to all academic programs, services, resources and campus life activities at Saint Mary's College for qualified students with disabilities. The goal is to promote educational advancement in a safe, nondiscriminatory environment. Individualized assistance for reasonable and appropriate accommodations is provided for students with appropriately documented learning, health, psychological or physical disabilities.

CENTER FOR ENGAGED RELIGIOUS PLURALISM (CERP)

Founded in 2008, CERP is the academic center at Saint Mary's for promoting interreligious understanding and interfaith engagement across religiously diverse and non-faith perspectives in service of the College's goal of "inclusive excellence" and its mission, which states in part: "Recognizing that all those who sincerely quest for truth contribute to and enhance its stature as a Catholic institution of higher learning, Saint Mary's welcomes members from its own and other traditions, inviting them to collaborate in fulfilling the spiritual mission of the College."

CERP creates linkages with other colleges and universities, as well as organizations (such as the American Academy of Religion and the Interfaith Youth Core) to enhance Saint Mary's knowledge about and ability to address interfaith challenges and opportunities.

CERP works with faculty to develop scholarship, curriculum and workshops that advance interreligious understanding and interfaith leadership, including active collaboration with the newly developed minor in Interfaith Leadership. CERP also produces interfaith awareness and engagement programs and events to enrich and complement Saint Mary's curriculum, often in partnership with other organizations and with academic departments on campus. In so doing, CERP supports the College's commitment to collaboration and dialogue, to diversity, to prepare students for ethical and effective engagement in a diverse and global environment, and to build leadership that advances social justice.

CATHOLIC INSTITUTE FOR LASALLIAN SOCIAL ACTION (CILSA)

CILSA is working toward the day when all people collaborate to enact social justice, inclusion, and sustainability in every aspect of life. To that end, CILSA collaborates with students, faculty, staff and community partners to create and sustain transformative community engagement experiences inspired by the Catholic, Lasallian and Liberal Arts traditions. CILSA is an academic center that aims to be a national leader in the scholarship, theory and practice of community engagement.

CILSA utilizes the framework and integration of "head, heart, and hands" to guide its work:

Head – CILSA programs foster students' intellectual and personal development through academic exploration of issues related to justice that prompt critical thinking inside and outside the classroom. For faculty and staff, CILSA provides resources, materials and education in best practices to integrate social justice within the curricular and co-curricular experience.

Heart – CILSA programs nurture students' critical reflection of their experiences as they relate to meeting academic, intellectual, and other personal goals. The process promotes an understanding premised on knowledge coupled with compassion.

Hands – CILSA programs provide an array of service activities through coursework and co-curricular experiences that enable students, faculty, and staff to apply their knowledge and understanding in order to engage critical social issues and promote social justice for the common good.

STUDENT LEADERSHIP & SERVICE OPPORTUNITIES

Each year, nearly 75 students are deeply involved in CILSA's leadership and service programs, and nearly half of the student body engages in service. Students lead and participate in ongoing or one-time projects—starting with the Weekend of Welcome Saturday of Service—which are coordinated by student leaders in the Social Action Leadership Team (SALT). CILSA also offers Gaels 4 Justice Living-Learning Community for first-year students, Public Service Internship Program (PSI), Student Leaders in Community Engagement (SLICE), and Engaged Learning Facilitators (ELFs). CILSA hires 40+ students each year in Jumpstart. CILSA offers two full-time summer fellowship programs: MICAH Summer Fellowship (Bay Area), and International Summer Fellowship (Rwanda).

COMMUNITY ENGAGEMENT IN THE CORE CURRICULUM

CILSA provides pedagogical and practical support to faculty and coordinators who sponsor courses and programs that fulfill the Community Engagement core curriculum requirement. These courses and activities provide opportunities for students engage in purposeful actions that address community goals and promote student learning. Through critical reflection, students integrate the action with academic objectives to develop civic responsibility and an understanding of social justice.

Visit CILSA in 203 Ferroggiaro Hall or at **stmarys-ca.edu/cilsa**. Contact CILSA's director, Jennifer M. Pigza, Ph.D., at **jpigza@stmarys-ca.edu** or 925-631-4755.

CENTER FOR INTERNATIONAL PROGRAMS

The Center for International Programs (CIP) develops and supports international programs and activities on and off campus to support the Core Curriculum intellectual area—Engaging the World—which asks students to engage with the world in substantive and meaningful ways. Saint Mary's offers study abroad programs throughout the world, offering students the opportunity to immerse themselves in a new culture and deepen their understanding of the world and their role in it. Furthermore, on campus, the Center promotes global understanding through a variety of events, workshops, presentations and programs that provide a platform for discussion and exchange of ideas. The Center staff guides inbound and outbound students through the process of discovery and assists students as they explore the option of study abroad and assimilation to American culture.

The Center oversees the immigration advisement of F-1 and J-1 international students and scholars and leads orientations focusing on cultural assimilation, familiarization, and immigration regulatations related to the F-1 student

or J-1 scholar visa status. Orientation occurs throughout a student's four-year program as international students make their transition to a new academic culture. Orientation includes a weekend retreat, a Global Fair, country specific presentations and opportunity for interchange and exchange. The International Club, referred to as the iClub, offers domestic and international students an opportunity to be involved in an organization specifically focused on all things global. The iClub is mentored by a CIP staff member. The International House (iHouse) is a living and learning community focused on intercultural communication. International and domestic students discover a "common ground" where they can communicate across cultures.

A wide variety of study abroad programs are offered to students during the fall and spring semesters. Current destinations include Australia, China, England, France, Germany, Italy, Mexico, South Africa and Spain. Saint Mary's has also established semester exchange programs with partners in Australia, Japan, and Spain. Through the Lasallian Consortium, Saint Mary's students have additional study abroad opportunities in Argentina, Costa Rica, Poland and Ireland. All students are eligible to receive academic credit for successfully completing courses during the term abroad. When students enroll in Saint Mary's sponsored study abroad programs, they are able to apply their federal, state, and Saint Mary's financial aid to cover most of the cost of their overseas program. For more information: (925) 631-4245 or **studyabroad@stmarys-ca.edu**.

The Center is committed to enriching all students' life experiences, whether in the United States or abroad.

THE LIBRARY

SAINT ALBERT HALL – THE LIBRARY
Saint Albert Hall was named after the thirteenth century philosopher and theologian, Saint Albert the Great and in honor of the former President of Saint Mary's College, Brother Albert Plotz F.S.C., who was tragically killed in an automobile accident in the sixties.

The Library provides all students with a wealth of scholarly resources, comfortable physical spaces to study and work, expert librarians to assist in study and research, and helpful paraprofessional staff members. Not only can students and faculty get the help and advice of librarians by physically visiting the library, they can also get help and advice by telephoning or sending an electronic inquiry via email, chat, or text. Every student can make an appointment with a librarian specializing in a subject area to obtain individualized help and tutoring in research skills. Developed in partnership with teaching faculty, the library has an extensive instruction program geared to helping students develop scholarly research skills and particularly learn how to use the library to complete class assignments.

The Library's research, teaching and learning collections include a mix of print and electronic books and journals, films, music, and newspapers. Some of the highlights of these collections include:

- A *Course Reserve Collection* of high-use materials assigned by faculty members,
- A *Textbook Collection* of textbooks frequently assigned by faculty for all courses at Saint Mary's College,
- A *Best Sellers Collection* of new and recent books cited on the New York Times best seller list,
- An *Instructional Video Collection* of documentaries, theatrical performances (dance, opera and theater), interviews, and television series, and
- The *Byron Bryant Film Collection,* consisting of award winning and significant feature films in many languages and representing many cultures.

In addition to its own collections, the Library has sharing agreements with thousands of other libraries giving students access to millions of books and articles worldwide.

Throughout the Library, students will find computers, (some with specialized software), printers, and scanning devices, as well as technical support staff. The Library has the fastest Wi-Fi on campus and students can now do cloud printing in the building. Tech Bar staff can help students and faculty with technical computer problems.

There are six group study rooms that may be reserved by students. All group study rooms are equipped with a television, DVD/VHS player, and a whiteboard. One study room is also equipped for students to practice, record, and play back their own presentations and lectures. There are two quiet study spaces, a large silent study room on the first floor and a small, quiet reading room with soft furniture on the third floor.

The Library also houses the *College Archives,* which collects and makes available materials relating to all aspects of Saint Mary's College history. The *Special Collections Department* collects and makes available rare and unique materials from many time periods on many subjects. Three examples of its unique collections are the rare works comprising the *California and Western Americana Collection,* the *Cardinal Newman and His Times Collection,* a rare and extensive print collection of the Blessed Cardinal John Henry Newman's writings, as well as materials illuminating his life and the intellectual and political world in which he lived. Finally Special Collections houses the *Library for Lasallian Studies,* an extensive collection by and about Saint John Baptist De La Salle, the founder of the Brothers of the Christian Schools. The collection documents his influence and place in seventeenth century French spirituality.

INFORMATION TECHNOLOGY SERVICES

CHIEF TECHNOLOGY OFFICER
The Chief Technology Officer (CTO) oversees the strategic intent of the College's adoption and use of technology resources while also leading the College's Information Technology Services department (ITS), which includes educational technology services, audio/visual and media services, the IT service desk and tech bar, desktop computing, administrative information services, web and

Internet services, infrastructure and operations services and telephone services

DIRECTOR, EDUCATONAL TECHNOLOGY
The Director, Educational Technology fosters collaborative partnerships among faculty, academic leaders, and technology professionals to encourage development of innovative, technology-enhanced instruction and academic event support with an eye on the distinction in the College's academic mission. The Director leads an Educational Technology team charged with development, service, support and maintenance of many and varied IT applications and resources identified by faculty as most appropriate to enhance teaching, learning and academic events.

THE CENTER FOR TEACHING, LEARNING AND SCHOLARSHIP: EDTECH
An Educational Technology team works closely with The Center for Teaching, Learning and Scholarship to best support the adoption and use of technology in relation to the College's academic mission. This team also provides focused support for various classroom-based and online academic/instructional applications, providing "tech camps" for faculty each academic year as a means to enhance understanding of the instructional technology resources and services available to faculty. The EdTech team is located in Saint Albert Library in the EdTech Center, which is to the right of the foyer as you enter.

THE IT SERVICE DESK AND TECH BAR
The IT Service Desk, located in room 111 in Galileo Hall, provides email, voice, walk-in and online as a clearing house for all service and support that IT Services provides to the College community. The IT Service Desk also loans various computing and audio/visual equipment to students, faculty and staff.

The IT Services Tech Bar has a primary location in Saint Albert Library to the right of the foyer as you enter. The Tech Bar is staffed mostly by students, and provides "just in time" walk-in technology support for students, faculty and staff on a very broad array of topics.

TECHNOLOGY IN TEACHING, LEARNING AND SCHOLARSHIP

The primary ITS mission is to support the curricular and research activities of faculty and students, campus communication and information dissemination services. The Saint Mary's network is built upon the foundation of a high-speed fiber-optic infrastructure that extends throughout the campus. This network links faculty and staff offices, student computer laboratories, technologically-enhanced classrooms, residence halls and the library. The College's networked data and voice communications resources are procured, developed and maintained by ITS and are also available to students, faculty and staff via the Internet when off campus.

The IT Services EdTech team maintains and supports software and computing/media equipment to serve faculty and students in classrooms and online. Additionally, academic and non-academic events and conferences are supported for both internal and external individuals and groups. The EdTech team is also responsible for service and support of technology in classrooms and computer laboratories located throughout the campus.

The ITS department page on the College's website offers information and interactive self-service to students, faculty and staff, along with contact information and hours of operation for the IT Service Desk and Tech Bar.

SAINT MARY'S COLLEGE MUSEUM OF ART

Saint Mary's College Museum of Art, located in the campus' Arts Corridor, holds an outstanding encyclopedic permanent art collection and organizes exhibits that support teaching, learning, and scholarly research. The Museum's vision is to infuse Saint Mary's College with the unique virtues of art through high quality, thought provoking, multisensory arts programming that inspires encounters with the complexity, beauty, and meaning of human experience and its expression.

The Museum of Art advances academic excellence in and through the Arts via active collaboration and deep engagement with our students, faculty, staff, alumni, donors, Museum members, and the greater Bay Area Arts community. The exhibition program integrates artistic excellence and intellectual merit using objects from the permanent collection and outside sources to reflect different cultures, styles, and periods of art history and foster community involvement and life-long learning.

The collection of over 4,500 objects includes The William Keith Collection of late 19th and early 20th century California landscapes and portraits, historical and contemporary landscape paintings with a focus on California, works on paper consisting of primarily American and European prints and photography, sculpture focused on religious icons and contemporary sculpture, and an ethnographic collection.

Founded in 1934 by Brother Fidelis Cornelius Braeg, a Saint Mary's College art professor and biographer of William Keith, the Museum began with a collection of Keith's works. Keith was a key figure in the history of California art and a partner of naturalist John Muir. The Museum's donors provide support that allows the Museum to provide student scholarships and internships.

Saint Mary's College Museum of Art is accredited by the American Alliance of Museums. For further information, see **stmarys-ca.edu/museum**.



Student LIFE

STUDENT LIFE PROVIDES INTEGRATED LEARNING EXPERIENCES, EMPOWERING STUDENTS TO BECOME ENGAGED, GLOBAL AND ETHICAL PERSONS.

Student Life is guided by the Lasallian Core Principles:

- FAITH IN THE PRESENCE OF GOD
- CONCERN FOR THE POOR AND SOCIAL JUSTICE
- QUALITY EDUCATION
- RESPECT FOR ALL PERSONS
- INCLUSIVE COMMUNITY

Students who engage in the Student Life experience at Saint Mary's College will apply the habits of mind to achieve the following outcomes:

1. The ability to reflect on and articulate the multiple and evolving dimensions of their personal identity
2. The ability to demonstrate an understanding of personal and social responsibility
3. Competence in making connections with others and experiencing a sense of belonging
4. The ability to advocate for the dignity of all people
5. The ability to practice leadership as a means for positive social change
6. Knowledge of and ability to model behaviors that support a balanced and healthy lifestyle

VICE PROVOST FOR STUDENT LIFE

The Vice Provost leads the Student Life area in building, sustaining and enhancing a community focused on student learning by providing services and support for students outside the classroom. Student Life areas include: Dean of Students Office, Residential Experience, Community Life, New Student and Family Programs, Campus Housing, Meetings, Events & Conferences, Counseling and Psychological Services, Health and Wellness Center, Student Involvement and Leadership, Intercultural Center, Women's Resource Center and Public Safety. Student Life administrators and staff work together and in association with other campus departments to form key relationships for the benefit of our students.

DEAN OF STUDENTS

The Office of the Dean of Students is a department within the division of Student Life and serves as a key link between students and other areas of campus life to support student success. The Dean of Students' staff and programs enhance the out-of-classroom experiences of students in an effort to develop responsible, civic-minded, and engaged citizens. The Dean of Students staff coordinates the College's response to crisis situations that involve students and frequently serves as a liaison between students, faculty, and other administrators or offices in a variety of situations. The five offices that report to the Dean of Students focus on various elements of student life. Residential Experience is responsible for student programs, building community, and living experiences in the residence halls. Community Life encourages personal integrity through the student discipline process. New Student and Family Programs supports the transition of students to the College. Campus Housing organizes academic year living arrangements within the residence halls. Meetings, Events, and Conferences offers opportunities for year-round use of College facilities. The Dean of Students is available to guide students and families to resolve complex issues and provide resources to enhance the Saint Mary's experience.

RESIDENTIAL EXPERIENCE

The Office of Residential Experience creates a home for residential students by developing a safe, engaging and inclusive environment that supports resident learning and emphasizes personal and social responsibility. Committed to the College's Catholic, Lasallian and liberal arts traditions, Residential Experience intentionally fosters a living environment that promotes the academic, spiritual, emotional and personal growth of each resident. The atmosphere is supported by a dynamic team of residential staff, the student programming body (Residence Hall Association or RHA), and a variety of campus partners who support our Living Learning Communities. Through intentional connection with the academic community, the Office of Residential Experience carefully assesses the holistic learning of students in the context of the residential community.

The Offices of New Student and Family Programs, Campus Housing, and Residential Experience function as a unit. As experts on transition, these offices provide an engaging residential experience and focus on the development of personal and social responsibility.

LIVING LEARNING COMMUNITIES

Saint Mary's College offers students residential opportunities to extend their education beyond the classroom. There are several themed living learning communities in the residence halls. A Saint Mary's College living learning community provides resident students:

- A unified theme and shared sense of goals within the community
- Intimate engagement with Saint Mary's through conscious contribution and fellowship
- Improved academic and social transition in each stage of student development
- Increased personal and academic learning and development
- A supporting and challenging environment in which students engage in ideas and explore diverse views and values

INTERNATIONAL HOUSE — A GLOBAL LIVING AND LEARNING COMMUNITY

The International House (iHouse) is a global living and learning residential community that fosters a friendly environment and caring community where cultural diversity and respect for difference is valued and at the forefront of all interaction. The iHouse is a safe and engaging place where both international and domestic students can learn and practice skills important in cross-cultural communication and engaging globally. The iHouse serves to orient international and exchange students and prepare second and third year domestic students for study abroad in their second semester sophomore, junior or senior years. Residents of the iHouse participate in service projects, attend global/cultural presentations, participate in iClub activities and annual Global Fair, participate in international cooperative cooking nights, and develop new and interesting globally focused gatherings. The iHouse is located in Claeys Hall North and is sponsored by the Center for International Programs and in partnership with the Office of Residential Experience. It is primarily open to sophomores, but junior standing returning study abroad and inbound exchange students may also apply for membership in the iHouse. For more information, contact the Center for International Programs by phone at (925) 631-4352 or email at studyabroad@stmarys-ca.edu.

HONORS LIVING AND LEARNING COMMUNITY

The Honors Living Community invites students with a commitment to academic and civic excellence to live and work in an inclusive and supportive cohort. The first-year Honors Community in Assumption Hall eases honors students' transition into college by acquainting them with faculty and by providing tutoring and a variety of recreation and service activities. Incoming first-year Honors students have the opportunity to apply for the Honors Living Community in Assumption Hall. Residents of the First Year Honors Living Community:

- Have access to free tutoring from live-in, upper-division mentors versed in the sciences and humanities and benefit from increased support in common first-year courses.
- Are eligible to participate in formal and informal community activities, including field trips, study groups, meals with faculty, trips to Bay Area attractions.
- Have access to a full kitchen, a spacious study and a recreation lounge.

If you are an incoming first-year Honors Program student and wish to participate in this community, indicate your interest on the Honors Program Questionnaire you will receive after you have confirmed your enrollment at Saint Mary's College. For more information, contact the Honors Program, at honors@stmarys-ca.edu or by phone at (925) 631-8157.

Both the Honors and Science Living and Learning Communities are housed in the same building and students are welcome and encouraged to apply to both if applicable.

SCIENCE LIVING LEARNING COMMUNITY

For incoming first-year students who have expressed an interest in pursuing a science major, a special living learning community exists in Assumption Hall, just across the street from the Brother Alfred Brousseau Science Building. Science-focused students seeking a residential community with peers who are taking calculus, chemistry, physics or biology, and who are committed to an atmosphere where there is quiet time for studying at night, find this option attractive. In addition to the opportunity to live in an intellectually stimulating environment, students in the Science Living Learning Community are supported in their academic endeavors by the presence of older students, skilled in the sciences and the humanities, who are available as mentors and tutors. Students have access to a range of enrichment activities such as going to the San Francisco Symphony, Bay Area museums. The Science Living Learning Community is sponsored by the School of Science in partnership with the Office of Residential Experience. For further information contact Professor Chris Jones of the Math Department at cjones@stmarys-ca.edu. Students enter a lottery to live in the Science Living and Learning Community through an online roommate preference questionnaire included in materials distributed to new students. Both the Honors and Science Communities are housed in the same building and students are welcome and encouraged to apply to both if applicable.

GAELS FOR JUSTICE LIVING LEARNING COMMUNITY

The Gaels for Justice Living Learning Community is designed to provide first year students with curricular and co-curricular opportunities that focus on leadership, spirituality, and social justice within CST/Lasallian five core principles. First year students accepted into this program will have a common service commitment while living together and taking a quarter credit course focused on leadership, spirituality, and social justice. This experience will prepare students for future community engagement courses. The Gaels for Justice Community is sponsored by CILSA in partnership with the Office of Residential Experience. For more information, contact CILSA at (925) 631-4975 or det10@stmarys-ca.edu.

SUSTAINABILITY

At Saint Mary's, our students engage in sustainability through educational outreach, advocacy and on-campus jobs/internships on topics like waste diversion, energy and water conservation, sustainable food and feeding, among others. Students take advantage of numerous involvement opportunities, highlighted by our Green Gaels student club, the Green Living-Learning Community, Free Store, Green Space and Eco-Reps. Our students are the face and voice of our efforts as we continue to develop a community and culture around sustainability.

GREEN LIVING LEARNING COMMUNITY

The Green Living Learning Community at Saint Mary's College is a coalition of sophomore students seeking to work with their peers in adopting sustainable practices and reducing their environmental footprints. Housed in Claeys Hall South, students in the Green Community have a unique opportunity to carry out the Catholic, Lasallian, and Liberal Arts traditions of the College through campus leadership in projects such as Recycle Mania, Flip the Switch, Food Justice and Green Consumer Guide. Ultimately, the Green Living Learning Community will serve as a model, growing into a sustainable legacy that will influence following generations of students. For more information about the Green Living Learning Community, contact coordinator Riley Smith at rms7@stmarys-ca.edu.

LASALLIAN LIVING LEARNING COMMUNITY

For sophomore students, the Lasallian Living Learning Community at Saint Mary's College is a residential experience grounded in the themes of faith, service and community. Students seeking intentional and deeper ways of living the themes of this community in their own life are drawn to this program. In addition to living together in Becket Hall, participants in Lasallian Community engage in regular service opportunities at a local elementary school, enjoy fellowship with one another during community nights, and participate in weekly classroom discussions as students enrolled in or auditing a .25 course in the Department of Theology and Religious Studies in the fall semester: **Listening to Life: Living Lasallian I** (**TRS 017**). The Lasallian Community is sponsored by the Mission and Ministry Center in partnership with the Office of Residential Experience. For more information, contact the Mission and Ministry Center at (925) 631-4366 or mmc@stmarys-ca.edu.

SANTIAGO LIVING LEARNING COMMUNITY
For juniors and seniors, the Santiago Community at Saint Mary's College is a residential community grounded in the themes of faith, service and community. Students enroll in a .25 course in the Department of Theology and Religious Studies (**TRS 018**), where they will examine social justice as a combination of reflection and action. The reflection will engage the Christian faith with an emphasis on the Lasallian tradition and Catholic Social Teaching. The action will include building community partnerships in the Bay Area, participating in immersions, developing interpersonal skills, and living with intentionality in a diverse community. After a year of living in the Santiago Community, students will have grown in their critical thinking, personal spiritual awareness, and confidence to respond to complex social justice issues in the world today. The Santiago Community is sponsored by the Mission and Ministry Center and in partnership with the Office of Residential Experience. For more information, contact the Mission and Ministry Center at (925) 631-4366 or mmc@stmarys-ca.edu.

STUDENT LIFE OFFICES AND SERVICES

COMMUNITY LIFE
The Office of Community Life assists students in maximizing their potential as responsible and ethical citizens and leaders. The Office of Community Life seeks to reduce student misconduct by encouraging an active and healthy lifestyle and educating students about the importance of being engaged in their community. The Office of Community Life is responsible for administering the disciplinary process. The process is intended to educate students about appropriate conduct and the potential consequences of their actions and choices. It articulates learning, personal responsibility, self-discipline, respect for others and self, and supports the educational values of our community.

UNDERGRADUATE STUDENT HANDBOOK
The *Undergraduate Student Handbook* can be found online at stmarys-ca.edu/studenthandbook. The *Undergraduate Student Handbook* communicates important information regarding the Undergraduate Student Code of Conduct, the Academic Honor Code, Alcohol and Other Drugs policy, and other Community and College policies

NEW STUDENT & FAMILY PROGRAMS
New Student & Family Programs is dedicated to providing a seamless transition into the campus community for new students and their families by engaging them through programs, outreach and publications. Summer Orientation, Weekend of Welcome and the First-Year Experience offers first year students and transfer students opportunities to connect academic, personal, social, cultural and spiritual development into their educational goals and practices. New Student and Family Programs promotes family involvement and partnership with the College through several communication efforts including engagement opportunities such as online Parent Chats, Family E-Newsletter, and annual Parent and Family Weekend.

CAMPUS HOUSING
The Campus Housing Office is the central location for students to obtain all pertinent information regarding their housing needs. In coordination with Residential Experience, Campus Housing assists students in room selection and placement, facility concerns, as well as coordinating all of the opening and closing of the residence halls. The Campus Housing staff serves over 1,600 undergraduate and graduate students as well as the 22 residence halls located throughout our campus.

MEETINGS, EVENTS & CONFERENCES
Meetings, Events, and Conference Services is the office that provides a variety of environments for curricular and co-curricular learning, recreation, and cultural events. Students, faculty, and staff can arrange for the use of various campus facilities through this office to assist them in their programming needs. Meetings, Events, and Conference Services is also responsible for an invigorating summer conference schedule where groups from all over the country use our beautiful campus for programs throughout the summer.

COUNSELING & PSYCHOLOGICAL SERVICES
Counseling & Psychological Services is the primary provider of counseling and psychological services to the full-time undergraduate campus community. Students may receive individual, couple or group counseling by a professional psychologist or counselor in an atmosphere of privacy and confidentiality. Counseling is provided in an open, non-judgmental and culturally-sensitive environment. The professional staff helps students with personal concerns, such as adjustment to college, relationships, stress, anxiety, depression, body image, self-esteem, grief and loss, sexuality, sexual orientation and issues related to alcohol and other drug use. Additionally, the Counseling Center offers lectures, presentations and workshops on a variety of topics. Students may be seen during walk-in hours or by appointment. Referrals are made to community professionals for longer-term treatment.

HEALTH AND WELLNESS CENTER
The Health and Wellness Center (H&WC) is an urgent care clinic providing medical care to all full-time undergraduate students. All professional services rendered at the H&WC are free of charge. There is a nominal fee for prescription medications, immunizations and some medical supplies. The H&WC is staffed by a Physician, Nurse Practitioners, Registered Nurses, a Medical Assistant and a Health Educator. All full-time undergraduate students are required by the College to have health insurance coverage that meets the standard of the College. There is a student health insurance plan (SMC-SHIP) offered for all students who do not meet the requirements. Regardless of insurance type, all full-time undergraduates have access to the care provided in the H&WC. Please visit stmarys-ca.edu/health for a detailed list of services, hours of operation, list of required immunizations and educational materials that the Center provides. Health education and promotion are also important components of the H&WC programming. The Health Educator works with a group of student workers and volunteers who

comprise the Peer Advocacy Towards Campus Health (PATCH) team. PATCH actively promote positive lifestyles and responsibility for one's health and well-being.

LEADERSHIP, INVOLVEMENT AND DIVERSITY

Leadership, Involvement and Diversity includes the areas of Student Involvement and Leadership, Intercultural Center and Women's Resource Center. The staff of the area actively fosters the engagement and success of students by cultivating opportunities for student leadership, meaningful relationships and life-long learning by providing a dynamic environment while responding to diverse student interests and needs.

INTERCULTURAL CENTER

The Intercultural Center (IC) strives to create a safe and supportive learning environment that embraces diversity and fosters an inclusive community. The IC is committed to educating the campus about cultural competence, identity development and social justice. IC programs and support services are designed to explore the broad definition of culture and affirm the human worth of all individuals.

STUDENT INVOLVEMENT AND LEADERSHIP (SIL)

Student Involvement and Leadership provides opportunities for academic, intellectual, personal, social and leadership growth through the coordination and implementation of co-curricular programs. SIL advises and mentors the Associated Students (AS), Campus Activities Board (CAB), student media and student organizations. SIL assists students in developing their leadership skills through various roles and opportunities on campus. Leadership programs include multiple leadership workshop opportunities, a retreat series and an end-of-year leadership recognition and celebration.

ASSOCIATED STUDENTS (AS)

The AS is the official student government, representing the traditional undergraduate student body of Saint Mary's College. As a cooperative campus organization based on mutual confidence among students, faculty and administration, the ASSMC constitution, bylaws and fiscal allocations are subject to review and approval by Student Involvement and Leadership. The administrative structure of ASSMC includes the elected Executive Council (president, vice president for administration, vice president for finance, and vice president for student affairs) and an elected Student Senate comprised of class chairs, vice chairs and senators. In partnership with SIL, the ASSMC charters, supports and funds over 40 student organizations, including Campus Activities Board (CAB).

STUDENT ORGANIZATIONS

The diversity of Saint Mary's clubs and organizations reflects the interests and commitments of our student population. Currently, there are more than 40 registered organizations with members who are actively pursuing their academic, social, cultural, athletic, professional, service and unique special interests through student organizations and clubs. For a current listing of recognized and affiliated clubs and organizations on campus, contact Student Involvement and Leadership or visit their website.

WOMEN'S RESOURCE CENTER

The Women's Resource Center is dedicated to creating a campus environment that empowers women to envision and engage in a life that maximizes their academic, personal and spiritual growth. The Center enhances students' experiences by fostering a supportive and inclusive environment for all, while promoting and practicing acceptance and collaboration, and providing relevant programming, advocacy, and resources.

PUBLIC SAFETY

Public Safety is responsible for safety and security programs, crime prevention, parking control and escort services on campus property. Public Safety officers patrol the campus; respond to reports of crimes, fire alarms, medical emergencies and requests for assistance; and enforce campus traffic and parking regulations. While the Moraga Police Department is the official governmental law enforcement agency for our campus, the Department of Public Safety, as a non-sworn security organization, provides the day-to-day, 24-hour security and safety presence on campus. The College requests that all crimes be reported to the Department of Public Safety. While the Department of Public Safety contacts the Moraga Police Department for further investigation and follow-up on criminal matters as appropriate, all victims of crimes retain the right to contact the Moraga Police Department directly for any criminal matter. Public Safety can be contacted 24 hours/7 days a week by calling (925) 631-4282.

As provided by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1998, Saint Mary's College of California, through its Department of Public Safety, annually provides notice and makes available copies of the Annual Security Report to the campus community, prospective students, employees and the public. Each Security and Fire Safety Report includes statistics for the past three years concerning crimes and incidents reported to campus security authorities (whether they occurred on campus, in off-campus building and property owned or controlled by the College, or on public property adjacent to campus). Each Security and Fire Safety Report also provides campus policies and practices concerning security—how to report sexual assaults and other crimes, crime prevention efforts, policies / laws governing alcohol and drugs, victims' assistance programs, student discipline, college resources and other matters. The Security and Fire Safety Report is available publicly in the following ways: electronically at **stmarys-ca.edu/public-safety/annual-security-and-fire-safety-report**; in person at the Department of Public Safety Administrative Office, 111 Assumption Hall; or by mail or telephone request made to: Department of Public Safety, P.O. Box 3111, Moraga, CA 94575-3111 (925) 631-4052.

In addition, as provided by the Campus Sex Crimes Prevention Act, the Contra Costa County Sheriff's Office maintains a Megan's Law database of sex crime offenders. Information may be obtained in person from the Sheriff's office, 500 Court Street, Martinez, Monday – Friday, 9 a.m. to 4 p.m. or through the California Department of Justice website, which lists designated registered sex offenders in California at **meganslaw.ca.gov/**

STUDENT LIFE
Jane Camarillo, Ph.D.
Vice Provost for Student Life

Evette Castillo Clark, Ph.D
Dean of Students

Eté Martinez Anderson, M.Ed.
Assistant Dean, Leadership, Involvement and Diversity

Jim Sciuto, M.A.
Associate Dean of Students

Jennifer Herzog, M.Ed.
Director of New Student and Family Programs

Darren Rice, M.A.
Director of Residential Experience

Desiree Anderson, M.A.
Director of Intercultural Center

Adán Tejada
Director of Public Safety

Marcus D. Weemes, M.A.
Director of Campus Housing

TBD
Director of Meetings, Events & Conferences

Alireza Rezapour, M.D.
Director of Student Health and Wellness Center

Sharon Sobotta, M.A.
Director of Women's Resource Center

Brittany Talley, M.A.
Director of Sexual Assault Prevention

Dai To, Ph.D.
Director of Counseling & Psychological Services

MISSION AND MINISTRY CENTER

The Mission and Ministry Center gives expression to and fosters the Catholic Lasallian heritage and mission at Saint Mary's College. Staff and student leaders support the Catholic Lasallian identity in the context of a liberal arts education through the promotion and animation of five Lasallian core principles: Faith in the Presence of God, Concern for the Poor and Social Justice, Quality Education, Inclusive Community, and Respect for All Persons. The Center welcomes and serves students of ALL faith traditions who are seeking deeper understanding and expression of their faith and relationship with God.

The core areas of the Mission and Ministry Center include faith formation, Lasallian mission and education, liturgy and prayer, justice education and immersions, two Living and Learning Communities (integrating faith, service and community), retreats, and developing student leaders as ministers.

Faith Formation
The area of Faith Formation in the Mission and Ministry Center provides a focus on the sacramental preparation process, academic partnerships, spiritual direction, and ecumenical and inter-religious dialogue. The Mission and Ministry Center is attentive to our Catholic heritage and tradition, each person's faith and religious traditions, and those who are seeking support in their spiritual development.

Lasallian Mission
The Lasallian Mission area provides opportunities for Lasallian Mission programs on campus, partnerships with the Lasallian Mission in local, national and international settings, and close collaboration with the College's Office of Mission. Aware that we are a Catholic Lasallian college, each person is invited and encouraged to become more deeply involved in the expression of our Lasallian heritage and mission at the College. Further, we offer a January Term course each year, Lasallian Service Internship, that provides students an opportunity to serve in Lasallian ministries domestically and internationally, live in community, reflect on issues of poverty in light of Catholic Social Teaching.

Justice and Education
An expression of our commitment to social justice and service rooted in Catholic Social Teaching is at the heart of our Lasallian mission. Our primary opportunities to explore issues of justice in a faith based context while providing service are: Immersion trips during academic breaks, our Jan Term course—Lasallian Service Internship, Fair Trade Fridays, Solidarity Suppers and educational events inspired by resources from Catholic Relief Services.

Liturgy and Prayer
The expression-of-the-faith life of the campus, as well as the Catholic sacramental life, is expressed through the Liturgy and Prayer programs and experiences of the Mission and Ministry Center. We actively seek ways to nurture the liturgical life of the College community and foster opportunities for spiritual development and prayer experiences. Weekday and Sunday Masses, as well as College liturgies, provide a visible witness to the Catholic identity and sacramental life of the College community. Additionally, as a Catholic community of inclusion, we celebrate the religious diversity of our campus community through regular interfaith prayer opportunities. Further, the Mission and Ministry Center also offers a Sacred Space on campus for those who seek a place for regular prayer and meditation outside of the main Chapel.

Residential Ministry
Saint Mary's College provides intentional opportunities for students to build and experience life in a community committed to faith and service. Residential Ministry within the Mission and Ministry Center includes the Lasallian Living and Learning Community in Becket Hall and the Santiago Living and Learning Community in Ageno West Hall, as well as outreach to all students in the residence halls through partnerships with the Office of Residential Experience, resident advisors, resident directors, and other departments on campus.

Retreats and Vocation
Opportunities for time to reflect, pray, and build community are an important aspect of the College community. The Mission and Ministry Center is committed to the development of a yearly retreat series that includes retreats such as the annual New Student Retreat in September, a Koinonia Retreat in the spring, a Meditation Retreat during De La Salle Week, and other thematic retreats. Attentive to the call by God that each of us has been given; opportunities to reflect, pray, and discuss God's presence and call in our lives happen through opportunities for discernment, prayer and discussion groups. The consideration of post-graduate volunteer opportunities, such as the Lasallian Volunteer Program, are a viable possibility for many students.

Inclusive Community
Approximately half of the students at Saint Mary's College currently self-identify as "non-Catholic." In order to support the spiritual growth and faith development of all our students, the Mission & Ministry Center collaborates across the campus to develop programming, foster relationships, and create spaces that welcome, celebrate, and nourish other faith traditions. In dialogue with the College Council for Inclusive Excellence (CCIE), the Intercultural Center, CILSA, and the Center for Engaged Religious Pluralism (CERP), we are reaching out in an intentional and sustained way to a broader cross-section of our students in order to more fully honor, value, and support the diversity of faith traditions within our campus community. Further, the Mission and Ministry Center also offers a Sacred Space on campus for those who seek a place for regular prayer and meditation outside of the main Chapel.

The Mission and Ministry Center is located next to St. Mary's Chapel along the Arcade. (925) 631-4366 or mmc@stmarys-ca.edu.



ACADEMIC Requirements

CALENDAR

Saint Mary's follows a 4-1-4 calendar. This includes a fall term of 14 weeks, during which students normally take four courses, ending before Christmas vacation, a January Term of one month during which students take only one course, and a spring term, again of 14 weeks, during which students normally take four courses.

Courses for the fall and spring terms are described in this catalog. Courses for the January Term vary from year to year and are described in a special catalog available in the fall term. Besides providing an opportunity for students to focus all their energy on a single subject during one month, the January Term provides the opportunity for various experimental courses, off-campus field study, travel courses in foreign countries, exchange with other 4-1-4 colleges, and special independent study projects.

One January Term course is required for each year of full-time attendance. Students in the part-time enrollment program are encouraged to take January Term courses. Any part-time student who wishes to be excused from this requirement must petition the Vice Provost for Undergraduate Academics to do so.

COURSES

Following the general custom of 4-1-4 colleges, Saint Mary's College awards undergraduate degree credit in terms of "course credits" or more simply, "courses" (as opposed to semester or quarter units). Since 36 course credits are required for the bachelor's degree, the regular full-time student will enroll in nine courses per year, four each in the fall and spring terms and one in the January Term. Regular courses in the fall and spring terms are designed to require approximately one-fourth of the academic work expected of a full-time student during the term; January Term courses are designed to require all of the academic work of a full-time student during the term. Courses listed under departments are worth one full course credit (1.00) unless specifically indicated otherwise; multi-part courses (e.g., **Communication 132-133**) are worth one full course credit for each part. Fractional course credits are specified as .50 after the course number if they are one-half course credit, or .25 if they are one-quarter course credit. Each 1.0 course credit is equivalent to 3.5 semester units. January Term courses are equivalent to 3.5 semester units. Fractional courses are credited as follows: .25 equals 1.0 semester unit and .50 equals 2.0 semester units.

REQUIREMENTS FOR BACHELOR OF ARTS AND BACHELOR OF SCIENCE

In order to qualify for the bachelor's degree, a student must satisfactorily complete 36 course credits, 17 of which must be upper-division level. A minimum of nine courses must be completed at Saint Mary's College. Fractional course credit courses (e.g., .25, .50), may not cumulatively account for more than three course credits toward the degree. No student may apply more than three courses in independent studies toward graduation requirements without the permission of the Registrar. This regulation does not apply to independent study courses taken during January Term.

CREDIT HOUR DEFINITION

Saint Mary's College follows the federal government's definition for credit hours, as follows: "As an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than:

> In order to receive one hour of credit for one semester or trimester course, students will engage in approximately 750 minutes of contact time with the instructor of record and approximately 1500 non-contact minutes.
>
> In order to receive on hour of credit for a quarter term course, students engage in approximately 550 minutes of contact time with the instructor of record and approximately 1100 non-contact minutes.

At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of a credit hour."

UPPER DIVISION AND LOWER DIVISION

Freshmen are expected to concentrate on lower-division courses but may sometimes be admitted to upper-division courses if they have the appropriate preparation. Sophomores normally concentrate on lower-division courses, but may begin to take upper-division courses in their major field, especially in the second semester of their sophomore year. Juniors and seniors normally concentrate on upper-division courses in their major field and frequently include lower-division courses as electives in their program of study.

Lower-division courses, numbered 1–99, are frequently introductory or survey courses. Upper-division courses, numbered 100–199, are characterized by at least two of the following:

(a) They have college-level prerequisites
(b) They focus on a particular topic or require an in-depth study of a subject rather than a survey or introduction, and require that the necessary introductory study has been completed
(c) They demand a readiness and maturity characteristic of students with successful prior college experience, with skills in reading, writing and discussion of demonstrable rigor and complexity
(d) They include course objectives which entail high levels of cognitive, affective or psychomotor achievement

STUDENT CLASSIFICATION

Full-time students at Saint Mary's normally take nine full credit courses each academic year, one of which must be a January Term course.

Full-time students carry 3.00 to 4.00 full course credits in the fall and spring terms and one course credit during the January Term. Full-time enrollment may range from 7.00 to 9.00 full course credits per year. Full tuition covers from 7.00 to 9.00 full course credits per year.

The availability of full and fractional course credit (.25 or .5 courses) allows the student a wide variety of enrollment combinations in completing his / her full-time schedule. For example, instead of four regular course credit classes, a full-time student might enroll in three full credit (1.00) classes, in one half-course-credit (.5) class, and in two quarter-course-credit (.25) classes, while still completing the same amount of degree credit. Students may elect to take a number of quarter-course credit (.25) courses each year, with approval of their academic advisor. Fractional credit may not cumulatively account for more than 3.00 course credits toward the degree.

Part-time students carry fewer than 3.00 course credits in the fall and spring terms and less than 1.00 course credit during the January Term. See Part-Time Enrollment.

Matriculated students are those who meet all entrance requirements, declare their intention of working for a degree, and follow the prescribed curriculum. Generally, full-time and part-time students are classified as being matriculated students.

Special students are normally part-time students enrolled in regular coursework without the intention of pursuing a degree. Such students are not required to meet the normal admissions requirements.

CLASS DESIGNATIONS
Freshmen = less than 9 courses completed
Sophomores = 9 courses completed
Juniors = 18 courses completed
Seniors = 27 courses completed

AUDITORS

Matriculated part-time and full-time students with a B average may audit one course each term in addition to the regular class load, with permission of the instructor. However, not all courses or all subject matter fields lend themselves equally to being audited. Students may audit only those courses that have adequate space and facilities to accommodate them. An auditor may not participate actively in course work or take finals and therefore does not receive credit. Students may have an audited course included on the permanent record with the mark "Z" for audit by paying an audit fee. Students enrolled in the Open Enrollment Program (part-time enrollment) must pay an audit fee.

OPEN ENROLLMENT

Open Enrollment is a program that offers part-time study on a space-available basis to the general public. Students admitted to the college are not eligible to participate in the Open Enrollment program. One can enroll in or audit on-campus undergraduate courses. Open Enrollment students may enroll in a maximum of 2 courses per term. Open Enrollment students may only register during the Drop/Add period, which is the first week of the term. Students may enroll in a total of 4 courses maximum per year and 8 courses maximum for the program. Extended studies beyond the 8 course limit may be granted in special circumstances by approval of the Registrar. For additional information, contact the Registrar's Office.

REGISTRATION

REGISTRATION PROCESS
Returning students register for courses for the next term late in every fall and spring term. They can register online with their advisor's approval. With their advisor's approval, students register online. If departments impose size limits on certain classes, those classes are closed to further enrollment immediately upon reaching the specified maximum. New students admitted for the fall term are advised during the summer and registered at that time. Approved changes in student registration can be made until the day prior to the start of term. Some courses appearing on the schedule may not be offered in that term because of low enrollments

SUMMER SESSION
Summer Session is an additional term for students who wish to pursue summer study. Registration occurs in late spring. See the Registrar's webpage for specific annual information.

THE DROP-ADD PERIOD
(COURSE ENROLLMENT CHANGES)
The drop-add period begins on the first day of class. Students wishing to drop or add courses do so by going to the appropriate classes and obtaining the instructors' signatures and then the signature of their academic advisor. Instructors may refuse to add students to courses that have already reached maximum size. Some academic departments may impose additional procedures for course changes within their departments. The drop-add period is the first week of the term. Students are financially and academically responsible for all courses in which they are enrolled at the end of this period.

WITHDRAWAL FROM A COURSE
A student may withdraw from a course without academic penalty through the 10th week of instruction. The student files a petition in the Registrar's Office in which the instructor verifies the last date of attendance and the advisor acknowledges the withdrawal. The course remains on the student's record with a W grade. Refer to Withdrawal and Refund Policy (p. 23) for information on possible refund. If a student decides to repeat a course from which the student withdrew, the student must pay tuition for the course again.

INDEPENDENT STUDY COURSES

The College offers students three kinds of independent study courses: a 199 course (Honors Study) is ordinarily taken by an upper-division student with a 3.0 (B average) in the field of his/her major; a 197 course (Independent Study) is ordinarily taken by a student whose educational needs cannot be met by courses available in the regular curriculum; a 195 course (Internship) is ordinarily taken by an upper-division student who wishes to complement his/her education with related work experience. The 195 Internship may be repeated at most once for credit, if content varies.

Enrollment in 195 or 197 courses requires good academic standing (2.0). Ordinarily, freshmen are not allowed to take independent study courses. January Term independent study courses are limited to upper- division students with a 2.5 or better overall grade point average. No student may apply more than three courses in independent studies toward graduation requirements without the permission of the Registrar. This regulation does not apply to independent study courses taken during January Term.

Undergraduate students may arrange with individual instructors to undertake independent study courses during the summer. As during any other term, an independent study petition must be completed and approved. Students should register for summer credit at the Registrar's Office by early June. At that time the approved petition must be filed and tuition arrangements settled with the Business Office. Work should be completed and grades reported to the Registrar by early August.

COURSES FROM OTHER COLLEGES

Some students may choose to enroll in coursework at other accredited local colleges while they are attending Saint Mary's during the regular academic year, or they may take summer work elsewhere. Prior to any such enrollment for transfer credit, students should secure the approval of the Registrar's Office to have that credit accepted toward the degree at Saint Mary's. At the end of each term at the transfer college, the student should immediately have official transcripts sent to the Registrar's Office at Saint Mary's so that the transfer credit can be recorded. All transfer credit accepted by Saint Mary's College is included on the student's Saint Mary's transcript and is computed into the student's total college grade point average.

Students must secure the written approval of an appropriate department chair for using upper-division courses taken at other colleges to fulfill their major requirements at Saint Mary's. Students must take the majority of their major courses at Saint Mary's College. Some departments have particular requirements and they are listed under the individual departments in this catalog. Only course grades of C– or above are acceptable toward meeting graduation requirements.

GRADUATION REQUIREMENTS

In order to graduate from this College, students must have both a cumulative grade point average of 2.0 (C average), computed on all courses taken or accepted for credit at Saint Mary's College, and a grade point average of 2.0 (C average) in courses required for their program or their major (or minor). The College reserves the right to withhold or rescind a degree.

IN RESIDENCE REQUIREMENT, SENIOR YEAR

The "in residence" requirement for the degree is ordinarily four academic years at Saint Mary's College or equivalent transfer credit from some other college or university. However, the "in residence" requirement for the senior year is seven regular courses. Students who transfer to the College in their senior year will be required to take a full load of nine courses, of which at least seven courses must be upper division, in order to receive the degree from Saint Mary's. At least two courses in the minor must be taken at Saint Mary's.

GRADUATION PROCEDURE

At the beginning of the senior year, each student must complete an Application for Commencement by March 1. These forms are available online using GaelXpress. The Registrar's Office reviews all such petitions, checks the prospective graduate's record of completed coursework, and notifies students of their eligibility to participate in the commencement ceremony. Seniors who will not have completed all degree work by commencement may participate in commencement exercises provided they have no more than two courses or course credits remaining to complete and are in good standing. All seniors are assessed a graduation fee, whether or not they plan to participate in commencement exercises.

EXCHANGE COURSE PROGRAM

At present, Saint Mary's College participates in an exchange enrollment program with members of the Regional Association of East Bay Colleges and Universities. Among others in the association are UC Berkeley and California State University, East Bay, as well as Holy Names University and Mills College in Oakland. The program enables a full-time student enrolled at any one of the participant colleges to take up to one course per term at any of the institutions during the Fall or Spring semesters only. The program is designed to broaden the range of classes available to students of these colleges and should normally be used only to take courses that are not offered at their home institutions. In order to participate, a student can enroll in only three courses at Saint Mary's College.

Exchange enrollment is on a tuition-free basis, with full tuition paid to the student's home school; however, special course fees (laboratory, studio, etc.) are payable directly by the student to the exchange institution. Information and exchange enrollment forms are available from the Registrar's Office.

During the January Term, Saint Mary's students may exchange-enroll at a variety of cooperating 4-1-4 colleges throughout the nation. Full information is available from the director of the January Term.

Students who are interested in participating in the ROTC at other Bay Area institutions should contact the Registrar at Saint Mary's College for information.

STUDY ABROAD PROGRAMS

In today's global environment, study abroad can be a defining element for every student's undergraduate degree. Many companies and organizations increasingly desire leaders with the ability to live successfully in a variety of countries and work with people of various cultural backgrounds. Students have a unique opportunity during undergraduate study to explore the world through Saint Mary's College Study Abroad Exchange programs or non-Saint Mary's programs. Saint Mary's offers opportunities to study for a semester in college-sponsored programs in Australia, China, Costa Rica, England, France, Germany, Ireland, Italy, Mexico, Poland, South Africa and Spain. These programs provide students an opportunity to study and live in another culture while maintaining a close affiliation with the home campus. Individual study options can include both Saint Mary's coursework and courses from the affiliated host institution. Participants in College-sponsored programs are able to apply their Saint Mary's financial aid towards the cost of their study abroad program as well as Pell and Cal grant aid. Students are considered to be "in residence" even though they are overseas. Students are also able to participate in an out-of-network program, and can apply their government financial aid. For further information on international study options, please contact the Center for International Programs or refer to their services in this Catalog.

Students applying for all semester or year-length programs (whether sponsored by Saint Mary's or another institution) must submit a completed Application for Study Abroad to the CIP by March 1st for fall semester programs or by October 1st for spring semester programs. All students must submit an online application to determine whether they are eligible to study abroad. Study Abroad approval is necessary to receive direct academic credit from Saint Mary's, and the ability to retain certain kinds of financial aid.

General requirements for semester/year-length programs are:

1. A 2.8 minimum grade point average (both in major and cumulative GPA), although some programs have a higher specific GPA requirement.
2. Foreign language proficiency: Some programs call for a minimum of two semesters of college level study in the language of the host country. While abroad, students are encouraged to study the language of the host country if they do not have proficiency in the language.
3. Two letters of recommendation from faculty or staff.
4. An essay outlining reasons for study abroad and how the proposed program of study will further the student's educational and personal goals.

The application and required supplemental forms to complete are listed on the study abroad website (stmarys-ca.edu/study-abroad). All applications are reviewed and approved by the Center for International Programs and a faculty committee. The Center for International Programs staff advise and guide students through the pre- and post-travel period.

For summer study abroad, the Center for International Programs provides advisement and has a number of SMC approved options in Europe. Summer travel programs may also be available through Summer Session. Locations vary each year.

The January Term also offers domestic and international travel courses. Domestic travel courses are open to all students, and international travel courses are open to all sophomores and above who are in good academic standing.

CREDIT BY EXAMINATION

In order to encourage superior students to develop the capacity to direct their own studies and to work independently, the College provides an opportunity to pass by examination up to nine regular courses, either by passing the College Level Examination Program (CLEP) examinations administered by the College Entrance Examination Board or by challenging Saint Mary's courses.

Saint Mary's will grant a maximum of 30 units (nine courses) of College credit to students passing CLEP examinations at the median level or above as compared to regular college students. Credit will be given only for the subject examinations that correspond to particular College courses and not for the general examinations.

A student who receives a maximum of nine course credits for passing the CLEP examinations is not eligible to challenge by examination any courses offered by Saint Mary's. However, students who receive less than nine course credits for passing the CLEP examinations may challenge by examination as many Saint Mary's courses as will equal a maximum of nine courses passed by any kind of examination, whether the CLEP examinations or Saint Mary's examinations.

A matriculated part-time or full-time student with a B average may take by examination current catalog courses in which he/she feels adequately prepared on account of private study, personal experience, on-the-job training, or work at a non-accredited college. It is to be understood, of course, that not all courses—for example, laboratory courses, seminars and seminar-type courses—can be suitably passed by examination.

In order to take a course by examination a student must make a formal application that is approved by the instructor of the course being challenged, the department chair of the department concerned, and the Registrar, and pay the scheduled fee of $50.

A student will not be allowed to challenge a course by examination if he/she had been enrolled in it for all or part of a term, if she/he had the requirement waived, or if he/she audited it during the previous term.

Courses passed by examination cannot be counted toward the fulfillment of residency requirements; however, they may be included in the total number of courses required for graduation.

Grading for a challenged course shall be the same as for a regular course; however, the student's transcript will indicate that the former course was "passed by examination."

GRADES

MIDTERM GRADES

During a one-week pre-announced period near the middle of the fall and spring terms, faculty who wish to do so administer midterm examinations, which are held at the usual class hours. The assignment of midterm grades is mandatory for all faculty. The only grades used at midterm are S (satisfactory progress), D and F (deficiency grades), where appropriate. The grades of Z (audit) and W (withdrawn from course) also appear as midterm grades. Midterm grades are available online for students.

FINAL GRADES AND GRADE CHANGES

Fall and spring terms conclude with a week of specially scheduled examinations. Faculty report final grades to the Registrar's Office. Final grades are available online for students. Grades are released directly only to the students themselves.

Saint Mary's College employs the following final grades: A, excellent; B, very good; C, satisfactory; D, barely passing; and F, failing. All final grades affect grade point average computation (on an A = 4 points scale) and P (passed), Z (audit), I (incomplete) and W (withdrew) do not affect grade point average computation. Plus/minus grading is permitted. A plus or minus changes the point value of a grade by 0.3 grade point upward or downward respectively (e.g., B+ carries 3.3 points; B–, 2.7); there is no A+.

Final grades are considered permanent and not to be changed except in case of an error in computing, recording and evaluating a student's work, subject to the approval of the Registrar. When necessary, faculty may secure grade change petitions from the Registrar's Office. Students wishing to appeal a specific grade assigned by an instructor may do so under the Academic Grievance Procedure. Information on this procedure may be obtained from the Office of the Vice Provost for Undergraduate Academics. Grade changes for prior terms may not occur more than one year from the initial posting of the grades.

SATISFACTORY/PASS/FAIL GRADING

Satisfactory/pass/fail (S/D/F) grading is offered as an option to the undergraduate student for certain elective courses. Courses required for a student's major, minor, and courses taken to satisfy the requirements of the Core Curriculum in the areas of Habits of Mind, Pathways to Knowledge, Engaging the World and language proficiency (see Program of Study) may not be taken on an S/D/F basis. In courses taken on this basis, the satisfactory grade (the equivalent of C– or higher on the regular grading scale) will not affect the student's grade point average. THE D AND F GRADES WILL AFFECT THE GPA IN THE USUAL MANNER. A student may not take more than three courses during his/her four years on the S/D/F basis; in any one term he/she may not take more than one such course. Petitions for S/D/F grading, which require the instructor's permission, are available from the Registrar's Office and must be filed by the end of the tenth week of instruction.

INCOMPLETE GRADE

Students must meet with the instructor in order to request an incomplete grade, on grounds of unavoidable circumstances. Requests must be approved by the course instructor, prior to the deadline for the submission of term grades, and the instructor must verify that the student had reasonable attendance throughout the withdrawal period (through the 10th week in instruction) and was passing the course when the circumstances prompting the petition arose. An instructor may originate an I (incomplete) grade only if the student is incapable of appearance on campus and has specifically requested an I (incomplete) grade from the instructor. The student must satisfactorily complete the course work and the instructor's change of grade (if any) must be submitted to the Registrar's Office prior to the end of the midterm examination period (the 7th week of instruction) during the next long term. An I (incomplete) grade not changed by the due date will be changed by the Registrar to F (failure). An extension of the due date, not to exceed one long term, may be requested for extraordinary grounds. A student may not re-enroll in a course in which he/she has an uncleared I (incomplete) grade.

REPEATING A COURSE

A course may be repeated at this College or at another college for credit. Only the most recently earned grade and grade points shall be used in computing the grade point averages; the course will not be counted a second time toward graduation. If a student repeats a course, the student must pay tuition for the course again. There is no limit on the number of times a course can be repeated.

TRANSCRIPTS

Transcripts of credit earned at Saint Mary's College (including exchange credit) should be requested at the Registrar's Office. Although transfer credit accepted toward the degree at Saint Mary's is shown on the transcript, it should not be regarded as a complete or official record of that credit. Exam scores (SAT I, ACT, GRE) and high school records are not included in the Saint Mary's transcript; they must be requested separately from the original school or test firm.

The transcript fee is $5 per copy for regular service (3–5 business days), $15 for next day service and $25 for same day service. Transcript requests must be submitted online at **stmarys-ca.edu/registrar**. A maximum of 3–5 working days is allowed for processing.

Students must submit requests for final transcripts of any work in progress at the end of the term. There is no "work in progress" transcript available.

ACADEMIC HONORS

THE DEAN'S LIST

Each term, the names of those full-time students attaining a scholastic average of 3.50 or better for that term are inscribed on the Dean's List.

THE SAINT MARY'S HONORS PROGRAM

To participate in and receive recognition for completing the Honors Program, a student must have earned a cumulative grade point average of 3.50 and must have earned at least 150 Honors points (see the Program's website for details about earning points: stmarys-ca.edu/honors-program). A student may complete the Honors Program "with High Honors" by earning 175 points, and may earn the Honors Medallion, the Program's top award, by earning 200 points.

HONORS AT GRADUATION

Summa Cum Laude
A student must have earned a cumulative grade point average of 3.85 for all college work.

Magna Cum Laude
A student must have earned a cumulative grade point average of 3.70 for all college work.

Cum Laude
A student must have earned a cumulative grade point average of 3.50 for all college work.

To qualify for graduation with honors, transfer students must complete at least nine courses at Saint Mary's with a minimum cumulative grade point average of 3.50.

AWARDS AT GRADUATION

Eligibility for candidacy for all commencement awards (Valedictorian, De La Salle, school or departmental awards, etc.) is determined by the cumulative and major grade point averages of all college work completed (both at Saint Mary's College and at other institutions through transfer credit) on March 1 of the year in which the student is scheduled to participate in the commencement exercises. The student must submit an Application for Commencement form no later than March 1.

DE LA SALLE AWARD

An award named in honor of Saint John Baptist de La Salle, the founder of the Brothers of the Christian Schools, awarded annually by the College, in memory of J. A. Graves of the class of 1872, to the student in the senior class holding the highest record for scholarship and general excellence. This is the highest honor award at Saint Mary's College.

OTHER GRADUATION AWARDS

James L. Hagerty Award *(School of Liberal Arts)*
Arthur S. Campbell Award *(School of Science)*
Brother U. Jerome Griffin Award
(School of Economics and Business Administration)
Henry Rand Hatfield Award *(Department of Accounting)*
Julie A. Pryde Award *(Allied Health Science Program)*
Brother Kyran Aviani Award *(Department of Art)*
Margaret Mead Award *(Department of Anthropology)*
Carlos Freitas Award *(Department of Biology)*
Linus Pauling Award *(Department of Biochemistry)*
Earl W. Smith Award
(Department of Business Administration)
Joseph P. McKenna Award *(Department of Chemistry)*
Saint Augustine Award
(Department of Classical Languages)
Byron Bryant Award *(Department of Communication)*
Adam Smith Award *(Department of Economics)*
Brother Leo Meehan Award
(Department of English and Drama)
John Muir Award
(Environmental and Earth Science Programs)
Dag Hammarskjöld
(Global and Regional Studies Program)
John Dennis Award *(High Potential Program)*
Professor Ben Frankel *(Department of History)*
Saint Thomas Aquinas Award *(Integral Program)*
bell hooks Award
(Justice, Community and Leadership Program)
Mens Sana in Corpore Sano Award
(Department of Kinesiology)
Brother Alfred Brousseau Award
(Department of Mathematics and Computer Science)
Louis LeFevre Award *(Department of Performing Arts)*
St. Albertus Magnus Award *(Department of Philosophy)*
Galileo Galilei Award
(Department of Physics and Astronomy)
Thomas Jefferson Award *(Department of Politics)*
Frederick Whelan Award *(Department of Psychology)*
Jane Addams Award *(Department of Sociology)*
John XXIII Award
(Department of Theology and Religious Studies)
Sor Juana Inés de la Cruz Award
(Women's and Gender Studies Program)
Dante Award
(Department of World Languages and Cultures)
George R. McKeon Scholar-Athlete Awards
(Athletics; awarded to one male and one female student, distinguished as both outstanding athletes and scholars.)
George Robert Milliken Award *(for student service)*

LEAVE OF ABSENCE

Any matriculated student not in probationary status may request a leave of absence from the College. The leave may be for a minimum of one fall or spring term, or up to a full academic year. The student must submit a request to go on a leave of absence to the Registrar's Office no later than one week into the term during which the leave takes effect. Students on leave will be kept informed of pertinent College activities and deadlines, especially registration information for the next term. Any enrollments at other post-secondary institutions should be reviewed for transferability and applicability of the credit. Re-admission is guaranteed assuming the student resumes enrollment at the College within the specified time. Students who do not return from leave within one academic year will be withdrawn from the College and required to apply for readmission.

WITHDRAWAL FROM THE COLLEGE AND READMISSION

Any non-graduating student who terminates his/her enrollment at Saint Mary's during or at the end of any term must complete a withdrawal form in the Registrar's Office; notice of clearance with several other College offices is to be secured on this form. Final transcripts can be released only after the completed form is on file. Students who do not attend classes for the term that follows the last term of enrollment will be administratively withdrawn from the College. All financial obligations to the College must still be met.

A student who has withdrawn from the College may request re-admission by communicating with the Registrar's Office (the Admissions Office processes only new student admissions). Re-admission for fall should be settled by early August, for January or spring, by early December. When requesting re-admission from the Registrar, the student should present transcripts of all transfer work taken since leaving Saint Mary's.

ACADEMIC STANDING

Saint Mary's College recognizes two regular categories of academic standing: Satisfactory Academic Progress and Probationary Status.

SATISFACTORY ACADEMIC PROGRESS

A student who maintains a cumulative grade point average of at least 2.0 (C average) in all courses taken or accepted for credit at Saint Mary's College and, after the freshman year, a cumulative grade point average of at least 2.0 (C average) in all courses required or accepted for credit in his/her major field maintains satisfactory academic progress.

For the purpose of establishing satisfactory academic progress, only courses taken at Saint Mary's College will be considered during a transfer student's first two semesters in residence.

PROBATIONARY STATUS

A student who, at the end of fall or spring, fails to maintain satisfactory academic progress is considered to have probationary status. The Office of Student Success will notify students in probationary status and their academic advisors, in writing, that failure to achieve satisfactory academic progress no later than the close of the next long (i.e., fall or spring) term will subject students in probationary status to academic disqualification from further study at Saint Mary's College.

SUBJECT TO ACADEMIC DISQUALIFICATION

A student is subject to disqualification from further study at Saint Mary's if the student is already in probationary status and fails to resume satisfactory academic progress (cumulative GPA of 2.0) by the end of the semester of probation.

A student who is not in probationary status may be subject to disqualification if:

- The student's cumulative GPA falls below 1.55 for all courses taken or accepted for credit; or
- The student has at least junior standing (see Class Designations, p. 43) and fails to maintain a GPA of at least 1.5 on all courses required or accepted for credit in his/her major field.

Students subject to disqualification will be notified promptly, in writing, by the officer for students rights and responsibilities. Students are responsible for knowing their academic standing after grades are posted and for contacting the Office of Academic Affairs if they have any questions about their status. Failure to respond contact either by U.S. mail or e-mail may lead to a student's being disqualified automatically.

Any student subject to disqualification will be disqualified from further study at Saint Mary's College unless, within one week from the date of notification, he/she files an appeal against disqualification with the Academic Probation Review Board, and unless he/she is then granted Special Academic Probation by that board.

SPECIAL ACADEMIC PROBATION

Special Academic Probation may be granted at the discretion of the Academic Probation Review Board, whose members are the officer for students rights and responsibilities, the Registrar, two faculty representatives, the dean for student life, the director of the Academic Support Center, and the vice provost for enrollment. In addition to the information contained in the student's petition, the board may seek the advice of the student's instructors, academic advisor, school dean and others, when appropriate. Special Academic Probation is granted pursuant to the following conditions:

- Filing of a timely appeal against disqualification for cause (e.g., existence of serious personal or health factors, or other special circumstances, which have substantially impaired the student's ability to successfully meet the demands of the College's academic programs);
- Demonstration in the appeal of the reasonable expectation that the student can achieve satisfactory academic progress by the close of the next long (i.e., fall or spring) term;
- Acceptance by the student of the conditions specified by the Academic Probation Review Board which will lead to the resumption of satisfactory academic progress by the close of the next long term.

Students who fail to meet the conditions of the Special Academic Probation by the end of the next long term will be immediately disqualified.

The Academic Probation Review Board exercises sole authority in cases of Special Academic Probation.

In extraordinary circumstances, a student may appeal a disqualification or other decision by the Review Board. This appeal must be made within 90 calendar days of notification of disqualification and will be considered only if there is strong and compelling evidence of incorrect procedure, error or new information. The officer for students rights and responsibilities will determine whether such appeal will be heard by the Review Board.

A student disqualified from this College may apply to the Academic Probation Review Board for re-admission if he/she presents work from another college or university that is acceptable for transfer credit and that is sufficient to signify satisfactory academic progress and a grade point average (major and cumulative) of 2.0 or higher.

CLASS ATTENDANCE

Regular class attendance is an important obligation and an essential condition for successful academic progress. Excessive absence may seriously jeopardize the satisfactory completion of a course. Flagrant absence can be a cause for dismissal from the College. Instructors are responsible for establishing and communicating the attendance policy for a given course. Students are responsible for all assignments in each of their courses, whether or not the assignments were announced during an absence. Penalties for absences depend upon the nature and the amount of work missed, of which the instructor is the sole judge. It is not permissible to miss regularly scheduled classes for the purpose of intercollegiate athletic practice. A student who misses the first session of a course, even if he/she is preregistered, may have his/her place in that course given away and be denied further attendance in that course.

ATTENDANCE AT RELIGIOUS FUNCTIONS

Attendance at chapel is not required of any student at the College. Students, including those who are not members of the Roman Catholic Church, are invited to attend collegiate religious functions (e.g., Mass of the Holy Spirit, Founder's Day Mass, Baccalaureate Mass). Such functions are understood not to be merely sectarian exercises but ecumenical expressions of the values on which the College is founded.

ACADEMIC HONESTY

Saint Mary's College expects all members of its academic community to abide by ethical standards both in conduct and in exercise of responsibility toward other members of that community. Absolute honesty must be adhered to at all times if the integrity of scholarship is to be maintained. Conduct that violates the principle of academic honesty is subject to College disciplinary action. To help students, staff and faculty understand more fully their responsibilities, and to support their commitment to principles of academic honesty, Saint Mary's College has instituted an Academic Honor Code.

Any work that a student undertakes as part of the progress toward a degree or certification must be the student's own, unless the relevant instructor specifies otherwise. That work may include examinations, whether oral or written, oral presentations, laboratory exercises, papers, reports and other written assignments. Whenever possible, an instructor should specify the rules that students are to follow in completing these assignments. In written work other than examinations, students must clearly indicate the sources of information, ideas, opinions and quotations that are not their own. Under the Academic Honor Code, a student takes responsibility for the correctness and authenticity of all work submitted by that student.

A basic requirement of academic integrity is consultation between students and instructors about ethical conduct. Instructors should explain the principles of academic honesty to their students whenever it is appropriate to do so, and students should consult with instructors when they are uncertain about the rules for an examination, proper attribution of written material or any other aspect of the academic process. The practices of academic dishonesty are to be sharply distinguished from the free discussion and interchange of ideas among students and faculty—one of the most important benefits of academic life. The College wishes to encourage such discussions and interchanges in every possible way and to protect the quality and integrity of the work that its faculty and students perform and the reputation upon which the College depends.

Detailed regulations concerning the Academic Honor Code and the penalties for breach of academic honesty, which may include dismissal from the College, are published in full in the Student Handbook. Each student is held responsible for being acquainted with these regulations.

ADHERENCE TO REGULATIONS

The student will be held responsible for adherence to all regulations issued by the College administration and published in the 2016–2017 *Catalog of Courses* and the *Undergraduate Student Handbook*. Students are also urged to observe notices published in the student newspaper or posted on bulletin boards around campus.



PROGRAM OF STUDY

FOR NEW STUDENTS

CURRICULAR GOALS

Undergraduate students at Saint Mary's College face the challenge of choosing a suitable program of study from the various sets of undergraduate courses offered by the College. The choices made can be deeply personal and have profound consequences for the life of each individual student. Students can be confident that every course of study offered by the College is guided by and is consistent with the College mission statement.

All undergraduates pursue an educational experience comprised of two integrated components: the core curriculum, required of all students, and a major field of study, selected by the individual student. To graduate from Saint Mary's College, a student must complete 36 Saint Mary's course credits or approved equivalencies, of which at least 17 are upper division, and must satisfy the following Core Curriculum and Major requirements.

THE CORE CURRICULUM

Through the Core Curriculum, graduates of Saint Mary's College will share a common experience of integrated, rigorous intellectual development. The Core consists of three major areas of student learning, each containing four learning goals:

- HABITS OF MIND. Considered fundamental to a liberal education, habits of mind foster each person's development as one who seeks to know the truth and is preparing for a lifelong pursuit of knowledge.
- PATHWAYS TO KNOWLEDGE. Knowledge takes many forms and arises from a variety of methods. Training in diverse pathways to knowledge provides a cross-disciplinary approach to learning.
- ENGAGING THE WORLD. Students explore justice, civic responsibility, and social, economic and cultural differences, examining and reflecting on what it means to be a citizen in local and global communities.

The Core Curriculum embodies the spirit of the liberal arts, especially through its emphasis on genuine inquiry. The Core initiates students into the examined life, provides a solid foundation of integrated and developmental learning, and enables them to contribute meaningfully to community life. Each major program of study builds upon this foundation by engaging the student in particular methods of inquiry, allowing the student to access the results of inquiry, and strengthening the student's own powers of inquiry.

Courses approved to satisfy Habits of Mind, Pathways to Knowledge, and Engaging the World requirements can be found at stmarys-ca.edu/core-curriculum.

CORE CURRICULUM REQUIREMENTS

The Core Curriculum requires that graduates of Saint Mary's accomplish a common set of twelve learning goals, independent of their school or major. These goals are organized into three broad categories: Habits of Mind, Pathways to Knowledge, and Engaging the World. Within each category, students may choose from among a variety of courses across disciplines to fulfill the learning goals.

The current list of courses that satisfy each of these goals may be found at stmarys-ca.edu/core-curriculum.

Students in the Integral Program are responsible for meeting all Core Curriculum learning goals, but many of these will be achieved through the Integral Program's regular course of study. Students should contact the Director of the Integral Program for details.

HABITS OF MIND

The cornerstone of a liberal education, the Habits of Mind consist of the following learning goals:

- CRITICAL THINKING. Students will recognize, formulate, and pursue meaningful questions about their own and others' ideas.
- SHARED INQUIRY. Students will reason together about common texts, questions and problems.
- WRITTEN AND ORAL COMMUNICATION. Students will develop strong written and oral communication skills.
- INFORMATION EVALUATION AND RESEARCH PRACTICES. Students will learn how information is gathered and evaluated in society.

These goals are accomplished through the following required course of study:

4 Collegiate Seminars (one taken in each year of residence, beginning in the spring of the student's first year);

3 writing classes, in developmental sequence (**English 4,** generally to be taken in the fall of the student's first year; **English 5,** generally to be taken in the spring of the first year; and an advanced writing course taken in the major). Refer to English Composition placement for further information.

PATHWAYS TO KNOWLEDGE

Students will be exposed to a variety of methodologies and subject matters by completing courses that fulfill the learning goals below. Note that courses that meet major and minor course requirements, and/or those that are designated as meeting learning goals in Engaging the World, may concurrently be used to achieve these learning goals:

- MATHEMATICAL AND SCIENTIFIC UNDERSTANDING. Students will apply abstract and logical reasoning to solve mathematical problems and communicate mathematical ideas. Students will also learn about the natural and physical world from an empirical perspective and engage in scientific inquiry.

This goal will be accomplished through the following required course of study:

Math: *1 course designated as meeting the Mathematical Understanding learning outcomes.*

Science: *1 course and associated laboratory designated as meeting the Scientific Understanding learning outcomes.*

- THEOLOGICAL UNDERSTANDING. Students will study religious texts and traditions, and engage in an exploration of God, humankind and the world as expressed in Catholic and other religious traditions.

This goal will be accomplished through the following required course of study:

2 courses: *1 course designated as meeting Christian Foundations learning outcomes (to be taken on campus) and 1 course designated as meeting Theological Explorations learning outcomes. To fulfill the core requirement, the Theological Explorations course must be taken after the Christian Foundations course.*

- SOCIAL, HISTORICAL AND CULTURAL UNDERSTANDING. Students will learn how to place today's world in a meaningful context and develop sufficiently complex explanations for current social arrangements.

This goal will be accomplished through the following required course of study:

2 courses designated as meeting the Social, Historical and Cultural Understanding learning outcomes.

- ARTISTIC UNDERSTANDING. Students will analyze, interpret and critique the products of human creative expression.

This goal will be accomplished through the following required course of study:

2 courses designated as meeting the Artistic Analysis learning outcomes and at least .25 credits in a course designated as meeting the Creative Practice learning outcome.

ENGAGING THE WORLD

Students will explore issues of social justice, civic responsibility and socio-cultural differences. These broad areas of concern flow directly from the Saint Mary's College mission. Courses that meet major and minor course requirements, and/or those that are designated as meeting learning goals in Pathways to Knowledge, may simultaneously be used to meet these learning goals:

- THE COMMON GOOD. Students will explore the common good and how it might be pursued.

This goal will be accomplished through the following required course of study:

1 course or experience designated as meeting the learning goal.

- AMERICAN DIVERSITY. Students will intellectually engage with the social, cultural, economic or political diversity in the United States.

This goal will be accomplished through the following required course of study:

1 course or experience designated as meeting the learning goal.

- GLOBAL PERSPECTIVE. Students will study the social, economic, religious or political structures in different global communities and cultures.

This goal will be accomplished through the following required course of study:

1 course or experience that is designated as meeting the learning goal.

- COMMUNITY ENGAGEMENT. Students will apply intellectual experiences to activities beyond the academy.

This goal will be accomplished through the following required course of study:

1 course or experience that is designated as meeting the learning goal.

LANGUAGE PROFICIENCY REQUIREMENT

Studying languages and cultures helps us recognize the universal aspects of the human condition and embrace the diverse backgrounds of people at home and around the world. All students must demonstrate an intermediate level of foreign language proficiency. The College offers courses in French, German, Italian, Japanese, Spanish, Latin and Greek. Students may also demonstrate proficiency in a language different from the above, including American Sign Language, by arranging a proficiency examination directly with the Placement and Proficiency Coordinator in the Department of World Languages and Cultures.

The language requirement may be satisfied in one of the following ways:

a) Successfully completing level 003 of any foreign or classical language taught at Saint Mary's;
b) Completing three years of the same language in high school with a GPA of 3.0 (B) or higher each term
c) Scoring at least a 3 on the College Board Advanced Placement (AP) Exam in a second language;
d) or Achieving a TOEFL score of 527 on the paper-based test or 71 on the internet-based test (for International Students who are non-native speakers of English).

It is strongly recommended that students complete the language requirement by the end of the sophomore year.

The Department of World Languages and Cultures does not accept online courses to count towards lower division coursework or as a way to satisfy the proficiency requirement.

Students take a placement exam to determine the most suitable language course. The Department of World Languages and Cultures offers online placement exams for Spanish and French. For placement in all other languages, students must contact the Placement and Proficiency Coordinator. Students may only take the online placement exam once during each academic year. Results are valid for one year. For any questions regarding placement, please contact the Placement and Proficiency Coordinator.

Achieving a high score on the placement exam does not satisfy the language requirement. Students who place in level 004 or higher are required to take a proficiency exam to verify oral and written proficiency.

Students who have taken the AP exam in language and scored a 3 receive course credit for level 3. With a score of 4 on the AP exam, students receive credit for courses level 3 and level 4. With a score of 5 on the AP exam, students receive credit for courses level 4 and 9 or 10. Students who have taken the AP exam in literature, should consult the Placement and Proficiency Coordinator in the Department of World Languages and Cultures for appropriate placement.

ENGLISH COMPOSITION PLACEMENT

Two courses: **English 4, Composition,** and **English 5, Argument and Research,** usually taken consecutively in the first year of attendance, constitute the English composition requirement. **English 4** is prerequisite to **English 5.** For some students, **English 3, Practice in Writing,** will be prerequisite to **English 4.**

Placement in **English 3**, **4** or **5** is determined by the following chart. Students who do not have scores for either the SAT Essay, AP Language or Literature, or IB English exams will be asked to take the program's Writing Placement Exam that is administered online. The results of the Writing Placement Exam are used solely for placement purposes.

Placement	SAT Essay Exam	AP Language OR Literature	IB English 1A Exam (higher level)
English 3, Practice in Writing	Total score 6–7	n/a	n/a
English 4, Composition	Total score 8–22	3	Below 5
English 5, Argument and Research (exempt from 4)	Total score 23–24	4 or 5	5 or above (on Higher Level)

Students who wish to challenge their automatic placement may take the online Writing Placement Exam by arrangement with the Director of Composition. Please write to the Director at composition@stmarys-ca.edu for more information.

The English composition requirement for non-native speakers of English is the same as that for native English speakers with the additional requirement of the SMS (Studies for International and Multilingual Students) Writing Lab, a quarter credit lab to be taken in conjunction with each standard composition course.

All non-native English-speaking students, both freshmen and transfer, regardless of visa status, must take the online Writing Placement exam (offered before their first semester begins). The results of this exam will determine a student's placement in Composition and if appropriate, the corresponding SMS Writing Lab. Students placed in the SMS Writing Lab must complete the full series of corresponding labs as part of their composition requirement

JANUARY TERM

Students must complete one January Term course for each year of full-time attendance.

Students may only enroll in one full credit course and one .25 credit course during the January Term. (Part-time students are encouraged to take January Term courses. Any part-time student who wishes to be excused from this requirement must petition the Vice Provost for Undergraduate Academics to do so.)

MAJOR FIELD OF STUDY

Defined as a group of coordinated courses within a particular discipline, ordinarily including at least two preparatory courses at the lower-division level and at least eight courses at the upper-division level. Certain majors may require additional background course work in related fields. The regular major groups available to students in the various curricula of the College are listed elsewhere in this catalog. A student may declare or change majors on the appropriate petition form available in the Registrar's Office. A student graduating with a double major will receive only one degree even if the majors are in two different schools.

Students choose a major field of study, an in-depth concentration in a specific academic area, and elective courses according to their interests. (Those who have not determined a program or major field of study at entry are encouraged to take introductory courses in various fields and to settle on a major field of study only as their interests develop a sharper focus. Ordinarily, students must declare their major field of study by the end of their freshman year.)

ALTERNATIVE MAJORS

The College offers the option of an alternative major program of study, including a Split Major, an Interdisciplinary Major, an Individualized Major, or completion of comprehensive alternative programs. Information on the alternative comprehensive programs can be found in the Curriculum Section of this Catalog under these headings: Integral Program, Justice, Community and Leadership, Pre-Professional Curricula, and 3 + 2 Engineering Program.

- SPLIT MAJORS. Combines work in two departments, must be approved by the chairs of the departments concerned and by the Registrar. Such majors ordinarily comprise nine upper-division courses (six courses in one field and three in another), in addition to the lower-division prerequisites of both departments.

- INTERDISCIPLINARY MAJOR. Includes the following: Global and Regional studies major, e.g., European studies; Latin American studies, student-directed studies (see director of Global and Regional Studies); American studies (see chair, Department of History); allied health science major (see Allied Health Science advisor, School of Science); health and human performance major (see chair, Department of Kinesiology); cross-cultural studies major (see dean, School of Liberal Arts).

- INDIVIDUALIZED MAJOR. A student who believes that his/her academic needs and purposes would be better served by a distinctive program of studies may present an individualized major plan. Besides fulfilling requirements for a major, this plan must satisfactorily lead the student toward the goal of liberal education which the College sees as essential for all of its graduates. Students wishing to pursue an individualized major must submit their proposal to the Vice Provost for Undergraduate Academics, who will forward it to the Chair of the Undergraduate Educational Policies Committee for consideration. The guidelines for the proposal can be found online through the Registrar's Office.

DOUBLE MAJOR

A student is allowed to double major. To do so, all of the requirements for both majors must be completed unless the chair of either major program approves alterations for that student. Some individual majors may require so many courses that it is not usually possible to complete that major and another full major. It is up to the student to arrange how courses are taken, including possible summer coursework, so as to complete all requirements. A student who double majors receives only one degree in one school, even if the second major is in another school. The diploma will carry the name of the degree chosen by the student from the two completed; the transcript will indicate two majors were completed.

MINOR FIELD OF STUDY

The College offers the option of a minor field of study, defined as a combination of at least five courses from a discipline other than that of the major field, at least three of which must be upper division.

PRE-2012 PROGRAM OF STUDY

For students who entered Saint Mary's prior to Fall 2012, the required program of study and graduation requirements can be found at the Office of the Registrar, or in the Catalog of the year of entrance. Please consult with your academic advisor to assist you with understanding the appropriate graduation requirements.



CURRICULUM

Any course listed in this catalog with a prerequisite assumes a grade of C– or better in the prerequisite course, unless specified otherwise by the department or program in its course listings.

Courses numbered 1 to 99 are lower-division; courses numbered 100 to 199 are upper-division; courses numbered 200 to 599 are graduate. Course numbers which are hyphenated (e.g., **Accounting 160-161)** indicate that the course is continued from the previous term, and that the first part is normally prerequisite to the second part. Credit is given for each part.

Final information concerning course offerings and class schedules will be issued at the time of registration for each term. January Term courses are listed separately in a special on-line catalog published each fall. The College reserves the right to cancel any course for enrollment or administrative purposes.

ACCOUNTING

While confirming the discipline's technical content, the Department of Accounting also endeavors to present accounting as a liberal discipline. When discussing accounting rules and standards, the emphasis is given to fundamental underlying principles and the conceptual framework of the discipline. In explaining complex standards, the department considers the economic consequences of accounting rules and pronouncements. In all accounting courses, it also seeks to strengthen students' skills of analysis, synthesis, and oral and written communication. In order to meet the 150-hour educational requirement set by California law, we offer a Master of Science (MS) in Accounting degree program.

FACULTY
Gregory Merrill, Ph.D., C.P.A., *Associate Professor, Chair*
John Dennen, M.B.A., *Adjunct*
Naman Desai, Ph.D., *Assistant Professor*
Cathy Finger, Ph.D., *Associate Professor*
Joseph Lupino, M.B.A., C.P.A., *Associate Professor*
Kevin McGarry, Ph.D., *Assistant Professor*
Kalpana Pai, Ph.D., *Associate Professor*
Winifred Scott, Ph.D., *Associate Professor*
Sankaran Venkateswar, Ph.D., C.P.A., *Associate Professor*

PROGRAM LEARNING OUTCOMES
- *Graduates will be knowledgeable entry-level accountants.*
- *Graduates will demonstrate an awareness of ethical issues.*
- *Graduates will be effective communicators.*

INTERNSHIPS
Students who want to combine study with practical experience in accounting should contact the department chair and the SEBA internship coordinator in advance for information on a variety of opportunities available in both the private and public sectors. Academic course credit for internships may be available through enrollment in the Accounting Internship (**ACCT 195**) course. Internship credit does not count toward the 30 hours of accounting required for licensure as a CPA.

MAJOR REQUIREMENTS

BUSINESS CORE AND COURSES IN ACCOUNTING

LOWER DIVISION
Acct 1 Financial Accounting
Acct 2 Managerial Accounting
Econ 3 Principles of Microeconomics
Econ 4 Principles of Macroeconomics
Math 4 Introduction to Probability and Statistics
or **Busad 40 Business Statistics**

UPPER DIVISION
Busad 120 Law and Business
Busad 123 Financial Management
Busad 124 Marketing
Busad 131 Managing and Leading Organizations
Busad 132 Global Operations Management
Busad 140 Strategic Management
Busad 181 Business Ethics and Social Responsibility

Acct 160 Intermediate Accounting 1
Acct 160L Lab#1: Editing and Introduction to Speaking
Acct 161 Intermediate Accounting 2
Acct 161L Lab#2: Informative Writing and Speaking
Acct 162 Intermediate Accounting 3
Acct 162L Lab#3: Argument
Acct 164 Auditing
Acct 164L Lab#4: Oral Presentation
Acct 168 Tax Accounting
Acct 191 Accounting Information Systems

Students may not transfer more than two upper-division accounting courses from another institution for credit in the accounting major (or minor). Transfer credits must be approved by the department chair.

MINOR REQUIREMENTS

A student may earn only one minor in the School of Economics and Business Administration. The requirements for a minor in accounting are: **Accounting 1** and **2, Economics 3** and **4, Intermediate Accounting 160**, **161, 162** and one additional upper-division accounting course.

PREREQUISITE GRADE
Any course listed in this department with a prerequisite requires a grade of C– or better in the prerequisite course.

COURSES

Most courses are offered one term per year. It is the responsibility of the student to ensure that he/she takes all required courses in the term in which they are offered.

LOWER DIVISION

1 Financial Accounting
This course introduces students to the basic structure of financial accounting. Topics include the accounting model, the adjustment process, accounting for elements of the income statement and balance sheet, statement of cash flows and interpretations of financial statements. The course presents both a preparer's as well as a user's perspective. *(Fall, Spring)*

2 Managerial Accounting
Focus is on understanding costs and cost behavior and the use of cost information for planning, evaluation and control decisions. Students learn how a business manager uses management accounting information to solve problems and manage activities within an organization. *Prerequisite:* **Accounting 1.** *(Fall, Spring)*

UPPER DIVISION

160 Intermediate Accounting 1
The first in a three-course series in intermediate financial accounting, designed to deepen the students' understanding of financial reporting practices and principles. The topical coverage includes an in-depth treatment of the conceptual framework, elements of the income statement, cash flow statement and balance sheet. Revenue recognition and inventories are emphasized in this first course. Attention is given to examples of current reporting practices and to the study of the reporting requirements promulgated by the Financial Accounting Standards Board. *Prerequisite:* **Accounting 1.** *(Fall)*

160L Lab #1: Editing and Introduction to Speaking
(must be taken concurrently with **ACCTG 160**)
This lab exposes students to the type of writing expected in their profession and introduces them to professional speaking standards. *(Fall) .25 credit. The completion of the three course sequence* ***(160L, 161L*** *and* ***162L****) satisfies the Writing in the Discipline requirement of the core curriculum.*

161 Intermediate Accounting 2
The second course in a three-course series in intermediate financial accounting. The topical coverage includes an in-depth analysis of long lived assets, current and long term debt, stockholder's equity and earnings per share calculations. *Prerequisite:* **Accounting 160.** *(Spring)*

161L Lab #2: Informative Writing and Speaking
(must be taken concurrently with **ACCTG 160)**
In this lab, students will apply editing and organizational skills to the types of communication expected of accounting professionals. *Prerequisite:* **Accounting 160L** *(Fall). .25 credit. The completion of the three course sequence (****160L****,* ***161L*** *and* ***162L****) satisfies the Writing in the Discipline requirement of the core curriculum.*

162 Intermediate Accounting 3
The third course in a three-course series in intermediate financial accounting. The topical coverage includes an in-depth analysis of investments, tax reporting: revenue recognition, pensions, leases, accounting changes and errors, Statement of Cash Flows and interim and segment reporting. *Prerequisite:* **Accounting 161.** *(Fall)*

162L Lab #3: Argument
This lab will introduce students to formal argument necessary in accounting policy formulation. *Prerequisite:* **Accounting 161L.** *(Spring) .25 credit. The completion of the three course sequence (****160L****,* ***161L*** *and* ***162L****) satisfies the Writing in the Discipline requirement of the core curriculum.*

164 Auditing
This course integrates the theory and practice of auditing. Special emphasis is given to current issues facing the profession. Includes coverage of professional standards, ethics, evaluation of internal control, consideration of risk, gathering of audit evidence, sampling, consideration of fraud factors, EDP auditing, liability issues and overview of other assurance services. *Prerequisites:* **Accounting 163.** *Senior standing. (Spring)*

164L Lab #4: Oral Presentation
In this lab, students will learn and apply professional oral presentation skills. *Prerequisites:* **Accounting 162L**. *(Spring) .25 credit*

168 Tax Accounting
Examines current federal taxation related to individuals. The topics covered include determination of individual income tax liability, gross income inclusions and exclusions, capital gains and losses, deductions and losses, losses and bad debts, depreciation and property transactions. *Prerequisite:* **Accounting 1.** *(Spring)*

170 Selected Issues in Accounting
In this seminar-type class students read and discuss authoritative pronouncements from the Financial Accounting Standards Board, releases from the American Institute of Certified Public Accountants and the California Society of CPAs, as well as current newspaper and journal articles. A variety of current issues related to accounting standards and professional employment in accounting are discussed, such as emerging international accounting standards, ethical issues, forensic accounting, peer review, fraud managed earnings, market reaction to accounting information, corporate governance and new developments at the SEC. *Prerequisite:* **Accounting 162.**

178 Volunteer Income Tax Assistance
This service learning course allows students to gain practical experience by applying what they have learned from previous coursework in the preparation of income tax return for low income individuals, in an economically disadvantaged neighborhood, on a pro bono basis. This course gives students an opportunity to increase their tax knowledge and interpersonal skills. *Prerequisite:* **Accounting 168.** *(Spring). .5 credits. This course satisfies the Community Engagement requirement of the Core Curriculum.*

191 Accounting Information Systems
Examines the communication, information and networking technologies used by companies with a focus on accounting and financial systems. In addition, contemporary information technology issues are discussed, such as file processing, data-management concepts, LAN technology and system design, implementation, operation and control. Students are exposed to spreadsheet programs, database and accounting package software using cases and examples. *Prerequisite:* **Accounting 161.** *(Fall)*

195 Internship
Work-study program conducted in an appropriate internship position under the supervision of a faculty member. *Permission of instructor and department chair required.*

197 Independent Study
This course allows students to study accounting topics of interest to them on an individual basis. *Permission of the instructor and department chair is required.*

ALLIED HEALTH SCIENCE

The School of Science offers an interdisciplinary major in allied health science. This program provides a solid foundation in natural science and human biology. The Allied Health Science major is appropriate for students who intend to pursue graduate programs in physical therapy, occupational therapy, optometry, physician assistant, and public health, as well as other health careers requiring a science background. The student must meet with the Allied Health Advisor on admission to the College to design a course of study that will meet his/her individual needs and interests.

LEARNING OUTCOMES

When students have completed the allied health science major, they will be able to:

- Pursue graduate study in physical, occupational therapy, physician assistant, optometry, public health, chiropractic medicine, speech pathology and audiology, post-baccalaureate nursing programs, nutrition and other health professions programs. As many schools differ, some additional coursework may be required.
- Enter careers in the health professions that require post-graduate certificate studies, such as radiology technician, medical assistant, dental hygienist, and science laboratory research assistant.

MAJOR REQUIREMENTS

The Allied Health Science major comprises 18 lower- and upper-division courses, many with corresponding laboratories, as detailed below. In order to officially declare an Allied Health Science major, a student must have completed **Chemistry 8** and **9** with a C– or better, have completed (with a C– or better) or be enrolled in **Chemistry 10** and **11**, and obtain approval of the Allied Health Advisor. In order to finish an Allied Health Science major within four years, students should complete **Chemistry 10** and **11** prior to the beginning of their sophomore year.

LOWER DIVISION

Chemistry 8 & 9 (laboratory)
Chemistry 10 & 11 (laboratory)
Mathematics 27
Mathematics 28, 38, or **4**
Biology 1 & 1L (laboratory)
Biology 2 & 2L (laboratory)
Biology 15 & 16 (laboratory)
Biology 25 & 26 (laboratory) or **Biology 127** (requires a two semester organic chemistry prerequisite)
Physics 10 & 10L (laboratory)
Physics 11 & 11L (laboratory)
Psychology 1

UPPER DIVISION

In addition, a minimum of seven upper-division courses is to be taken from biology, psychology, kinesiology (at least two from each of these departments) and chemistry. The selection of upper-division courses for this major must be chosen in consultation with the Allied Health Advisor. *Note that additional lower-division courses may be required as prerequisites for some upper-division course choices.*

COURSES

For a description of the courses, please see the corresponding Catalog pages of these programs: Biology, Chemistry, Kinesiology, Mathematics, Physics, and Psychology.

ANTHROPOLOGY

Anthropology studies human life in a comparative, cross-cultural, holistic perspective, and is the only social science to do so. The discipline traditionally has been divided into four subfields: cultural and social anthropology (the comparative study of the range and variability of cultures), archaeology (the study of the human past through material artifacts), linguistics (the origin and development of languages and their use in social contexts), and physical or biological anthropology (encompassing primatology and human evolution). Although we are a small department, we are able to offer a four-field approach and also include applied anthropology courses.

Anthropology is distinct in its insistence that the foundations for theorizing and the comparison of cultures be based on firsthand ethnographic fieldwork. Originally, the focus was on nonliterate peoples of the past and present, but anthropological theories and methods are increasingly applied to the populations of literate, complex societies. Current faculty in the department have conducted fieldwork in China, the Philippines, Hawai'i, American Samoa, Colombia, Ecuador, Peru, Bolivia, Italy, and the Napa Valley, Calif. Faculty have also led January Term study trips to China, Hawai'i, the Cook Islands, Ecuador, Guatemala, Las Vegas, Nev., and San Francisco, Calif.

From its beginning as an academic discipline in the United States in the late 19th century, anthropology has argued for the fundamental physical and psychic unity of humankind and against theories of eugenics and racial inequality. Besides its academic foci, a major emphasis of anthropology is its application in such fields as education, medicine, business, law, human rights, international development and conflict resolution. Most of our graduates enter the working world, but some join organizations such as the Peace Corps or Lasallian Volunteers, and a smaller number go on to graduate or professional schools. Our curriculum prepares all students broadly to be literate, informed, questioning, ethical and socially-aware citizens.

We offer additional academic preparation in the form of presentation of academic papers at the Santa Clara University undergraduate social science student research conference, independent study, National Science Foundation Research Opportunities for Undergraduates mentoring, grants for participation in summer archaeological field schools, field placement at local social service organizations and an honors thesis for students intending to continue their formal education. (These opportunities are open to all our students, but we encourage them for students applying to graduate and profes- sional schools.) All students are encouraged to learn a foreign language and to study abroad.

STUDENTS ALSO CAN TAKE ADVANTAGE OF A COURSE EXCHANGE PROGRAM TO ENROLL IN ANTHROPOLOGY AND ARCHAEOLOGY COURSES AT MILLS COLLEGE, THE UNIVERSITY OF CALIFORNIA, BERKELEY, AND CALIFORNIA STATE UNIVERSITY EAST BAY.

FACULTY

Dana Herrera, Ph.D., *Associate Professor, Chair*
Anna Corwin, Ph.D., *Assistant Professor*
Jennifer Heung, Ph.D., *Associate Professor*
Lynn M. Meisch, Ph.D., *Professor Emerita*
Paola Sensi-Isolani, Ph.D., *Professor*
Cynthia Van Gilder, Ph.D., *Associate Professor*

LEARNING OUTCOMES

When students have completed the anthropology program they will be able to:

- APPRECIATE the great diversity of human cultures and the interrelatedness of economic, socio-political and religious systems.
- APPROACH cultural diversity with thoughtfulness and sensitivity.
- EXAMINE their lives in social and cultural contexts and assess how their lives are affected by the specific time and place in which they live.
- UNDERSTAND anthropological theory and methods and how they are applicable in and beyond academia.
- EMPLOY critical reading, writing and thinking skills that will allow them to understand and contribute to an increasingly complex, multicultural and interdependent world.
- EXPRESS themselves with confidence and clarity in both oral and written communication. This includes an understanding of the difference between primary and secondary sources and how to properly cite and reference those sources.

MAJOR REQUIREMENTS

The anthropology major comprises 13 lower- and upper-division courses. Students are exposed to all four of the traditional subdisciplines of anthropology while having the choice of majoring in anthropology or anthropology with an archaeology concentration.

A grade of C– or higher is required for coursework to count toward the major or minor. In addition, the minimum acceptable grade is C for the capstone courses **Anthropology 130: Anthropological Theory** and **Anthropology 132: Research Methods.**

REQUIRED LOWER-DIVISION COURSES FOR ANTHROPOLOGY MAJOR (13 CREDITS TOTAL)
Anth 001, Anth 005, Bio 007 Introduction to Biological Anthropology (The course description is included in the School of Science Biology listings.)

REQUIRED UPPER-DIVISION COURSES FOR ANTHROPOLOGY MAJOR
Anth 100, Anth 105, Anth 121, Anth 130, Anth 132 and five electives.

REQUIRED LOWER-DIVISION COURSES FOR ANTHROPOLOGY MAJOR WITH AN ARCHAEOLOGY CONCENTRATION (12.5 CREDITS TOTAL)
Anth 001, Anth 005, Bio 007: Introduction to Biological Anthropology (The course description is included in the School of Science Biology listings.), and two .25 credit **Anth 011 Introduction to Archaeological Methods** labs.

REQUIRED UPPER–DIVISION COURSES FOR ANTHROPOLOGY MAJOR WITH AN ARCHAEOLOGY CONCENTRATION
Anth 100, Anth 105, Anth 121, Anth 127, Anth 129, Anth 130, Anth 132 and two electives

MINOR REQUIREMENTS

REQUIRED LOWER-DIVISION COURSES FOR ANTHROPOLOGY MINOR (6 CREDITS TOTAL)
Anth 001, Anth 005 or **Bio 007**

REQUIRED UPPER-DIVISION COURSES FOR ANTHROPOLOGY MINOR
Anth 100, Anth 121 and two electives

REQUIRED LOWER-DIVISION COURSES FOR ARCHAEOLOGY MINOR (6.25 CREDITS TOTAL)
Anth 001, Anth 005 and one .25 credit **Anth 011 Introduction to Archaeological Methods** labs

REQUIRED UPPER-DIVISION COURSES FOR ARCHAEOLOGY MINOR
Anth 100, Anth 127, Anth 129 and one elective

Note: Courses are offered on a rotating basis unless otherwise noted.

C O U R S E S

LOWER DIVISION

001 Introduction to Social and Cultural Anthropology
The course examines the nature of culture and the diversity of societies worldwide. It focuses on cultures in Asia, Oceania, Africa and the Americas, and introduces the beginning student to some of the main topics of anthropology including kinship, gender, the world system, fieldwork, magic and religion, race and ethnicity, social change and the political system of societies throughout the world. *This course satisfies the Social, Historical and Cultural Understanding requirement, the Common Good requirement, and the Global Perspectives requirement of the Core Curriculum.*

005 Introduction to Archaeology
Students are introduced to the ancient cultures of the world that existed before written records (i.e., prehistory). Cultures from every world area are studied, including the Aztec Empire, Mycenaean Greece, Mesopotamia, the Celts, and the Inca Empire. Additionally, students gain an understanding of the methods and theories of contemporary archaeology through lecture, discussion and hands-on activities. *Students are encouraged to enroll in* **Anth 011***, but it is NOT required. This course satisfies the Social, Historical, and Cultural Understanding requirement and the Global Perspectives requirement of the Core Curriculum.*

011 Introduction to Archaeological Methods (.25)
This .25 credit activities course will give students the opportunity to learn some basic archaeological field and lab methods.

UPPER DIVISION

100 Principles of Anthropology
This course provides majors with an introduction to the methods and theories of traditional American anthropology. It is an important transition course for majors who have completed their Lower-division requirements and are preparing for their theory and methods courses. The course will focus on research and writing as well as providing students with a basic history of the development of American anthropology. Students will become familiar with some of the major debates in the discipline. Students are strongly advised to take this course during their sophomore year. *Offered once a year. This course is limited to majors and minors. This course satisfies the Writing in the Disciplines requirement of the Core Curriculum.*

105 Linguistic Anthropology
This course introduces students to the major areas of study in linguistic anthropology including ethnolinguistics, historical linguistics, descriptive linguistics and sociolinguistics. *Offered once a year.*

111 Kinship, Marriage and Family
For more than a century anthropological research has focused on households, kinship relations, childhood and families across cultures and through time. The anthropological record shows us that concepts such as "marriage," "childhood" and "family" have been understood in radically different ways, and this course provides students with a historical and theoretical perspective on the anthropological study of kinship as it relates to different issues connected to the state of marriage, family and childhood throughout the world. *May be repeated for credit as content varies.*

112 Global Perspectives on Race
This course examines the theoretical underpinnings of "race" and "ethnicity" as culturally constructed models. Ethnographic case studies from a variety of international geopolitical regions, including the United States, supplement lectures on such topics as scientific racism and eugenics.

114 Urban Anthropology
By 2030, two out of three people will live in an urban world, with most of the explosive growth occurring in developing countries. Taking the city as a subject of investigation, students explore the historical conditions that brought about cities and the subsequent developments that have given us megacities. The course explores how the city functions as a site to negotiate cultural diversity and utopian ideals. Drawing from ethnographic cases throughout the developed and developing world, the course examines the complex structural and cultural forces that shape the lives of those who dwell in cities, and how urban culture is produced and reproduced under the influences of industrialization, colonialism and globalization.

117 Religion
This course examines religious beliefs and spirituality in global cultures. It takes a comparative approach to Western and non-Western beliefs, including spirituality, beliefs in the supernatural, religious specialists, rituals, faith healing, and the intersection of faith and socio-political forces in contemporary life. The exact focus of the course varies, with such topics as New Religious Movements and the Internet alternating with Religion, Ritual, Magic and Healing, and the Anthropology of Death. *May be repeated for credit as the content varies.*

118 Culture, Health, and Healing
Medical anthropology explores the interaction between health, culture and disease, emphasizing the importance of understanding issues of health and sickness cross-culturally. Medical anthropologists also look at the roles of health care professionals, patients and medical settings addressing the relationships between health care systems and political and economic systems.

119 Cultures of the Americas
This course examines the traditional lifeways and contemporary social issues of different North, Central and South American ethnic groups. While addressing the past, the emphasis is on the contemporary period, with the course focusing on the social, cultural and historical experiences of different ethnic groups. Among the topics covered are assimilation and resistance, the social and political power structure, ethnic identity, family systems and cultural values, labor and migration, the role of religion, and status of women. *May be repeated for credit as content varies.*

120 Visual Anthropology
Film and photography are powerful media for the representation (or misrepresentation) of social and natural worlds. Because we live in an image-saturated society, this course aims to help students develop a critical awareness of how visual images affect us, and how they can be used and misused. The course examines photographic and cinematic representations of human lives with special emphasis on the documentary use of film and photography in anthropology. The course has historical, theoretical, ethical, and hands-on components, and students will learn to use photos, PowerPoint and video to produce a coherent and effective presentation.

121 World Cultures
Each World Culture course concentrates on the cultural, historical, political, religious and geographic factors that shape the lives of people living today in a particular region or country, for example, Central and South America, the Middle East, Asia and sub-Saharan Africa, Mesoamerica, Western Europe, India, China, Polynesia, the Philippines, etc. *May be repeated for credit as content varies.*

124 Museum Studies
Museum Studies is offered in cooperation with Saint Mary's Hearst Art Gallery and Museum, and as part of the Archaeology/Art and Art History split major. In this course students study the history of museums and the ethical issues involved in the collecting and exhibiting of cultural artifacts. The course gives students hands-on experience researching artifacts for inclusion in an exhibition, designing an exhibition at the Hearst Gallery, and designing and writing the explanatory wall text, posters and brochures for a show. Students also learn to serve as docents and to convey information about museum exhibitions to different audiences. Offered occasionally when an exhibition appropriate for student involvement is scheduled at the Hearst Art Gallery and Museum.

125 Gender and Culture
While sex is biological, gender refers to the set of cultural expectations assigned to males and females. This course takes a four-field anthropological approach to understanding gender, investigating such topics as third and fourth gender diversity, gender among non-human primates, gender roles in prehistory and the sociolinguistics of gender usage. Special attention is paid the to the ways in which gender articulates with other social practices and institutions such as class, kinship, religion and subsistence practices.

126 Field Experience
Guided by an anthropology professor of the student's choice, this course provides students with the opportunity to gain hands-on experience conducting anthropological or archaeological analysis in the field. Among other sites, students can select supervised work in archaeological digs, community agencies, government bureaus, museums, and political or industrial organizations.

127 Topics in Archaeology
This course introduces students to a major area of contemporary archaeological thought. Possible topics include cultural resource management, mortuary archaeology, the archaeology of culture contact, gender archaeology, historical archaeology, material culture and ethnicity, an in-depth study of the archaeology of a particular time period (e.g., the Neolithic), and archaeological methods. *Successful completion of* **Anth 005** *is recommended, but NOT required. May be repeated for credit as content varies.*

128 Food and Culture
Food touches every aspect of life. It can be a symbol of love, sex, community, and national, ethnic, and gender identity. The cultural complexities behind the symbolic meaning of "food" in a cross-cultural context are vast. Furthermore, the political and economic ramifications of consumption, as well as the production and distribution of food, is fraught with significance about what it means to be a responsible human being in an increasingly global world. This course exposes students to the myriad roles that food plays in all cultures, while critically engaging our own cultural attitudes and assumptions about food.

129 Ancient Civilizations
Ninety-nine percent of human cultural development took place before the advent of written records, and therefore archaeology is the primary source of knowledge of these cultures. This course focuses on the practices of prehistoric people, such as how they made stone tools, decorated cave walls, organized their villages, domesticated plants and built monuments like Stonehenge. Special attention is given to topics such as gender, kinship, religion and art. Students also learn how cross-cultural comparisons of ancient civilizations have led to insights regarding the emergence of cultural complexity, city life, social classes and other modern social phenomena. *Successful completion of* **Anth 005** *is recommended, but NOT required.*

130 Anthropological Theory
This course is Part I of the capstone course sequence for anthropology majors. Through close reading and in-depth discussion of primary theoretical texts, students gain an understanding of the history of American anthropological theory from the 19th century to the present. *Students must be in their senior year or receive permission of instructor to enroll.*

131 Cultural Geography
Cultural geography studies the way people shape and give meaning to their environment, and allows us to look at the fascinating variety of human activity in the world—the human landscape. Geographic knowledge is vital to understanding national and international issues that dominate daily news reports. This course examines the relevance of geographic methods and concepts to such social science topics as agricultural patterns and practices, ethnic traditions and conflicts, gender, health, migration, political economy, poverty, religion, resource utilization, social change and urban planning.

132 Anthropological Research Methods
This course is Part II of the capstone course sequence for anthropology majors. Students master specific qualitative and quantitative methodologies that are utilized in the completion of an original research project. *Students must be in their senior year or receive permission of instructor to enroll.*

134 Issues in Globalization
Globalization, which can be characterized as the increased speed and frequency by which commodities, people, ideologies, cultural productions and capital cross national borders, has reorganized the world in fundamental ways not seen since the Industrial Revolution. This class examines the numerous issues and problems that stem from globalization, including transnational migration, food policy and gender relations. Through reading ethnographies about different world regions, students will explore the changing shape of local cultures in relation to larger processes of globalization, and analyze such issues as cultural imperialism, cultural homogenization and resistance. *May be repeated for credit as the content varies.*

135 Special Topics
Special topics in anthropology include such issues as criminology, sexuality, international terrorism and popular culture. *May be repeated for credit as content varies.*

136 Applied Anthropology
Anthropologists increasingly are employed in a variety of jobs outside of academia. Applied anthropology involves the practical application of anthropological theory and methods to such areas as business, the environment, medicine, education, social and economic development, and the preservation of cultural heritage. This course introduces students to the methods, theories and roles anthropologists have in the workplace, including issues of ethics, analysis and report writing, enabling students to use their anthropological training in their post-baccalaureate careers.

195 Special Study Internship
This course is usually taken by upper-division students who wishes to complete their education with related work experience and is maintaining at least a C average. In addition to work experience (6–8 hours per week), outside research and a term project are usually required. Sponsorship by an anthropology faculty member and approval of the department chair is required.

196 Senior Thesis
Honor students undertake individual research, culminating in the senior project and a presentation. This course should be taken in the senior year.

199 Special Study: Honors
This course is only available to upper-division majors with a B average or higher and entails independent study or research under the supervision of an anthropology faculty member. Approval of the department chair is required.

ART AND ART HISTORY

The Department of Art and Art History is an innovative, laboratory program focused on the practice, history, and theory of art. Courses in a variety of artistic mediums, theoretical frameworks, and historical periods inspire students to analyze, interpret, and create art in *context*. Students thus learn to consider art objects and practices in relation to political, psychological, religious, aesthetic, and technological formations in society. The department faculty members encourage students to embrace the liberal arts tradition with respect to critical thinking, self-discovery and personal expression, while the College's Catholic and Lasallian traditions help to deepen and broaden the student's engagement with art.

The department currently offers three Bachelor of Arts majors: Art Practice, the History of Art, and Art Theory and Criticism.

The coursework in Art Practice ranges in approach from traditional studio work to digital, new media and other contemporary practices. The department's instruction in art practice integrates technical fundamentals and conceptualization, creative experimentation and critical thinking, personal expression and social responsibility. Students learn to engage in discussion and group-critiques as part of their professional preparation and as an integral way of participating in and benefiting from a community of shared inquiry. The coursework in History of Art, presented alongside courses in archeology, anthropology, religious studies and world languages and cultures languages, presents the rich tradition of art in the western world, while also inviting students to experience the artistic production of many other cultures. The coursework in Art Theory and Criticism emphasizes conceptualization in modern and contemporary art practices, the asking of foundational questions about the nature and function of art in relation to human subjectivity and society, and the endeavor to link the aims of art to concerns in other disciplines.

The three departmental majors undertake an inclusive series of lower-division courses in the history, practice, theory and criticism of art. These courses are intended to give a general overview of the variety and breadth of artistic media and practices. Students in each major pursue particular emphases in their upper-division studies.

A degree from the Department of Art and Art History provides alumni with an appreciation of visual art as a way of knowing. Through personalized advising, the department prepares students to further their studies at the graduate level in curatorial studies, studio art, history of art, digital filmmaking, graphic design, critical theory, art criticism, and other related fields.

Acknowledging the importance of direct contact with diverse artistic practices, students in each major are encouraged to study abroad through the college's many art-focused travel programs.

The Art and Art History Department offers a merit-based scholarship by application for incoming Saint Mary's students. This scholarship is designed for prospective students with leadership potential who wish to pursue studies in studio or video art production. Application guidelines are available on the department website.

ART PRACTICE FACULTY

Peter Freund, Ph.D., *Professor, Digital Media, Experimental Film/Video, Art Theory*
Andrew Mount, Ed.D., *Assistant Professor, Studio, Printmaking, Gallery Team*
Roy Schmaltz, M.F.A., *Professor, Drawing, Painting*

HISTORY OF ART FACULTY

Costanza Dopfel, Ph.D., *Professor and Chair, History of Art, World Languages & Cultures*

Anna Novakov, Ph.D., *Professor, History of Art, Director of Jan Term Program Art of the 19th and 20th Century, History of Architecture, Women's and Gender Studies*

AFFILIATED HISTORY OF ART FACULTY

Thomas Poundstone, Ph.D., *Theology and Religious Studies, Christian Art and Baroque Art*
Cynthia Van Gilder, Ph.D., *Anthropology, Archeology and Art of the Pacific and the Americas*

ART PRACTICE LEARNING OUTCOMES

When they have completed the program of study with an art practice emphasis students should be able to:

- **MOUNT** a cohesive exhibition of their artwork and produce a comprehensive thesis document discussing the ideas, techniques and influences in their artwork.
- **DEMONSTRATE** an understanding of and facility for the use and application of several different media, especially that of their preferred medium.
- **ARTICULATE** their artwork's content and intention and visually manifest those ideas.
- **DEVELOP** an ability for objective self-critique and demonstrate an understanding of their place within a larger art historical context.
- **EVALUATE** clearly different forms of art by other artists in their writings and class discussions.
- **DEMONSTRATE** a foundational knowledge of contemporary and historic artists, particularly those working in their preferred medium. This is evidenced by their writings on art and during critiques and class discussions.

HISTORY OF ART LEARNING OUTCOMES
Upon completion of the major, graduates must have attained the following:

- A general knowledge of the monuments and principal artists of all major art periods of the past, including a broad understanding of the art of the twentieth century and acquaintance with the art history of non-western cultures.
- Functional knowledge of the creative process through foundation or other studio art courses.
- More specific knowledge, in greater depth and precision, of several cultures and periods in the history of art and concentration in at least one area to the upper-division level. Study at the advanced level includes theory, analysis, methodology, and criticism.
- Knowledge of the tools, methodologies, and techniques of scholarship. Active research and the writing of analytical, theoretical and critical essays are reinforced throughout the program from the first lower-division survey course to the senior capstone project.
- An understanding of the role that art has played and can play in encouraging positive social change.
- The ability to synthesize in written essays the interconnection between various forms of artistic expression.
- Successful completion of a senior thesis—an in-depth study of a theme or issue in the history or art.

ART THEORY AND CRITICISM LEARNING OUTCOMES
Upon successfully completing the program of study with an art theory and criticism emphasis, students should be able to:

- Conduct an extended, rigorous written analysis of artworks by drawing upon concepts from established critical theory tests.
- Articulate the theoretical assumptions driving specific interpretations of artworks by availing a knowledge base of art theory and criticism.
- Pose and investigate theoretical questions about the nature and function of art by utilizing specific artworks as reference points.
- Demonstrate a foundational knowledge of facts and accepted art historical and critical terminology in writing and discussion.
- Contextualize established and contemporary artworks within a broader cultural, historical, and political framework.
- Produce a work of art or curate an exhibition informed by an art-theoretical concept.

ART PRACTICE: MAJOR REQUIREMENTS

(14.5 courses)

LOWER DIVISION (6 courses)
ART 1 Studio Art
ART 3 Basic Design
ART 55 Digital Art: Photo, Video, Sound
ATC 80 Art Theory
AH 1 Survey of World Art: Europe and the United States
Or **AH 2 Survey of World Art: Africa, Asia and the Americas**

And a choice of one lower-division course:
ART 4 Basic Photography
ART 65 Web Design and Interactive Art
ART 70 Printmaking

UPPER DIVISION (8.5 courses)
ART 195 Student Gallery Team (.5 CR)*
ART 196 Capstone Project
ART 198 Senior Portfolio in Art Practice (.25 CR)
**Currently taught as independent study or internship.*

And a choice of seven upper-division courses:
ART 101 Advanced Drawing
ART 102 Advanced Painting
ART 104 Advanced Photography
ART 155 Experimental Film/Video
ART 165 Experimental Interactive Media
ART 175 Interdisciplinary Arts
ATC 180 Seminar in Art Theory & Practice
ART 194 Special Topics in Art
ATC 117 Art Criticism, 1900 to the Present
ATC 118 Art since 1930
AH 193 Museum Internship Project

ART PRACTICE: MINOR REQUIREMENTS

(8.5 courses)

LOWER DIVISION (3 courses)
ART 1 Studio Art
ART 55 Digital Art: Photo, Video, Sound

And a choice of one lower-division course:
ART 3 Basic Design
ART 4 Basic Photography
ART 65 Web Design and Interactive Art
ART 70 Printmaking
ATC 80 Art Theory
AH 1 Survey of World Art: Europe and the United States
AH 2 Survey of World Art: Africa, Asia and the Americas

UPPER DIVISION (5.5 courses)
ART 195 Student Gallery Team (.5 CR)*
ART 198 Portfolio in Art Practice (.25 CR)
**Currently taught as independent study or internship.*

And a choice of five upper-division courses:
ART 101 Advanced Drawing
ART 102 Advanced Painting
ART 103 Advanced Sculpture
ART 104 Advanced Photography
ART 155 Experimental Film/Video
ART 165 Experimental Interactive Media
ART 175 Interdisciplinary Arts
ATC 180 Seminar in Art Theory & Practice
ART 194 Special Topics in Art
ATC 117 Art Criticism, 1900 to the Present
AH 193 Museum Internship Project

ART PRACTICE: SPLIT MAJOR

Split majors between Art Practice and other disciplines are available by arrangement. For more information, please email Professor Costanza Dopfel at cdopfel@stmarys-ca.edu.

HISTORY OF ART: MAJOR REQUIREMENTS

LOWER DIVISION
AH 1 Survey of World Art: Europe and the United States
AH 2 Survey of World Art: Africa, Asia and the Americas
ANTH 5 Introduction to Archaeology

And three lower-division courses:
ART 1 Studio Art
ART 55 Digital Art: Photo, Video, Sound
ART 70 Printmaking
ATC 80 Art Theory

UPPER DIVISION
AH 100 Women and Art
AH 196 Senior Thesis

And a choice of four upper-division courses:
AH 144 Issues in Non-Western Arts
AH 145 Issues in Medieval, Renaissance and Baroque Art
AH 165 Issues in American Art
AH 166 Issues in Nineteenth-Century Art
AH 194 Special Topics in Art History

And a choice of three upper-division affiliated courses:
ANTH 124 Museum Studies
ANTH 127 Historical Archaeology: Material Culture and Ethnicity
ANTH 129 Ancient Civilizations
ML 186 Culture and Civilization in Italy
TRS 160 Topics in Religion and Culture (only when pre-approved)
TRS 167 Seeing Salvation: Christian Art and Architecture

HISTORY OF ART: MINOR REQUIREMENTS

LOWER DIVISION
AH 1 Survey of World Art: Europe and the United States
AH 2 Survey of World Art: Africa, Asia and the Americas
ANTH 5 Introduction to Archeology

A choice of one lower-division course in Art Practice:
ART 1 Studio Art
ART 55 Digital Art: Photo, Video, Sound
ATC 80 Art Theory

And a choice of three upper-division courses
AH 100 Women and Art
ATC 117 Art Criticism, 1900 to the present
ATC 118 Art since 1930
AH 144 Issues in Non-Western Arts
AH 145 Issues in Medieval, Renaissance and Baroque Art
AH 165 Issues in American Art
AH 166 Issues in Nineteenth-Century Art
AH 194 Special Topics in Art History
ATC 180 Seminar in Art Theory & Practice

HISTORY OF ART: SPLIT MAJOR AGREEMENTS

The department offers two split majors: History of Art and Italian Studies or History of Art and Archaeology. Other split majors are available by arrangement. For more information, please email Professor Costanza Dopfel at cdopfel@stmarys-ca.edu.

ART THEORY AND CRITICISM MAJOR REQUIREMENTS

LOWER DIVISION
ATC 80 Art Theory
AH 1 Survey of World Art: Europe and the United States
AH 2 Survey of World Art: Africa, Asia and the Americas

And a choice of three electives:
ART 1 Studio Art
ART 3 Basic Design
ART 55 Digital Art: Photo, Video, Sound
ART 65 Web Design and Interactive Media

PERFA 1 Perceiving the Performing Arts
PERFA 10 Rock to Bach: Introduction to Music
PERFA 50 Interactive Theatre
PHIL 5 Practical Logic

UPPER DIVISION
ATC 111 Philosophy of New Media Art
ATC 117 Art Criticism, 1900- the Present
ATC 166 Issues in Twentieth-Century Art
ATC 180 Seminar in Art Theory & Practice
ATC 196 Capstone Project

And a choice of four upper-division courses:
ATC 118 Art since 1930
AH 193 Museum Internship Project
AH 194 Special Topics in Art History
ANTH 120 Visual Anthropology
ANTH 124 Museum Studies
COMM 100 Communication Theory
COMM 109 Visual Communication
ENG 170 Problems in Literary Theory
PERFA 118 Twentieth-Century Composers
PERFA 160 Special Topics in Performing Arts
PERFA 184 Dance and Performance
PHIL 111 Philosophy of Art

ART THEORY AND CRITICISM MINOR REQUIREMENTS

LOWER DIVISION
ATC 80 Art Theory
AH 1 Survey of World Art: Europe and the United States
Or **AH 2 Survey of World Art: Africa, Asia, and the Americas**

And the choice of one of the following:
ART 1 Studio Art
ART 3 Basic Design
ART 55 Digital Art: Photo, Video, Sound
ART 65 Web Design and Interactive Media
PERFA 1 Perceiving the Performing Arts
PERFA 50 Interactive Theatre
PHIL 5 Practical Logic

UPPER DIVISION
ATC 111 Philosophy of New Media Art
ATC 180 Seminar in Art Theory & Practice
ATC 196 Capstone Project

And a choice of two of the following:
ATC 117 Art Criticism, 1900- the Present
ATC 118 Art Since 1930
ATC 166 Issues in Twentieth-Century Art
AH 193 Museum Internship Project
AH 194 Special Topics in Art History
ANTH 120 Visual Anthropology
ANTH 124 Museum Studies
COMM 100 Communication Theory
COMM 109 Visual Communication
ENG 170 Problems in Literary Theory
PERFA 118 Twentieth-Century Composers
PERFA 160 Special Topics in Performing Arts
PERFA 184 Dance and Performance
PHIL 111 Philosophy of Art

COURSES

ART PRACTICE

LOWER DIVISION

ART 1 Studio Art

This course introduces beginning students to the processes of art practice. The class engages students in a self-selected project-based workflow, accompanied by creative research in both academic and artistic environments. It is important to emphasize that this course is not vocational in that it does not aim to teach specific skill sets, rather to introduce students to the processes of artists, ranging from experimentation with materials, to critique, through to research into subject areas and/or artworks/artists relevant to the student's concentration. The class functions as a laboratory for experimentation with multi-media work, collaboration and documentation. *Fee $60. This course satisfies both of the Artistic Understanding (Artistic Analysis and Creative Practice) requirements of the Core Curriculum. (Course offered every term.)*

ART 3 Basic Design

This course introduces students to the fundamental principles of design underlying a wide variety of visual art forms. Topics will include composition, design principles, layout, color and light theory, and typography as applied to two-dimensional formats. Techniques will be contextualized by relevant discussions of psychology and politics, rooted in the study of representative examples and project work. *Fee $60. (Course offered every other year.)*

ART 4 Basic Photography

This course provides an introduction to the art of digital photography, production techniques and theory. Students will study the expressive power of light, composition, contrast, depth, angles, patterns, texture and subject matter. Technical skills will include digital input from scanning (flatbed and slide/negative), digital cameras, video and internet sources, and output to digital printing systems. Computer-assisted manipulation of imagery will be explored for correction and abstraction. *Fee $70. This course satisfies both of the Artistic Understanding (Artistic Analysis and Creative Practice) requirements of the Core Curriculum. (Course offered every term.)*

ART 55 Digital Art: Photo, Video and Sound

This introductory course investigates the digital editing tools, processes and concepts through which digital technology extends traditional 2d and time-based art practices. Students will develop digital imaging, video and sound projects using current industry software. The course will combine extensive software demonstrations, hands-on exercises, theoretical and technical readings, discussion of a broad range of examples of media art and group critiques. *Fee $60. This course satisfies both of the Artistic Understanding (Artistic Analysis and Creative Practice) requirements of the Core Curriculum. (Course offered in Spring and Summer.)*

ART 65 Web Design and Interactive Art

This course introduces the digital editing tools, processes and concepts of web design and interactive art. Students will study web layout and interface design principles, color theory, typography, information architecture and other topics that will prepare them to produce compelling website design. The theory of interactive design and new media will help contextualize student work and broaden the creative possibilities for the use of interactive structures for the purposes of artistic expression. Students will develop projects using Adobe Creative Suite software. *Fee $60. This course satisfies both of the Artistic Understanding (Artistic Analysis and Creative Practice) requirements of the Core Curriculum. (Course offered in Spring term.)*

ART 70 Printmaking

An introduction to the medium of printmaking, this class explores the processes of monoprint, linoleum and other, non-traditional techniques. The course examines the use of tools, techniques, and machinery used in printmaking for their application to the students' images and ideas. This project-based course highlights the relationship between creativity and communication in printing. Through class presentations, students learn the communicative potential of images and thereby become aware of their own ability to provide creative critique of any issue they choose. *Fee $60. This course satisfies both of the Artistic Understanding (Artistic Analysis and Creative Practice) requirements of the Core Curriculum. (Course offered in Fall term.)*

ART 90 Special Topics in Art Practice

The medium and materials vary from semester to semester and may include photography, photojournalism, video, installation art, site-specific and public projects, digital media, textiles and soft sculpture. Student assessment and evaluation are accomplished through group critiques, class discussions, peer and self-evaluations, short writings on art, and sketchbook and portfolio reviews. This class is open to all interested students without prerequisite, though prior completion of at least one lower-division studio class is recommended. *May be repeated for credit as content varies.*

UPPER DIVISION

ART 101 Advanced Drawing

Since the Renaissance, artists have looked for ways to depict the world around them in a more realistic way. In this century, some artists have sought another kind of artistic clarity, reaching into the subconscious to explore an uncharted, inner world. If drawing is visual thought, this course aims to expand thinking through the study and application of many graphic methods such as frottage, transfer, automatism, blind drawing, and collaboration and chance procedures. *Fee $60. This course satisfies the Artistic Understanding (Creative Practice) requirement of the Core Curriculum. (Course offered every other term.)*

ART 102 Advanced Painting
Continuing study of painting methods in a variety of traditional and nontraditional materials and techniques. This course challenges students' comfort with their craft and emphasizes the development of personal issues in their work. To gain a better understanding of the state of the contemporary art scene, students are encouraged to keep current through readings, and attending art lectures and exhibitions. During class, there will be slide presentations, museum and gallery visits, and critiques as necessary. *Fee $60. This course satisfies the Artistic Understanding (Creative Practice) requirement of the Core Curriculum. (Course offered every other term.)*

ART 104 Advanced Photography
Continuing study of digital photography production and post-production. This course supports the advanced photography student in conceptualizing and developing their own artistic voice through series production and experimentation. Student will explore studio and field practices, digital printing and exhibition formatting. *Fee $60. (Course offered in conjunction with **Art 4** every term.)*

ART 155 Experimental Film/Video
This course investigates experimental film and video production using digital and traditional tools. Student projects will explore a variety of nonlinear modes of film / video production, such as oscillating, looping, recombinant and remediated structures, as well as a variety of input and sourcing methods ranging from current and antiquated video camera technologies to internet archives and found footage resources. Students will use digital editing software to expressively assemble and manipulate their materials into finished results. Readings and representative examples from the rich history of experimental film and video will help students contextualize their own work. Fee $ 60. This course satisfies the Artistic Understanding (Creative Practice only) requirement of the Core Curriculum.
(Course offered every other term.)

ART 165 Experimental Interactive Media
As traditional web design utilizes interactivity in its merely pragmatic navigational function, students in this course will design and produce experimental web-based interfaces and architectures in which the interactive components become the focus of artistic and poetic expression. Theories of new media and net art will provide critical context for project work. Students will work individually and collaboratively, while producing projects designed for Internet as well as installation formats. *Fee $60. (Offered every other year.)*

ART 175 Interdisciplinary Arts
This course enables students to explore interdisciplinary art production. Students will work on projects that combine visual art with other disciplines such as theater, music, literature and dance. The course's interdisciplinary focus will vary from term to term. *May be repeated for credit as content varies. Fee $60. (Course offered every other year.)*

ART 193 Special Study Internship
Work-practice program conducted in an appropriate art-related internship position. Normally open to junior and senior art practice majors. *May be repeated for credit as content varies. Permission of instructor and department chair required.*

ART 194 Special Topics in Art
The topic of this course varies from semester to semester. Each course focuses on a different area of study within art history. Special emphasis is placed on the history of non-European art *May be repeated for credit as content varies. Fee $60. This course satisfies the Writing in the Disciplines requirement of the Core Curriculum. (Course offered every other year.)*

ART 195 Student Gallery Team (.50 CR)
This course provides direct experience in gallery curation and installation. Under faculty supervision, students in this course manage the exhibitions in the student art gallery, (Gallery 160) and the online Liquid Gallery. *Fee $20. Currently offered as independent study (**Art 197**) or internship (**Art 193**). Please contact Department Chair with questions.*

ART 196 Capstone Project
As a capstone to their studies, seniors in art practice are required to work independently with a departmental faculty member to complete a thesis project, typically an exhibition of a coherent body of original artwork. This course is limited to seniors in the major. *Permission of instructor and department chair required. Fee $20. . (Course offered in Fall term, currently as independent study under supervision of faculty member of student's choosing.)*

ART 197 Independent Study
An independent study for students whose needs are not met by the regular course offerings of the department. *Permission of instructor and department chair required. (Course available every term in consultation with supervising professor.)*

ART 198 Portfolio in Art Practice (.25 CR)
The capstone assessment course allows students to track the development of their major or minor. Art practice requires that all majors and minors submit a portfolio of artwork and writings at the end of their SMC career. This portfolio includes a listing of their completed coursework in the discipline, representative samples of their artwork, assessment of field experiences (exhibits, internships, curation), an artist statement, samples of other relevant art-related writings and a self-evaluative essay. *Fee $60. (Course offered in Spring term.)*

ART 199 Special Study Honors
Directed project under the supervision of a department faculty member, culminating in the production of an honors-level art project. *Permission of instructor and department chair required.*

HISTORY OF ART

LOWER DIVISION

AH 1 Survey of World Art: Europe and the United States

This course, intended for beginning students in any major, examines the evolution of the art in Europe and the United States, from the prehistory until the 20th century. The course offers students a general introduction to the history and methodology of art history in the West. *Fee $20. This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum. (Course offered twice a year.)*

AH 2 Survey of World Arts: Africa, Asia and the Americas

This interdisciplinary course, intended for beginning students in any major, examines the evolution of the art in Asia, Africa and the Americas. The course offers students a general introduction to the history and methodology of art history in non-Western countries. *Fee $20. This course satisfies the Artistic Understanding (Analysis) requirement and the Global Perspectives requirement of the Core Curriculum. (Course offered twice a year.)*

UPPER DIVISION

AH 100 Women and Art

This course will focus on women both as the subjects and the creators of art in Europe and the United States. It will be organized chronologically and thematically. This will involve a historical survey of women artists and their artistic contributions, as well as an examination of the religious, mythological and secular images of women in art. Extensive attention will be given to the creation, modification and persistence of these images throughout history, due to various social, economical, psychological and intellectual conditions. This course will teach students how to write and do research in the history of art, continuing the work begun in English 5 and building upon the skills learned there. This course will develop students' thinking skills in the history of art and improve their ability to communicate within the discipline. *Fee $20. This course satisfies the Writing in the Disciplines requirement of the Core Curriculum. (Course offered every other term.)*

AH 145 Issues in Medieval, Renaissance and Baroque Art

AH 145 is a general reference number for a sequence of three separate courses on European art. Each individual course covers either Medieval, Renaissance or Baroque art history. The courses are offered on a three-year rotation and do not need to be taken in sequence, although chronological order is recommended. **AH 145** can be taken up to three times, covering the three different artistic periods.

Topics include Medieval, Renaissance and Baroque Art. *Fee $20. This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

AH 165 Issues in American Art

This course examines a variety of topics within the history of art in the United States. This course provides students with a focused study of a specific movement or time period of art within the history of American art. Topics include Politics and the American Artistic Landscape and Popular Culture and the American Imagination. *Fee $20. This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum. (Course offered every other year.)*

AH 166 Issues in Nineteenth-Century Art

This course examines the history of avant-garde art movements in the 19th and 20th century. This course provides students with a focused study of specific types of innovative, modern art. Topics include Romanticism and History of Women Artists. *Fee $20. This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum. (Course offered every other year.)*

INTERDISCIPLINARY ARTS HISTORY

AH 144 Issues in Non-Western Arts

This interdisciplinary course examines a variety of topics within the history of visual and performing arts in Asia, Africa, the Middle East and Central and South America. This course provides students with a focused study of a specific movement or time period of art within the history of art. Topics include Orientalism and the Arts of India. *Fee $20. This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum. (Course offered every other term.)*

AH 194 Interdisciplinary Topics in Art History

This course examines a specific research topic in depth. This course provides students with a focused study of a theme within the history of art. Topics include: Artists on Film and Minimalism. *Fee $20.*

ART HISTORY CAPSTONE

AH 188 Applied Research: Community Service

This community-based research course bridges art historical research methodology with the research needs of local non-profit arts organizations. By doing research for grant proposals, documenting community-based art initiative and creating arts assessment instruments, students are able to apply their in-class research methodologies to assist community arts organizations serving diverse populations. *This course satisfies the Community Engagement requirement of the Core Curriculum. (Course offered every other year.)*

AH 190 Research and Writing Methods in Art History (.25)

This course is intended primarily for majors and minors in the History of Art. Students will be introduced to some of the major methodologies that have shaped the field: formalism, biographical analysis, iconographical analysis, psychoanalysis, Marxism and the social history of art, feminism, post-colonialism and semiotics.

AH 196 Senior Thesis
As a capstone to their studies, seniors in art history are required to work independently with a departmental faculty member to complete a thesis that displays their ability to think, read and write about art, as well as create works of art that express their own beliefs and interests. This course is limited to seniors in the major. *Permission of instructor and department chair required. (Course offered once a year.)*

SPECIAL STUDY

AH 193 Special Study Museum Internship
Work-practice program conducted in an appropriate museum internship position. Normally open to junior and senior art and art history majors. *Permission of instructor and department chair required.*

AH 197 Special Study Independent Study
An independent study or research course for students whose needs are not met by the regular course offerings of the department. *Permission of instructor and department chair required.*

AH 199 Special Study Honors (.25 CR)
Directed capstone project under the supervision of a department faculty member, culminating in the production of an honors-level arts history project. *Permission of instructor and department chair required.*

ART THEORY AND CRITICISM

Curriculum from within the Art & Art History Department

LOWER DIVISION

ATC 80 Art Theory
This course introduces students to the conceptual terrain of the 20th & 21st century critical theory and its relationship to artistic practice. The class will proceed via seminar format based on close readings of seminal texts and will traverse a broad array of interdisciplinary topics and critical approaches ranging from psychoanalysis and philosophy to anthropology and political economy. Assignments will include research and creative projects. Students majoring in art as well as other fields are equally encouraged to enroll. *Fee $60. This course satisfies the Writing in the Disciplines requirement and both of the Artistic Understanding (Analysis and Creative Practice) requirements of the Core Curriculum. (Course offered in Fall term.)*

UPPER DIVISION

ATC 111 Philosophy of New Media Art
This course examines the historical, philosophical and socio-political basis of contemporary new media art. We read theoretical and historical statements that articulate the concepts driving new media art production, coupled with studying examples of representative work, including photography, experimental film and video, installation and net art. Project assignments integrate a critical and creative exploration of concepts. *Fee $20. (Course offered every other year.)*

ATC 117 Art Criticism, 1900–the Present
This course is an exploration of the history of critical writing about art. A broad sampling of 20th century texts from art historians, critics, philosophers, social scientists and artists are brought together for discussion and reflection. *Fee $20. (Course offered every other year.)*

ATC 118 Art Since 1930
This course focuses on the major stylistic movements in Europe and the United States from the Great Depression to the Digital Age. Topics covered include existentialism, the Beat Generation, pop art, politics and postmodernism, and art in cyberspace. Students are encouraged to develop an understanding of the trends and debates in contemporary art. *Fee $20. (Course offered every other year.)*

ATC 166 Issues in Twentieth-Century Art
This course, for students who have taken at least one art history course, examines the history of avant-garde art movements in the 20th Century. This course provides students with a focused study of specific types of innovative, modern art. Topics include: Art and Social Change and Art between the Wars. *Fee $20. (Course offered every other year.)*

ATC 180 Seminar in Theory & Practice of Art
Advanced study in critical theory and its relation to art practice. Variable topics may include psychoanalysis, semiotics, poststructuralism, cultural studies and Frankfurt School, to name a few. Assignments will integrate critical and creative process as a form of artistic "praxis." The course may be repeated for credit as content varies. *Fee $60. Prerequisite:* **ATC 80**. *This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum. (Course offered in Spring term, every other year.)*

ATC 196 Capstone Project
Art Theory & Criticism majors are required to complete a thesis project as a capstone to their studies. This project typically entails the writing of a work of art history or criticism, or the curating and production of an art exhibition. This course provides the time and credit for students to pursue their capstone project under the supervision of a department faculty member. The course is limited to upper division students in the major, minor, and split majors.

ATC 197 Independent Study
An independent study for students whose needs are not met by the regular course offerings of the department. *Permission of instructor and department chair required.*

*Note: For curriculum of the Art Theory & Criticism major offered by other departments, please see the course descriptions in those programs: Anthropology (***ANTH 120** *and* **124***); Communication (***COMM 100** *and* **109***); English (***ENG 170***); Performing Arts (***PERFA 1, 10, 50, 118, 160** *and* **184***); Philosophy (***PHIL 5** *and* **111***).*

ART THEORY AND CRITICISM: SPLIT MAJOR AGREEMENTS

The department offers two split majors: Art Theory and Criticism and other disciplines. For more information, please email Professor Costanza Dopfel at cdopfel@stmarys-ca.edu.

MINOR IN CINEMATIC ARTS

The curriculum of the Cinematic Arts Minor combines the critical analysis and creative production of the moving image art form, ranging from time-based film and video to new media art. The courses emphasize technical fundamentals and conceptualization, creative experimentation and critical thinking, and personal expression and social responsibility. A hybrid instructional approach for several of the courses integrates critical analysis and creative production in order to encourage students to analyze as well as to produce the moving image art form as an engaged critical practice.

Students minoring in Cinematic Arts take six courses from the disciplines of Art, Communication, English, Anthropology, and World Languages and Cultures. Beyond the coursework, an internship elective (**ART 193**) provides a hands-on experience that can include assisting with a film exhibition, working as an assistant with a faculty filmmaker or researcher, and other options.

LEARNING OUTCOMES

Students completing the Minor in Cinematic Arts will be able to:

- Plan, shoot, edit a finished film or video art project.
- Contextualize moving image artworks within a broader cultural, historical, and political framework.
- Utilize critical-theoretical concepts as a springboard to develop a film or video art project.
- Write a concept statement articulating the aims, influences, and process associated with their own production work.
- Write an extended critical essay integrating research, analysis, and interpretation of cinematic works of art.

MATRICULATION PATTERN

Total Requirement (six courses)
Required Core (four courses)

LOWER DIVISION
ART 55 Digital Art: Photo, Video, Sound

UPPER DIVISION
ART 155 Experimental Film/Video Production
COMM 125 Intro to Media, Technology, and Culture
COMM 158 Film

ELECTIVES (Choose two)
ANTH 120 Visual Anthropology
ART 193 Internship
ATC 80 Art Theory
ATC 111 Philosophy of New Media
Art COMM 133 Video Production
ENGLISH 125 (or **126**) **Film**
ML 126 Film*

*Before enrolling in **ML 126**, students should contact the instructor regarding a possible foreign language requirement. This requirement varies depending on the section.

BIOCHEMISTRY

Biochemistry is the study of biological phenomena using chemical principles. The Biology and Chemistry departments jointly offer a major in biochemistry to serve students whose scientific interests lie at the intersection between biology and chemistry. Majoring in this important interdisciplinary field will prepare students for a variety of options upon graduation: employment in the biotechnology, pharmaceutical, or similar industries; graduate work in biochemistry or many related fields; entry into professional schools such as medicine or dentistry; or teaching at the K–12 level. Using a balance of theoretical and experimental work, the curriculum attempts to provide students with a solid understanding of fundamental concepts, the ability to reason through unfamiliar problems, the tools to investigate a topic in depth, and the communication skills that are needed to share information with others.

By majoring in biochemistry, students will fulfill many learning outcomes that can be arranged under three broad categories: 1) Obtain a solid foundation in fundamental biochemical concepts; 2) Acquire the tools to independently investigate a topic; 3) Develop habits of critical thinking and communication that can reinforce many of the College's core curriculum goals.

FACULTY STEERING COMMITTEE
Kenneth J. Brown, Ph.D., *Professor*
Vidya Chandrasekaran, Ph.D., *Associate Professor*
Keith E. Garrison, Ph.D., *Associate Professor*
Jim Pesavento, Ph.D., *Assistant Professor*
Karen Ruff, Ph.D., *Associate Professor*
Jeffrey A. Sigman, Ph.D., *Professor*

LEARNING OUTCOMES
The learning outcomes for the biochemistry major are organized into three general categories. Students graduating in the biochemistry major will:

- OBTAIN a solid foundation in the fundamental language and concepts of biochemistry and an understanding of issues at the forefront of the discipline
- DEVELOP skills required for critical thinking and independent investigation
- DEVELOP skills of communication and collaboration

ADMISSION REQUIREMENTS
Students planning a major in biochemistry must present credits in one year of chemistry, one year of physics, and four years of mathematics, and should have at least a B average in these subjects. Students with a good high school record but lacking credit in any of these subjects should remedy any deficiencies in summer school. Students majoring in a science should be particularly alert to the language proficiency requirement.

MAJOR REQUIREMENTS

This major is interdisciplinary, bridging the two fields of biology and chemistry, so the lower-division requirements are nearly the same as those for the two respective major programs. The lower- and upper-division courses in this major are listed on the Biology and Chemistry Department pages. (See pages 72 and 92, respectively.)

LOWER DIVISION
The following lower-division courses are required for the biochemistry major: **Biology 1, 1L, 2†, 2L†; Chemistry 8, 9 (lab), 10, 11 (lab); Mathematics 27, 28** or **38** (preferred)**; Physics 10/11** and **20/21** or **Physics 1/2** and **3/4,** and **Chemical Literature 89.**

UPPER-DIVISION REQUIREMENTS

There is a core of upper-division courses for this major which include two semesters of Organic Chemistry (**Chem 104** and **106**); Biochemistry (**Bio 135**), Advanced Topics in Biochemistry (**Bio/Chem 136**), and Molecular Biology (**Bio 137**). Students are also required to take either Biophysical Chemistry (**Chem 138**) or Physical Chemistry (**Chem 114** and **115**). For additional laboratory skill development, students are required to take one of the following: Analytical Chemistry (**Chem 113**), or Instrumental Chemical Analysis (**Chem 118**). For upper-division electives, students may choose two courses from the following categories listed below.

Upper-division electives: Select two of the following categories (a, b, c or d):

a) **Biology 105** – Genetics
b) One of the following:
   Biology 102 – Embryology and Development
   Biology 127 – Systemic Physiology
   Biology 130 – Microbiology
   Biology 132 – Cell Biology
   Biology 139 – Immunology
c) **Chemistry 130**[§] – Advanced Inorganic Chemistry
   or
   Chemistry 111 – Advanced Organic Chemistry
d) **Chemistry 114**[§] – Physical Chemistry I

Students are strongly encouraged to participate in research, either during a summer or during the academic year.

[†] *Required for students with more of a biological interest and chemistry students who wish to take* **Biology 105: Genetics**

[§] *Students interested in more chemistry-related graduate programs should take two semesters of Physical Chemistry (***Chem 114** *and* **115***) and Advanced Inorganic Chemistry (***Chem 130***).*

PREREQUISITE GRADE

Any course listed in this major with a prerequisite assumes a grade of C– or better in the prerequisite course. The lower- and upper-division courses in this major are listed on the Biology and Chemistry Department pages.

BIOLOGY

The Biology Department offers a full range of courses designed to introduce undergraduate students to the major areas of modern biological science. The primary goals of the department are to prepare students for advanced study and research in biology and related sciences; for postgraduate study in medicine, dentistry, and the other health professions; and for careers in education, industry, agriculture, government service and veterinary medicine. Students interested in the health professions should check the Pre-Professional section of the catalog for additional information.

FACULTY

Vidya Chandrasekaran, Ph.D., *Associate Professor, Chair Developmental Biology, Biochemistry, Genetics*
James Berleman, Ph.D., *Adjunct Assistant Professor Microbiology, Microbial Ecology, Genetics*
Carla C. Bossard, Ph.D., *Professor Terrestrial Ecology, Plant Science*
Lawrence R. Cory, Ph.D., *Professor Emeritus Genetics, Amphibian Biology, Evolutionary Biology*
Margaret F. Field, Ph.D., *Associate Professor Physiology, Cell Biology*
Keith E. Garrison, Ph.D., *Associate Professor Immunology, Genetics, Molecular Biology*
Allan K. Hansell, Ph.D., *Professor Emeritus Cell Biology, Biochemistry, Genetics*
Rebecca Jabbour, Ph.D., *Associate Professor Evolution, Anatomy*
Wendy Lacy, Ph.D., *Adjunct Associate Professor Microbiology, Cell Biology, Developmental Biology*
Phillip Leitner, Ph.D., *Professor Emeritus Conservation Biology, Desert Ecology*
Jacob F. Lester, Ph.D., *Professor Zoology, Parasitology*
Michael P. Marchetti, Ph.D., *Fletcher Jones Professor of Biology*
Aquatic Ecology, Conservation Biology, *Invasive Species*
James Pesavanto, Ph.D., *Adjunct Assistant Professor Biochemistry, Molecular Biology*
Sonya Schuh-Huerta, Ph.D., *Assistant Professor Cell Biology, Developmental Biology, Physiology*
Gregory R. Smith, M.S., *Professor Anatomy, Physiology*

LEARNING OUTCOMES

Students who graduate with a major in biology will be able to:

- DEMONSTRATE a solid knowledge in all three major areas of biology: molecular and cellular, organismal and ecology and evolutionary.
- ANALYZE logically and critically scientific information.
- APPLY knowledge they have already mastered from current and previous courses to the exploration of new areas of inquiry.
- COMMUNICATE skillfully through written and oral reports.
- USE biological methodology competently for laboratory research.
- INTEGRATE an awareness of ethical issues with their understanding of and work in biology.

ADMISSION REQUIREMENTS

Applicants planning to undertake the biology major must present credits for one year of chemistry and four years of mathematics. One course in biology, one year of physics, and three years of a second language are strongly recommended. Students with less than a B average in high school science, mathematics and languages or with any course deficiency should seek the advice of the Admissions Office and the Biology Department before beginning their studies. A diagnostic chemistry examination is required of all students beginning a science curriculum at Saint Mary's. This examination is administered by the Department of Chemistry before the start of classes each fall and is designed to detect important deficiencies in a student's background. In some cases, the student may be advisedto correct any deficiencies before undertaking the biology major curriculum. This can often be done within a four- year stay at Saint Mary's but may require summer school attendance.

MAJOR REQUIREMENTS

LOWER DIVISION BIOLOGY MAJOR
Mathematics 27–28 (or equivalent, e.g. **Math 38**)
Chemistry 8 and **9 (lab); 10** and **11 (lab)**
Physics 10 and **20 (lab); 11** and **21 (lab),** or
Physics 1 and **2 (lab); 3** and **4 (lab)**
Biology 1 and **1L (lab); Biology 2** and **2L (lab)**

Lower-division requirements for split majors must be determined by consultation between the student and his/her advisor, and approved by the chairs of the departments involved.

UPPER DIVISION BIOLOGY MAJOR
Chemistry 104, 104L, 106, 106L The biology major must include seven upper-division biology courses, at least five of which must include a laboratory component. To develop a broad background in biology and to experience major areas of study within the disciplines, biology majors are required to take both courses from Group I and at least one course from Groups II, III, and IV. The remainder of the seven required may come from any group.

Group I Genetics and Ecology: **Biology 105, 125**
Group II Organismal: **Biology 100, 102, 110, 113, 122, 127, 128, 144, 146**
Group III Cellular/Molecular: **Biology 130, 132, 135, 137, 139**
Group IV Evolution and Ecology: **Biology 113, 115, 120, 142, 152**
Group V Electives: **Biology 116, 119, 192, 193, 194**

All split majors with biology as the predominant area must be arranged by petition. They must have a clear emphasis, a direction and show relatedness among the courses chosen. The specific upper-division courses selected for any split major must be arranged between the student and his/her advisor and be approved by the chairs of the departments involved.

SUGGESTED BIOLOGY MAJOR PROGRAM

A suggested four-year program of study for a major in biology is available from department faculty. Faculty advisors should be consulted on a regular basis to assist in selecting courses and arranging specific curricula relating to fulfillment of major and core curriculum requirements, as well as particular career goals and personal interests. Students majoring in science should be particularly alert to the language proficiency requirement. Students may select courses of their choice for remaining electives. It is important to note that certain upper-division courses are offered in alternate years.

MINOR REQUIREMENTS

The minor in biology requires **Chemistry 8** and **9 (lab), 10** and **11 (lab),** and **Biology 1** and **1L (lab), 2** and **2L (lab).**

Any three upper-division biology courses, two of which must have a laboratory component. Note that all courses have prerequisites. The specific upper-division courses selected for the minor must be arranged between the student and his/her advisor and be approved by the chairs of the departments involved.

JANUARY TERM
Frequently, faculty members in the Biology Department offer courses during the January Term. Since it is the policy of the department to provide a variety of learning experiences during this term, the following kinds of courses are often offered: (1) Seminars designed to probe special areas of current interest in the biological sciences through readings in the primary literature, preparation of reports and class discussions; (2) Field courses, based either on campus or at a field site, that provide experience in the study of natural ecosystems; (3) Directed research into topics in experimental or field biology of interest to faculty and students; (4) Independent study courses either on campus or by special arrangement at universities or research institutions. It is the general policy of the department that courses taken during the January Term cannot be used to satisfy requirements for the major.

PREPARATION FOR MEDICINE, DENTISTRY AND OTHER HEALTH PROFESSIONS, AND VETERINARY MEDICINE
See the section in this catalog under Pre-Professional Curricula.

PREREQUISITE GRADE
Any course listed in this department with a prerequisite assumes a grade of C– or better in the prerequisite course.

COURSES

LOWER DIVISION
1 Introduction to Cell Biology, Molecular Biology and Biochemistry
This is the first semester of a two-semester sequence designed for biology majors and others requiring a rigorous treatment of the subject. It is designed to prepare students for in-depth, upper-division work in areas related to cell biology, molecular biology, biochemistry and genetics. Three hours of lecture per week. Must be enrolled concurrently in **Biology 1L**. *Prerequisites:* **Chemistry 8** *and* **9 (lab), 10** *and* **11 (lab)** *with grades of C– or better.*

1L Introductory Biology for Majors: Cell and Molecular Biology Laboratory
Laboratory to accompany **Biology 1.** One laboratory per week for four hours. Must be enrolled concurrently in **Biology 1.** *Laboratory fee $185 (includes lab manual).*

2 Introductory Biology for Majors: Organisms and Evolution
This is the second semester of a course designed for biology majors and others requiring a rigorous introductory treatment of the subject. This course is a systematic introduction to all forms of life, covering all three domains: Bacteria, Archaea, and Eukarya. To account for life's unity and diversity, the guiding principle for the course is the concept of evolution. **Biology 2** builds upon the cellular and molecular foundation given in **Biology 1** (which is pre-required for **Biology 2**), and assumes knowledge of hereditary principles, both Mendelian and molecular. Through the study of the molecular evidence, morphology, physiology, development, and behavior of each type of organism, we provide a broad understanding of the evolutionary origins and phylogenetic relationships of all forms of life. Required for biology majors and prerequisite to ALL upper-division courses. Three hours of lecture per week. Must be enrolled concurrently in **Biology 2L.** *Prerequisites:* **Chemistry 8** *and* **9 (lab), 10, 11 (lab), Biology 1, 1L,** *with grades of C– or better.*

2L Organisms and Evolution Laboratory
Laboratory to accompany **Biology 2.** One laboratory per week for four hours. Must be enrolled concurrently in **Biology 2.** *Laboratory fee $185.*

5 Concepts in Evolutionary Biology
This question-oriented course designed for non-majors explores how science works through an examination of the concepts of the theory of evolution by natural selection, which is considered to be the unifying theme of the biological sciences. Three lecture hours and one lab per week. *Laboratory fee $185. Offered in alternate years.*

6 Heredity and Society
An introduction to the basic concepts and technologies of genetics as they apply to humans, and the ethical issues that arise as a result of the application of those principles. Students will engage these areas through lectures, discussion, guest presenters, videos and hands-on laboratory experiences. Intended for students in any major regardless of background. Six hours of lecture, discussion, and laboratory per week. An introduction to the basic concepts and technologies of genetics as they apply to humans, and the ethical issues that arise as a result of the application of those principles. Students will engage these areas through lectures, discussion, guest presenters, videos and hands-on laboratory experiences. Intended for students in any major regardless of background. Six hours of lecture, discussion, and laboratory per week. *Laboratory fee $185 (includes reader). Offered in alternate years.*

7 Introduction to Biological Anthropology
Study of the variation and evolution of the human species and its place in nature. Molecular, Mendelian and population genetics serve as a basis to discussions of natural selection and how that affects biological and physiological adaptation. The emphasis of this course explores why we see broad variations among homo sapiens and how these variations affect humans in their life cycle, health and culture. Limited to anthropology majors or by consent of instructor. Three lecture hours and one three-hour lab per week. *Laboratory fee $185. This course satisfies the Scientific Understanding requirement of the Core Curriculum.*

10 Introduction to Biology
Study of the chemistry of life, the organization of cell and the molecular processes inside of cells. This course emphasizes the genetic basis of life and includes an introduction to biotechnology. Designed for Kinesiology students as a prerequisite for microbiology, human anatomy, and human physiology. Three hours of lecture per week. Must be enrolled concurrently in **Biology 11.** *This course satisfies the Scientific Understanding requirement of the Core Curriculum.*

11 Introduction to Biology Laboratory
Laboratory to accompany **Biology 10.** Includes techniques for studying organic molecules, cell biology and genetics. One lab per week for three hours. *Laboratory fee $175.*

12 Human Nutrition
This course is an overview of human nutrition. Concepts from biology, chemistry, biochemistry, anatomy and physiology are used to describe the nutrients and their function in the body. Focus is on the physiological need for food and promotion of healthy eating practices as they relate to optimum body function and disease prevention.

13 Human Anatomy for Kinesiology
Study of the gross and microscopic structure of the human body. This course emphasizes the structural relationships and functional aspects of gross anatomy, proceeds from the cell to tissues to organs. A strong high school science background is recommended. Three hours of lecture per week. Must be enrolled concurrently in **Biology 14**. Limited to majors in kinesiology or by consent of instructor. *Prerequisites:* **Biology 10, 11 (lab)** and **Chemistry 2, 3 (lab)** with a grade of C– or better in both courses.

14 Human Anatomy Laboratory
Laboratory to accompany **Biology 13**. Laboratory will be taught from virtual materials and models. One three-hour lab per week. Must be concurrently enrolled in **Biology 13.** *Laboratory fee $175.*

15 Human Anatomy
Study of the gross and microscopic structure of the human body. This course, emphasizing the structural relationships and functional aspects of gross anatomy, proceeds from the cell to tissues to organs. A strong high school science background is recommended. Three hours of lecture per week. Must be enrolled concurrently in **Biology 16**. Limited to majors in allied health science, biology, biochemistry, or by consent of instructor. *Prerequisites:* **Chem 8** and **9 (lab), 10** and **11 (lab)** with a grade of C– or better.

16 Human Anatomy Laboratory
Laboratory to accompany **Biology 15.** Laboratory will be taught from dissected human material, models and microscopic slides to allow students to learn from direct experience. One three-hour lab per week. Must be enrolled concurrently in **Biology 15.** *Laboratory fee $185.*

25 Human Physiology
Study of the function of the major organs and organ systems of the human body. This course, emphasizing regulation and integration, proceeds from general cell function to an overview of the controlling mechanisms and finally to the individual systems. A strong high school science background is recommended. Three hours of lecture per week. Must be enrolled concurrently in **Biology 26.** Limited to majors in allied health science, biology, biochemistry, kinesiology, or by consent of instructor. *Prerequisites:* **Chem 8, 9 (lab)**; **10, 11 (lab)** with a grade of C– or better; OR **Bio 10, 11 (lab)** and **Chem 2, 3 (lab)** with a grade of C– or better.

26 Human Physiology Laboratory
Laboratory to accompany **Biology 25.** The laboratory consists of experiments and demonstrations designed to incorporate principles of physiology. One three-hour lab per week. Must be enrolled concurrently in **Biology 25.** *Laboratory fee $185 (includes lab manual).*

34 Protecting Biodiversity
The primary goal of **Bio 034** (Protecting Biodiversity) is to introduce students to basic concepts of evolution, ecology and conservation in the service of protecting planetary biodiversity. The course will often focus on California, and how the natural history, ecology and issues within our state relate to topics elsewhere in the US and abroad. The information contained in this course will provide some of the intellectual tools necessary to understand the worldwide environmental crisis we are living through and perhaps some possible solutions. Students will be expected to develop a deeper appreciation for the intricacy and beauty of natural systems. Attention will be place on honing the student's general knowledge of the scientific method through the laboratory and in-class exercises. *This course satisfies the Scientific Understanding requirement of the Core Curriculum.*

40 Introductory Microbiology/Microbes
Microbes are all around us. This course covers the biology of microbes including bacteria, viruses and fungi, with emphasis on the health impact of infectious diseases, vaccinations and antibiotic resistance. The use of microbes, both modified and unmodified, in biotechnology and food production are also covered. The importance of microorganisms in ecosystems ranging from lakes, oceans, soils and waste water treatment will also be explored. 3.25 hours of lecture per week. Must be enrolled concurrently in **Biology 41.** *This course satisfies the Scientific Understanding requirement of the Core Curriculum.*

41 Introductory Microbiology Laboratory
Laboratory to accompany **Biology 40.** Includes techniques for culture, isolation, characterization and identification of microorganisms. One lab per week for three hours. Must be enrolled concurrently in **Biology 40.** *Laboratory fee $185.*

50 General Biology
A one semester introduction to the basic principles and concepts of biological science. Designed for students not majoring in biology. Three hours of lecture per week. Must be enrolled concurrently in **Biology 51.** *This course satisfies the Scientific Understanding requirement of the Core Curriculum.*

51 General Biology Laboratory
Laboratory to accompany **Biology 50.** One lab per week for three hours. Must be enrolled concurrently in **Biology 50.** *Laboratory fee $175.*

55 Oceanography
An introductory course that examines the ocean world and its inhabitants. Topics include physical and chemical properties of sea water; tides and currents; geological principles; coastal and open ocean habitats; life in planktonic and benthic communities; coral reef, hydrothermal vent and mangrove ecosystems. Three hours of lecture per week. One lab per week for three hours. *Laboratory fee $185.*

80 Human Biology
This is a course to connect basic biology concepts using the human as an illustrative example. Basic scientific processes and the concepts of human biology will be explored through lecture and laboratory exercises. Topics will include science and society, the chemistry of living things, structure and function of cells, genetics, anatomy and physiology of the organ systems, reproduction, cancer, aging, evolution, human impacts and environmental issues. Open to all students interested in discovering the scientific process and the concepts of human biology. One three-hour lab per week. *This course satisfies the Scientific Understanding requirement of the Core Curriculum.*

81 Human Biology Laboratory
Laboratory to accompany **Biology 80.** One lab per week for three hours. Must be enrolled concurrently in **Biology 80.** *Laboratory fee $185.*

88 Biology of Women
Biology of Women is an introduction to the structure, physiology and genetics of women across the life span. The first half of the course will explore the genetic, hormonal and developmental basis of gender. We will study physiology and development from conception, through puberty, pregnancy and aging. The latter part of the course will deal with specific health concerns of women and focus on predominantly or uniquely gender-related illnesses and their physiologic basis. The laboratory is intended to demonstrate the varied processes of science and the scientific method using women's biology as the basic subject material. Open to men and women. *Laboratory fee $185. This course satisfies the Scientific Understanding requirement of the Core Curriculum.*

89 Biology of Women Laboratory
Laboratory to accompany **Biology 88.** One lab per week for three hours. Must be enrolled concurrently in **Biology 88.** *Laboratory fee $185.*

UPPER DIVISION
Each upper-division course has prerequisites of **Biology 1, 1L** *and* **2, 2L** *with a grade of C– or better in each of these prerequisites.*

100 Comparative Vertebrate Anatomy
The course examines vertebrate form and function through the topics of vertebrate evolution, functional morphology and development, along with the study of soft tissues, organ systems and skin. Three lecture hours and one lab per week. *Laboratory fee $185. Prerequisites:* **Biology 1, 1L** *and* **Biology 2, 2L.**

102 Developmental Biology and Embryology
This course explores the processes during embryonic development of animals, including fertilization, establishment of a body plan, organ and organ system development. The topics will be examined with an emphasis on mechanisms controlling cell differentiation and morphogenesis. Three lecture hours and one lab per week. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L** *and* **Chemistry 104, 106.** *Laboratory fee $185. Offered in alternate years.*

105 Genetics
This course examines the principles of inheritance in animals, plants and microbes. Topics include classical Mendelian genetics and inheritance patterns, molecular understanding of DNA, RNA and information flow, and comparative genomics. These concepts are applied to the impact of genetics on the evolution of populations and the usage of genetics in medicine and technology. 3.25 hours per week of lecture and one lab per week for 4 hours. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L.** *Laboratory fee $185.*

110 Parasitism and Symbiology
A comprehensive course in parasitology, focusing on the many facets of symbiosis common to every level of biology. It embraces the three basic types of intimate interrelationship between different species of organisms: parasitism, mutualism and commensalism. This course examines an array of interactions in all three types of interrelationships, at many levels of interdependency. All five kingdoms, from bacteria, protozoa and fungi to plants and animals, are studied. Three lecture hours and one lab per week. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L.** *Laboratory fee $185. Offered in alternate years.*

113 Aquatic/Marine Biology
This course examines aquatic habits (freshwater and marine) around the world with a particular focus on California. Topics include the physical, chemical, biological and ecological processes that create, shape and transform aquatic habitats. In addition students will learn how to study these systems as well as learn to identify major groups of freshwater invertebrates within the systems. Three lecture hours and one lab per week. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L.** *Laboratory fee $185. Offered in alternate years.*

115 Theory of Evolution
Historical development of evolutionary theories. Modern concepts concerning the process of organic evolution, including population genetics, natural selection and the origin of species. Topics on macroevolution, including adaptation and extinction. Three hours of lecture per week. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L.**

116 History and Philosophy of Biology
Development of the major concepts of biology from antiquity to the modern era, with a consideration of what these developmental sequences show about the nature of the scientific process. Three hours of lecture per week. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L.** *Offered in alternate years.*

119 Research Design and Biostatistics
Principles of experimental design, sampling methodologies, data collection and analysis are discussed, along with practical applications of these areas in biological experimentation. Course includes use of computers. Three lecture hours and one lab per week. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L.** *Laboratory fee $185. Offered in alternate years.*

120 Vertebrate Zoology
Advanced study of the vertebrates, with attention to phylogeny, morphology and natural history of the major vertebrate groups. Laboratory and field work emphasize taxonomy of local forms, methods of study and special projects. Three lecture hours and one lab / field period per week. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L.** *Laboratory fee $185. Offered in alternate years.*

122 Comparative Animal Physiology
The functions of the major organ systems of vertebrate and invertebrate animals. Emphasis on general principles of function as exemplified in the major animal phyla. Three lecture hours and one lab per week. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L, Chemistry 104, 106.** *Laboratory fee $185. Offered in alternate years.*

125 General Ecology
This course examines the science of ecology, why it is important, and how it is practiced with a particular focus on California. Topics include physiological, population, community, and ecosystems ecology. The course is designed to encourage students to think about ecological theories and their application to real world situations. The lecture material and the lab require students to employ quantitative methods (i.e., math and statistics). Upon completion of the course, students will have a rich appreciation for the way organisms and their environment interact and shape each other as well as the interconnectedness of nature. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L.** *Laboratory fee $185. Offered every semester. This course satisfies the Writing in the Disciplines requirement of the Core Curriculum.*

127 Systemic Physiology
Fundamental principles of general mammalian physiology combined with physiology of organ systems, including integrative and homeostatic mechanisms. Emphasis is on human physiology with examples taken from mammalian systems. Application of these principles to interpretation of disease is included. Laboratory includes human and mammalian experiments with emphasis on instrumentation and interpretation of results. Three lecture hours and one lab per week. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L, Chemistry 104, 106.** *Laboratory fee $185.*

128 Advanced Human Anatomy
Study of the anatomy of the human body. This course is taught through a regional approach, emphasizing the structural relationships and functional aspects of gross anatomy, histology and embryology. References to the evolution of anatomic structure will be included. Extensive out of class dissections will be expected. This course is limited to Biology and Biochemistry majors. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L.** *Laboratory fee $185. Note: Students who have taken* **Biology 15, 16** *are not eligible to take* **Biology 128.**

130 Microbiology
An introduction to the growth, metabolism and genetics of microorganisms, with focus on bacteria and viruses. The application of fundamental knowledge about these organisms to ecosystems, biotechnology and infectious diseases is included. Laboratory involves the application of sterile technique to the study of taxonomy, physiology and genetics of bacteria and viruses. 3.25 hours of lecture and one 4 hour lab per week. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L, Chemistry 104, 106.** *Laboratory fee $185. Offered in alternate years.*

132 Cell Biology
This course is designed to study selected areas of current interest in cell biology. Topics include fundamentals of cell structure, membrane structure and function, signal transduction and application to principles of cell biology to various processes such as embryonic development etc., and systems such as nervous system and immune system. Choice of topic varies. Emphasis is placed on experimental methods and answering the question "How do we know what we know?" Lab includes extensive exposure to cell culture methods. Three hours of lecture and one lab per week. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L, Chemistry 104, 106.** *Laboratory fee $185. Offered in alternate years.*

135 Biochemistry
An introduction to protein, lipid and carbohydrate structure and function, metabolism of proteins, lipids, and carbohydrates and coordination of biochemical processes for normal functioning of the body. Consideration is given to the properties of enzymes and enzyme catalyzed reactions in the cell. Applications to human function, disease and diet are included. Three hours of lecture and one lab per week. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L, Chemistry 104, 106.** *Laboratory fee $185.*

137 Molecular Biology
An introduction to the structure and function of the genetic apparatus. This course is a study of what genes are and how they operate, and includes recent discoveries in the areas of DNA, RNA and protein synthesis in both prokaryotes and eukaryotes. Laboratory includes both discussion and practice of techniques used in genetic engineering. Three hours of lecture and one lab per week. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L, Chemistry 104, 106.** *Laboratory fee $185.*

139 Immunology
An introduction to the immune system: its components, how it functions, how it is regulated and how it is protective. The immune response and our ability to react to such a diversity of molecules with specificity are discussed in detail. In addition, the immunologic basis for tissue /organ transplant rejection, disease prevention vaccines and cancer immunotherapy are presented. Three hours of lecture and one lab period per week. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L, Chemistry 104, 106.** *Laboratory fee $185.*

142 California Flora and Communities
Survey of selected plant communities of California. Includes a dual emphasis on field recognition of important plant families and genera of these communities and an understanding of the relationship of the component species to their environment. Labs are five weekend field trips. *Prerequisites:* **Biology 1, 1L** and **2, 2L** or by permission of instructor**.** *Laboratory fee $185. Offered in alternate years.*

144 General Botany
The study of plant biology at an advanced level, including topics in the structure and development, reproductive patterns, taxonomy, identification, phylogeny, and distribution of major plant groups. Three lecture hours and one lab per week. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L.** *Laboratory fee $185. Offered in alternate years.*

146 Plant Ecophysiology
The functional aspects of plant life and the relation of plants to their physical, chemical and biological environment. Emphasis on the vascular plants. Three lecture hours and one lab/field period per week. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L.** *Laboratory fee $185. Offered intermittently.*

152 Conservation Science
Conservation biology is a field of biological science that draws upon the principles of ecology, genetics and evolution in an effort to understand the patterns and processes underlying the biological diversity of our planet. The course examines the current status of our scientific understanding of biodiversity, threats to biodiversity resulting from human activities, and strategies to conserve and restore the integrity of the earth's biological systems. Course activities include case studies, computer modeling and field trips. Three hours of lecture and one lab/field period per week. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L** *or permission of instructor. Laboratory fee $185. Offered in alternate years.*

192 Special Topics in Organismal Biology
These are courses designed to explore specific areas within Organismal Biology. The courses offered in this area include topics such as Stem Cell Biology, Pathophysiology, Neurobiology, etc. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L***; some topics may need additional prerequisites.*

193 Special Topics in Cellular and Molecular Biology
These courses are designed to explore specific areas within Cellular and Molecular Biology. The courses offered in this area include topics such as Virology, Metabolic Biochemistry, etc. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L***; some topics may need additional prerequisites.*

Bio 194 Special Topics in Evolution and Ecology
These courses are designed to explore specific topics within Evolutionary Biology and Ecology. The courses offered in this area include topics such as Animal Behavior, Biology of Fishes, Primate Adaptation and Evolution, etc. *Prerequisites:* **Biology 1, 1L** *and* **2, 2L***; some topics may need additional prerequisites.*

197 Special Study
An independent study or research course for students whose needs are not met by courses available in the regular offerings of the department. *Permission of the instructor and the department chair required. Laboratory fee, when appropriate, $185.*

199 Special Study — Honors
An independent study or a research course for upper-division majors with a B average in biology. *Permission of instructor and department chair required. Laboratory fee, when appropriate, $185.*

BUSINESS ADMINISTRATION

The Undergraduate Business Program at Saint Mary's College is committed to preparing students for successful careers in a world of commerce that is ever-changing and increasingly complex. Students who major in Business Administration gain technical expertise in a liberal arts learning environment where intellectual inquiry, ethical sensitivity, and communication skills are nurtured by an accomplished and caring faculty. As a part of the School of Economics and Business Administration, the Undergraduate Business Program carefully adheres to the School's focus of "Think Globally, Lead Responsibly."

Saint Mary's Undergraduate Business Program offers an exciting curriculum, grounded in responsible leadership and global business. The general business program gives students an understanding of all functional areas of business. For those interested in an in-depth study of a particular discipline, the Undergraduate Business Program also offers a variety of concentrations: Business Analytics, Digital Media, Entrepreneurship, Finance, Global Business, and Marketing. All of these programs prepare students for careers in business, like: financial analyst, business intelligence analyst, marketing manager, project manager, social media analyst, and client services manager. Additionally, some students pursue graduate business degrees, law school or other graduate study.

Exciting opportunities for student engagement and development lie outside of the classroom. "Career Gateway" is a four-year professional development program with a wide variety of workshops including interviewing techniques, resume writing, cross-cultural skills, technologies, social media, and other seminars that prepare graduates for success.

SEBA Undergraduate Career Services offers career exploration, job search strategies, and resume/cover letter preparation for students. Internships are one of the best ways to gain valuable work experience during an undergraduate career with numerous opportunities to be pursued. Additionally, many business students engage in study abroad opportunities to expand their global perspective and cultural awareness. Extracurricular engagement in SEBA student clubs and national honor societies give students leadership development experience and recognition.

FACULTY

Berna Aksu, Ph.D., *Professor, Management Department Chair*
Marco Aponte, Ph.D., *Assistant Professor*
Jyoti Bachani, Ph.D., *Associate Professor*
Norman S. Bedford, Ph.D., *Professor*
David Bowen, Ph.D., *Professor*
Rebecca Carroll, Ph.D., *Professor*
Kim Clark, Ph.D., *Assistant Professor*
Caroline Doran, Ph.D., *AssociateProfessor*
Barry Eckhouse, Ph.D., *Professor*
Noha Elfiky, Ph.D., *Assistant Professor*
Larisa Genin, D.B.A., *Associate Professor, Associate Dean*
J. Tomas Gomez-Arias, Ph.D., *Professor, Marketing Department Chair*
Michael Hadani, Ph.D., *Associate Professor*
James Hawley, Ph.D., *Professor*
Linda Herkenhoff, Ph.D., *Professor*
Ameera Ibrahim, Ph.D., *Assistant Professor*
Jivendra Kale, Ph.D., *Professor*
Kirk Knapp, M.B.A., *Adjunct*
Eric J. Kolhede, Ph.D., *Professor*
Nancy Lam, Ph.D., *Associate Professor, Organizational Behavior and Responsible Business Department Chair*
Yung Jae Lee, Ph.D., *Professor, Associate Dean for Graduate Programs and Global Programs*
Yuan Li, Ph.D., *Assistant Professor*
Zhan Li, D.B.A., *Professor, Dean*
Samuel Lind, Ph.D., *Professor*
Barbara A. McGraw, J.D., *Ph.D., Professor*
Mary Alice McNeil, M.A., *Adjunct, BUSAD Program Director*
Natasha Munshi, Ph.D., *Associate Professor*
Anh Nguyen, Ph.D., *Assistant Professor, Operations and Quantitative Methods Department Chair*
Michael O'Brien, J.D., *Adjunct*
Kevin Okoeguale, Ph.D., *Assistant Professor, Finance Department Chair*
Wenting Pan, Ph.D., *Associate Professor*
George Papagiannis, J.D., *Adjunct*
Kirsten Schwartz, Ph.D., *Adjunct*
Arnav Sheth, Ph.D., *Associate Professor*
Lawrence Souza, D.B.A., *Adjunct*
Saroja Subrahmanyan, Ph.D., *Professor*
Navin Veerapa, Ph.D., *Visiting Assistant Professor*
Kelly Weidner, Ph.D., *Assistant Professor*
Andrew Wilson, Ph.D., *Associate Professor*
Gregory Wolcott, Ph.D., *Assistant Professor*
Lili Yan, Ph.D., *Assistant Professor*
Xiaotian Tina Zhang, Ph.D., *Associate Professor*

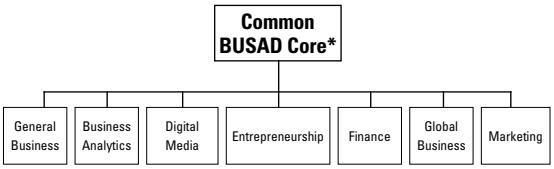
PROGRAM LEARNING OUTCOMES

Graduates will be:

- Effective business analysts.
- Effective business communicators.
- Ethically conscious and socially responsible business people.
- Leaders whol understand the impact of globalization.

STRUCTURE OF THE BUSINESS PROGRAMS
The business major consists of the Common Business Core plus either the requirements for General Business or the choice of one of the available Concentrations: Business Analytics, Digital Media, Entrepreneurship, Finance, Global Business, and Marketing.

BUSINESS PROGRAM IN BRIEF



*Note: Common Business Core required courses are listed below under "Major Requirements"

DEVELOPING A GRADUATION PLAN
Faculty Advising and Course Availability:
Common Business Core courses are offered every semester and some courses are offered less frequently, Please see course descriptions for when courses are offered. Students must develop a graduation plan with their faculty advisors to schedule classes in order to complete their program of study.

Advising and Special Action Petitions
Successful completion of the Business major by the expected graduation date requires careful planning. Students are responsible for their own program plan, which includes meeting with their advisors to go over the students' plan for completion of their degree programs. Special accommodations to modify the program are unlikely (e.g., waiver of prerequisites or substitution of courses), but if permitted would require the approval of the Business Administration Program Director. Students may submit a Special Action Petition through the Registrar's Office for review by the BUSAD Program Director.

Prerequisites:
Students must finish all lower division Common Business Core courses before starting their general business or concentration required courses. Students must earn a C– or higher grade in all prerequisites.. Also, students must pay careful attention to course prerequisites, which affect how courses must be sequenced. For example, to be eligible to take **BUSAD 140 Strategic Management**, which is the Business program capstone course, students must have previously (not concurrently) completed all lower division Common business core courses, the SMC core curriculum math requirement (**Math 3** or **27** is required), and at least **BUSAD 123**, **124**, and **132**.

Saint Mary's Business Program Residency Requirements:
The majority of the courses required for the major must be taken at Saint Mary's College. All concentration courses must be taken at Saint Mary's College, unless taken in conjunction with study abroad or taken as an elective and not to fulfill a concentration requirement.

Students may transfer credit for a maximum of two upper-division business courses.

Math Requirement:
Math is an SMC core requirement. The Business Department highly recommends that students complete this requirement (**Math 3**, or **Math 13** and **14**, or **Math 27**) before taking **BUSAD 40**, **Statistics; Accounting 2, Managerial Accounting;** and **Economics 4, Macroeconomics,** and not later than the end of the sophomore year. This subject-area will provide necessary analytical tools for success in business courses and is a prerequisite for most upper- division BUSAD courses. The Department of Mathematics does not permit students to satisfy the math requirement online. *Seniors will not be admitted into **Math 3**, Finite Math. **Math 27** or **Math 13/14** is required for Business Analytics concentration.*

Course Availability:
Please see course descriptions for when courses are offered. Some courses are not offered every year or every semester.

MAJOR REQUIREMENTS

Students must complete the "Common Business Core" and courses for either General Business or one of the following concentrations: Marketing, Finance, Entrepreneurship, Global Business, Business Analytics, or Digital Media.

The concentrations are designed for students motivated to explore critical business disciplines in greater depth, focus, and intensity for preparation for careers or graduate education in the field of the concentration. Students may choose to complete more than one concentration; however, doing so will likely require additional time beyond the usual four years.

COMMON BUSINESS CORE

(All business majors must take the Common Business Core Courses)

LOWER DIVISION (6 courses)
The following six courses should be completed by the end of the first semester of the sophomore year, but must be completed by the end of the sophomore year for the student to graduate on the student's expected graduation date.

BUSAD 10 Global Perspectives in Business and Society**
BUSAD 40 Statistics
ACCT 1 Financial Accounting
ACCT 2 Managerial Accounting
ECON 3 Micro-Economic Theory
ECON 4 Macro-Economic Theory

UPPER DIVISION (7 courses)
BUSAD 123 Financial Management
BUSAD 124 Marketing
BUSAD 127 Business Communication
BUSAD 131 Managing and Leading in Organizations
BUSAD 132 Global Operations Management
BUSAD 140 Strategic Management
BUSAD 181 Business Ethics and Social Responsibility

****BUSAD 10** is waived for transfer students entering Saint Mary's with junior or senior standing. It is not waived for students who switch majors at Saint Mary's.

CONCENTRATIONS:
(In addition to the Common Business Core courses, all business majors must take the courses listed for at least one of the following programs.)

GENERAL BUSINESS PROGRAM
(NO CONCENTRATION):
Students who complete this program will receive the degree of Bachelor of Science in Business Administration.

1. **BUSAD 120 Business Law**
2. **BUSAD 180 Global Business**
3. **Upper Division Elective**
4. **Upper Division Elective**

Upper Division elective choices for the General Business majors are the following:
BUSAD 108 Interfaith Leadership
BUSAD 110 Entrepreneurship
BUSAD 111 New Venture Financing
BUSAD 112 Small Business Management
BUSAD 113 Business in the Digital Age
BUSAD 121 Advanced Legal Topics
BUSAD 126 Applied Marketing Research
BUSAD 128 Consumer Behavior
BUSAD 129 Global Marketing
BUSAD 137 Advanced Quantitative Methods
BUSAD 138 Business Intelligence and Visualization
BUSAD 139 Business Analytics & Big Data
BUSAD 175 Management Information Systems

Econ 105 Micro-Economic Theory
Econ 106 Macro-Economic Theory
Either **Econ 175 Multinational Enterprises** or
Econ 170 Industrial Organizations
(Econ 105 is an additional prerequisite for **Econ 175)**
Either **Econ 175 Multinational Enterprises** or
Econ 170 Industrial Organizations
(Econ 105 is an additional prerequisite for **Econ 175)**
Either **Econ 130 Money, Finance, and Economic Crises** or **BUSAD 136 Investments**
(Econ106 is an additional prerequisite for **Econ 130)**

FINANCE CONCENTRATION
Students who complete this program will receive the degree of Bachelor of Science in Business Administration/ Finance Concentration.
1. **BUSAD 135 International Financial Management**
2. **BUSAD 136 Investments** (cross-listed with **Econ 136**)
3. **BUSAD 137 Advanced Quantitative Methods**
4. **BUSAD 111 New Venture Financing**

MARKETING CONCENTRATION
Students who complete this program will receive the degree of Bachelor of Science in Business Administration/ Marketing Concentration.
1. **BUSAD 126 Applied Marketing Research**
2. **BUSAD 128 Consumer Behavior**
3. **BUSAD 129 Global Marketing**
4. **BUSAD 113 Business in the Digital Age**

GLOBAL BUSINESS CONCENTRATION
Students who complete this program will receive the degree of Bachelor of Science in Business Administration/ Global Business Concentration.
1. **BUSAD 180 Global Business**
2. **BUSAD 135 International Financial Management**
3. **BUSAD 129 Global Marketing**
4. **BUSAD 185 Managing the Global Firm**

Students must study abroad one semester in the junior year. This requires careful program planning.

ENTREPRENEURSHIP CONCENTRATION
Students who complete this program will receive the degree of Bachelor of Science in Business Administration/ Entrepreneurship Concentration.
1. **BUSAD 110 Entrepreneurship**
2. **BUSAD 111 New Venture Financing**
3. **BUSAD 112 Small Business Managemen**t
4. **BUSAD 113 Business in the Digital Age**

DIGITAL MEDIA CONCENTRATION
Students who complete this program will receive the degree of Bachelor of Science in Business Administration/ Digital Media Concentration.
1. **BUSAD 113 Business in the Digital Age**

Choice of three from the following options:
2. **Comm 125 Introduction to Media, Technology, and Culture**
3. **Comm 133, Video Production**
4. **Comm 143 Advanced Media Production**
5. **Art 55 Digital Art: Photo, Video and Sound** OR **Comm 109 Visual Communication** OR **Comm 158 Film Application** OR **Art 4 Photography**
6. **Art 65 Web Design and Interactive Art**

BUSINESS ANALYTICS CONCENTRATION
Students who complete this program will receive the degree of Bachelor of Science in Business Administration/ Business Analytics Concentration.
1. **BUSAD 137 Advanced Quantitative Methods**
2. **BUSAD 138 Business Intelligence and Visualization**
3. **BUSAD 139 Business Analytics & Big Data**
4. **MA/CS 21 Programming I**

MINOR REQUIREMENTS

A student may earn only one Minor in Business Administration. Courses for the minor are **Accounting 1, 2; Economics 3, 4; BUSAD 40, 120, 123, 124;** plus two additional upper-division Business Administration courses.

INTERNSHIPS

Students who want to combine study with practical experience in business should contact the SEBA Undergraduate Career Services Office for information on a variety of opportunities available in both the private and public sectors. Course credit for internships may be available through enrollment in **BUSAD 195** (1 credit or.25 credit) prior to beginning the internship.

COURSES

LOWER DIVISION

10 Global Perspectives in Business and Society
An introduction to business and society from a global perspective, including the political, socio-cultural, economic, and ecological dimensions of globalization. Topics include an introduction to global political and economic institutions (e.g., the IMF, World Bank, and United Nations), neo-liberalism, pro-globalization and anti-globalization movements, development in newly emerging economies (e.g., issues involving cultural, ecology, labor, currency and global capital flaws), ecological issues (e.g., pollution, global warming, and shortages of water, food, and energy), Non-Governmental Organizations, cross-cultural worldviews of what constitutes a moral economy, and how business can serve social justice or perhaps undermine it. *Offered every semester. This course satisfies the Global Perspectives requirement of the Core Curriculum.*

40 Business Statistics
An introduction to statistical concepts used to assist in making decisions under conditions of uncertainty. Topics include the collection and analysis of data, probability and probability distributions, hypothesis testing, linear regression, and correlation. This course may not be taken for credit in addition to **Mathematics 4** or **Psychology 3**. *Offered every semester.*

UPPER DIVISION

108 Interfaith Leadership in Business and the Professions
This course joins leadership theory, religious literacy, and communication methods, and applies them to business and professional settings, primarily in the U.S., but the course also addresses global implications. Students develop knowledge, values, and skills to lead inclusively and effectively in religiously diverse environments to further business and professional goals, while fostering interreligious understanding and cooperation, and in so doing contributing to the societal common good. *Prerequisites:* **English 4** *and* **5** *and any one Seminar. This course satisfies the Common Good requirement and the American Diversity requirement of the Core Curriculum. Offered every fall.*

110 Entrepreneurship
An introduction to the concepts, tools, strategies, and practices of the entrepreneurship processes for both a start-up businesses as well as a Strategic Business Unit in an existing company. Topics include identifying new venture opportunities, idea generation, innovation, new product/service development, industry research, competitive analysis, legal and regulatory requirements for new ventures, and business and marketing plan development. Examination of the changing business environment is emphasized to allow students to understand the need to make strategic adjustments to their business model on a continuing basis. *Prerequisites: Lower-division common business core courses and the core curriculum math requirement.*

111 New Venture Financing
The study of raising capital for new ventures involving start-up businesses, financing a strategic unit or project within an existing company, and solving financial problems unique to small- and medium-sized firms undergoing rapid growth. Topics for this course include raising seed capital from venture capital, business angels, investment banking, and commercial banking sources; legal and regulatory issues that arise in new venture financing; exit strategies and financial modeling to determine the financial health of companies and strategies for their growth. *Offered every semester. Prerequisites: Lower-division common business core courses, the core curriculum math requirement, and* **BUSAD 123.**

112 Small Business Management
An examination of small business practices and strategies in both private and public companies. Topics include employee motivation, green marketing, franchising, e-commerce, and technology. Other issues incorporated into the course are managing diversity in the work place, team development, managing change in the face of global competition, relevant financial statements, and legal matters relating to small business (e.g., contracts and business forms). Continuous improvement methods to meet the changing demands of customers as well as information technology to increase efficiency are also addressed. *Offered spring semester only. Prerequisites: Lower-division common business core courses and, the core curriculum math requirement. This course is not available to freshmen.*

113 Business in the Digital Age
An examination of the impact on business of digital technologies and the use of digital technologies in corporate communication and on-line marketing. Specific topics may include the impact of globalization, collaboration tools (e.g., web-conferencing and other real-time and asynchronous options for joint work), virtual corporate environments, professional networking and social media, mobile applications, online advertising, and e-commerce, as well as performance metrics. Because the rate of change in digital technology and its use in business is high, a part of the course will be reserved for mapping emerging technologies Students will learn the application of many of these tools through hands-on experience. *Offered every semester. Prerequisites: Lower-division common business core courses, the core curriculum math requirement, and* **BUSAD 124.**

120 Business Law
This course provides students with an understanding of common legal topics relevant to business, including contracts, business torts, business crimes, business forms (e.g., partnerships and corporations), securities law, lending and secured transaction. *Offered every semester. Prerequisites:* **Accounting 1, Economics 3**. *This course is not available to freshmen.*

121 Advanced Legal Topics in Business
This course addresses the regulatory environment of business, including a discussion of applicable regulatory agencies, securities and capital market regulation, anti-trust and fair competition regulation, consumer protection, environmental protection, labor and employment law, intellectual property, international law, and related topics. *Offered spring semester only. Prerequisites:* **BUSAD 120.** *This course is not available to freshmen.*

123 Financial Management
An introduction to the principles of corporate finance and their application in business today, focusing on the measurement and creation of value in a corporation. Topics include financial markets, present value analysis, the theory of risk and return, portfolio theory, asset pricing models, cost of capital, capital budgeting, capital structure, and value based management. *Offered every semester. Prerequisites: Lower division common business core courses and the core curriculum math requirement. This course is not available to freshman or sophomores.*

124 Marketing
The study of the major areas of marketing decision-making that confront organizations. Topics include the utilization of marketing information systems as well as the formulation and implementation of integrated product, pricing, distribution and promotion strategies. *Offered every semester. Prerequisites: Lower division common business core courses, except* **Accounting 2,** *and the core curriculum math requirement. This course is not available to freshmen.*

126 Applied Marketing Research
A detailed overview of marketing research, strategic marketing planning and the development of fully integrated marketing programs. Topics include market analysis, marketing mix strategies, product positioning, market segmentation, and related social and ethical issues. *Offered every semester. Prerequisites:* **BUSAD 124.** *This course satisifes the Commmunity Engagement requirement of the Core Curriculum. This course is not available to freshmen or sophomores.*

127 Business Communication
This course covers the kinds of communication students can expect in complex organizations with multiple audiences. Because business communication occurs in a competitive environment, course material will emphasize in-depth categorical editing, organizational strategies for informative and persuasive writing and speaking, and the construction and presentation of arguments. *Offered every semester. Prerequisites:* **English 4** *and* **5.** *This course is not available to freshmen. This course satisfies the Writing in the Disciplines requirement of the Core Curriculum.*

128 Consumer Behavior
This course begins by looking at the consumer on an individual level, through an examination of the intrapsychic components of consumer behavior. These include consumer perceptions, memory, motivation/values, attitudes and the individual decision-making process. It then moves on to address the interdependent aspects of consumer behavior by examining its social and cultural context, including: the influence of group members on decision making, differences between subcultures within North America, and the nature and importance of cultural differences in consumer behavior around the world. In addition to a discussion of the basic principles of consumer behavior, emphasis will also be placed on critical evaluation of the supportive evidence, and the research methods used to investigate consumer behavior. *Offered every semester. Prerequisites: Lower-division common business core courses, the core curriculum math requirement, and* **BUSAD 124.** *This course is not available to freshmen or sophomores.*

129 Global Marketing
An exploration of the international marketing environment and its impact on marketing practice. Topics include the benefits, risks, and complexities of marketing abroad with particular emphasis on multi-cultural aspects and their implications for market entry, global competitive strategies, and formulating suitable product, promotion, pricing and distribution strategies for international markets. *Offered every semester. Prerequisites: Lower-division common business core courses, the core curriculum math requirement, and* **BUSAD 124.** *This course satisfies the Community Engagement requirement of the Core Curriculum. This course is not available to freshmen or sophomores.*

130 Sports Marketing
This course explores basic marketing concepts as they are applied to sports organizations, both amateur and professional. It addresses unique challenges, limitations, and new trends in sports marketing, as well as the marketing of sports products and the use of sports to market non-sports products. Topics include the sports marketing mix, market segmentation, sports consumer behavior, branding, and sponsorship. *Offered spring semester only. Prerequisite:* **Accounting 1, Economics 3** *and either* **Kinesiology 20** *or* **BUSAD 131** *(or by permission of instructor). This course is not available to freshmen or sophomores.*

131 Managing and Leading in Organizations
The study of the structure, functioning, and performance of organizations, and the impact of psychological, sociological and economic variables on the behavior of groups and individuals within them. Topics include motivation, leadership, decision-making, power and influence, group and team dynamics, conflict resolution, creativity and innovation, organizational change, and managing across culture. *Offered every semester. Prerequisites:* **English 4** *and* **5.** *This course is not available to freshmen.*

132 Global Operations Management
A study of the design and execution of the production or service system for providing products or services to meet demand. As efficiency barriers of time and space between companies are breaking down, operations function must adopt a global dimension to remain competitive. The course provides concepts and tools for evaluating and improving the operations of a firm. The specific topics include process analysis, waiting line analysis, quality management, project management, inventory management, and supply chain management. *Offered every semester. Prerequisites: Lower-division common business core courses and the core curriculum math requirement. This course is not available to freshmen.*

135 International Financial Management
An examination of the principles and practices of the financing and investment decisions of multinational firms operating globally. Topics include foreign exchange markets, financial instruments in the international capital markets, corporate exchange risk management, international investment decisions, global financing strategies, financial crises, and related issues. As such, this course extends financial management and investment to the international environment. *Offered every semester. Prerequisites: Lower-division common business core courses, the core curriculum math requirement, and* **BUSAD 123.**

136 Investments (cross-listed with **Economics 136**)
Description and analysis of the securities market (bonds, stocks, etc.) from the viewpoint of the private investor. The student is introduced to asset valuation theories as well as the basis of portfolio selection. Particular emphasis is placed on the trade-off between risk and return, both for the individual assets and in a portfolio context. *Offered Spring semester only. Prerequisite:* **BUSAD 40** *or equivalent.*

137 Advanced Quantitative Methods
A rigorous analytical course involving the study of the theories and practices of diverse quantitative methods and procedures that enable managers to judiciously use data in solving complex problems in finance, marketing, operations, and corporate strategy, and providing business analysts with a sound conceptual understanding of the role management science plays in the decision-making process. Students are introduced to advanced tools and techniques for quantitative analysis to support conclusions drawn from empirical evidence for effective decision-making under conditions of uncertainty. Topics may include multivariate statistical analysis, multiple linear and logistic regression modeling, time-series analysis, optimization, computer simulation, waiting line models, principal component, factor and cluster analysis, and multidimensional scaling. *Offered every semester. This course is not available to freshmen or sophomores.*

138 Business Intelligence and Visualization
This course prepares students to develop systems to measure, monitor and predict the evolution of key enterprise variables and performance indicators and present them in the form of usable information supporting the business decision-making process. Students also learn techniques to present analytical results visually and communicate the business insights revealed by analytics effectively. Topics include data warehousing, business reporting and performance management, visual querying, and dashboards. Structured Query Language (SQL) and Tableau will be used in the course. *Offered every semester, beginning in Spring 2017. Prerequisites: Lower-division common business core courses and* **Math 27** *or* **Math 13/14.**

139 Business Analytics and Big Data
This course covers predictive modeling techniques. Students will also be exposed to a collection of current practices and computer technologies used to transform business data into useful information and support the business decision-making process. Topics include data mining, text and web analytics, and big data strategies. RapidMiner will be used in the course. *Offered every semester, beginning in Spring 2017. Prerequisites: Lower-division common business core courses and* **Math 27** *or* **Math 13/14.**

140 Strategic Management
A capstone course which must be taken in the spring term of the senior year, it integrates the major functional operating areas of business firms viewed within the broader context of strategic management, i.e., the process of managerial decision making and actions that determine the long-run performance of business organization. *Offered every semester. Prerequisites: Lower division common business core courses, the core curriculum math requirement,* **BUSAD 123; BUSAD 124;** *and* **BUSAD 132.**

175 Management Information Systems
This course focuses on the concepts, tools, trends, and organization of information systems. Topics include e-commerce, network technology, trends in social media, enterprise resource management, database and knowledge management, digitization and digital products, wired and wireless technology platforms, and ethical and social issues. Examination of the changes and trends in the wired and wireless technology platforms, database and business intelligence management, and social media and networks is emphasized to allow students to understand the potential competitive advantages of information technology in a global business world and its role in improving customer intimacy, supply management and various operational efficiencies. *Offered occasionally. Prerequisites: Lower-division common business core courses and the core curriculum math requirement. This course is not available to freshmen or sophomores.*

180 Global Business
An overview of the special opportunities and risks firms face as a result of the rapid globalization of business. The course emphasizes the economic, cultural, and institutional factors that managers must consider when conducting business in foreign countries. Students will study and become familiar with global marketing, finance, and managerial strategies that lead to success in off-shore markets. *Offered every semester. Prerequisites: Lower-division common business core courses. This course is not available to freshmen or sophomores.*

181 Business Ethics and Social Responsibility
The study and application of ethical decision-making, leadership, and social responsibility in business, grounded in personal and company core values. Topics include the moral dimensions of political and economic context of business; utilitarian, Kantian, and virtue ethics; creating ethical company cultures; the role of the firm in society and theories of corporate social responsibility, including sustainability (economic, social, ecological); cross-cultural dimensions of multinational business; and social responsibility focused regulation (e.g., Sarbanes-Oxley). *Offered every semester. Prerequisites: Lower-division common business core courses. This course is not available to freshmen.*

185 Managing the Global Firm
This course is an exploration of the global manager's environment, which includes the cultural context of global management, formulating and implementing strategy for international and global operations, and global human resources management. The course helps students to develop a global vision and global management abilities at the organizational, strategic, and interpersonal level. Topics include cross-cultural management, global human resource management, global workforce planning (people, mobility), developing and managing global competencies (people and processes), and labor relations policies and management. *Offered in Spring semester. Prerequisites: Lower-division common business core courses, the core curriculum math requirement, and* **BUSAD 131.**

195 Internship
Work-study program conducted in an internship position under the supervision of a faculty member. Normally open to junior and senior students only. *Permission of instructor and department chair required.*

197 Independent Study
An independent study or research course for students whose needs go beyond the regular courses in the curriculum. *Permission of the instructor and department chair required.*

CHEMISTRY

The Chemistry Department seeks to offer a versatile academic program that will prepare students for a variety of options upon graduation: employment in industry, graduate work in chemistry or related fields, entry into professional schools such as medicine or dentistry, or teaching at the K–12 level. Using a balance of theoretical and experimental work, the curriculum attempts to provide students with a solid understanding of fundamental concepts, the ability to reason through unfamiliar problems, the tools to investigate a topic in depth and the communication skills that are needed to share information with others.

The department recognizes that since chemistry is a discipline whose primary focus is the underlying substances of the universe, it is important both independently and in relation to other fields of study. For these reasons the department strives to connect the curriculum to other disciplines and real-world examples whenever possible, and to routinely offer courses to meet the needs of students who are not science majors.

FACULTY

Kenneth J. Brown, Ph.D., *Professor*
Steven J. Bachofer, Ph.D., *Professor*
Debjani Bhaduri, Ph.D., *Adjunct Professor*
Valerie A. Burke, Ph.D., *Associate Professor*
Joel D. Burley, Ph.D., *Professor*
John S. Correia, Ph.D., *Professor Emeritus*
Patricia Jackson, Ph.D., *Adjunct Professor*
Mark Lingwood, Ph.D., *Assistant Professor*
Karen M. Ruff, Ph.D., *Assistant Professor*
Michelle L. Shulman, Ph.D., *Associate Professor*
Jeffrey A. Sigman, Ph.D., *Professor*
Zuleikha Kurji, Ph.D., *Assistant Professor*

LEARNING OUTCOMES

The learning outcomes for the Chemistry Department are organized into five general categories:

- TOOLS for learning
- FUNDAMENTAL knowledge and conceptual understanding
- INVESTIGATIVE skills
- COMMUNICATION skills
- SOCIETAL AWARENESS and concerns

PREPARATION FOR SUCCESS

Students planning a major in chemistry should present credits for one year of chemistry, one year of physics, and four years of mathematics, and should have at least a B average in these subjects. Students with a good high school record but lacking credit in any of these subjects should remedy any deficiencies in summer school. Students planning a science major should be particularly alert to the language proficiency requirement (see Program of Study) and the math diagnostic prerequisite for entrance into **Chem 8.**

MAJOR REQUIREMENTS

The Chemistry Department offers several options for the student interested in chemistry:

(1) the standard chemistry major
(2) the chemistry major with an environmental concentration
(3) the biochemistry major (offered jointly with the Biology Department; see Biochemistry major for more information)

A suggested four-year program of study for a major in chemistry or biochemistry is available from any Chemistry Department faculty member.

LOWER DIVISION

The following lower-division courses are required for the two majors in chemistry: **Chemistry 8, 9 (lab), 10, 11 (lab), 89; Mathematics 27, 38.** Each major has additional lower-division requirements as follows:

- For the standard chemistry major, students must also take **Mathematics 39** and **Physics 1, 2 (lab), 3, 4 (lab).**
- For the chemistry major—environmental concentration, students must also take: **Physics 1, 2 (lab), 3, 4 (lab)** or **Physics 10, 20 (lab), 11, 21 (lab);** and **Biology 1, 1L (lab)** and **2, 2L (lab).**

UPPER DIVISION

The following upper-division courses are required for the two majors in chemistry: **Chemistry 104, 106, 114, 115, 130.** Each major concentration has additional upper-division requirements as follows:

- For the standard chemistry major, students must take **Chemistry 110, 113, 111** or **119, 118, 197** or **199.**
- For the environmental concentration, students must take **Chemistry 113** or **118, 119,** and one other upper-division chemistry course. Also required are **Biology 125** and either **Biology 113, 146,** or **152.**

MINOR REQUIREMENTS

The minor in chemistry requires **Chemistry 8, 9 (lab)** and **10, 11 (lab),** and any three upper-division chemistry courses beyond **Chemistry 104.**

PREREQUISITE GRADE

Any course listed in this department with a prerequisite assumes a grade of C– or better in the prerequisite course, unless noted otherwise in the course description.

COURSES

LOWER DIVISION

2 Principles of Chemistry

An introduction to topics in general chemistry, organic chemistry, and biochemistry for those students with an interest in the life sciences. This course is designed primarily for kinesiology students. Others may enroll in this course if they have been sufficiently counseled as to whether it is appropriate to their needs. Four lectures per week. *Prerequisite: one year of high school chemistry. Offered every spring.*

3 Principles of Chemistry Lab (.25)

Laboratory to accompany **Chemistry 2.** Must be taken concurrently with **Chemistry 2.** *Laboratory fee required. Offered every spring.*

8 General Chemistry I

A study of the fundamental principles of chemical science and the chemistry of the more common elements and their compounds. Four lectures per week. Admission requires high school chemistry and placement in **Math 13, 27,** or equivalent. *Offered every semester. This course satisfies the Scientific Understanding requirement of the Core Curriculum.*

9 General Chemistry Lab I (.25)

Laboratory to accompany **Chemistry 8.** Must be taken concurrently with **Chemistry 8.** An introduction to experimentation in chemistry. One lab per week. *Laboratory fee required. Offered every semester.*

10 General Chemistry II

A continuation of **Chemistry 8.** Four lectures per week. *Prerequisites:* **Chemistry 8, 9** *with grades of C– or better. Offered every spring.*

11 General Chemistry Lab II (.25)

Laboratory to accompany **Chemistry 10.** Must be taken concurrently with **Chemistry 10.** One lab per week. *Prerequisites:* **Chemistry 8, 9.** *Laboratory fee required. Offered every spring.*

89 Chemical Literature (.25)

A systematic survey of the literature of chemistry and allied fields. Practice in the retrieval, evaluation, and use of chemical information. *This course, taken with* **Chemistry 110,** *satisfies the Writing in the Disciplines requirement of the Core Curriculum. Offered every fall.*

UPPER DIVISION

Chemistry 8, 9 (lab), 10 and **11 (lab)** with grades of C– or better are prerequisite to all upper-division courses. **Chemistry 104** and **106** are prerequisite to **Chemistry 110, 111** and **130, 135, 136** and **138.**

104 Organic Chemistry I

An introduction to the concepts of structure and reactivity of organic compounds. Four lectures and one lab per week. *Laboratory fee required. Offered every fall.*

106 Organic Chemistry II

A continuation of **Chemistry 104.** Four lectures and one lab per week. *Prerequisite:* **Chemistry 104** *with a grade of C– or better. Laboratory fee required. Offered every spring.*

110 Special Topics in Chemistry

An exploration of important areas in modern chemical research involving various elements of the discipline. The course includes reading and discussion of journal articles and may include use of the computer for molecular modeling, information retrieval and analysis of data, depending on the selected topics. A prime learning objective of this course is to assist the student to use other instructional materials besides textbooks. *Prerequisites:* **Chemistry 89** *and* **Chemistry 130.** *Offered in alternate years, spring semester. This course, taken with* **Chemistry 89,** *satisfies the Writing in the Disciplines requirement of the Core Curriculum.*

111 Advanced Organic Chemistry

An in-depth examination of the mechanisms of organic reactions, the methods used to study them, and the relationship between structure and reactivity. Selected advanced synthetic methods may also be covered. Three lectures per week. *Offered in alternate years, spring semester.*

113 Analytical Chemistry

Study of the fundamentals of analytical chemistry with emphasis on careful experimental technique. Topics will include a deeper understanding of equilibrium systems and statistical data analysis. Laboratory (**113L**) includes volumetric, electro-analytical, and spectroscopic methods. Two lectures and two labs per week. *Prerequisites:* **Chemistry 10/11.** *Laboratory fee required. Offered every year, fall semester.*

114 Physical Chemistry I

A study of chemical theory, specifically thermodynamics, chemical kinetics, and quantum mechanics. Three lectures and one lab per week. *Prerequisites:* **Mathematics 27, 28** *(***38** *preferred). Laboratory fee required. Offered in alternate years, fall semester.*

115 Physical Chemistry II

A continuation of **Chemistry 114**. Three lectures and one lab per week. *Prerequisite:* **Chemistry 114** *with a passing grade. Laboratory fee required. Offered in alternate years, spring semester.*

118 Instrumental Chemical Analysis
A study of the principles used in the design and operation of instruments and their applications in chemistry. Two lectures and two labs per week. *Laboratory fee required. Offered in alternate years, spring semester.*

119 Environmental Chemistry
A study of the theory and practice of water, air and soil chemistry with emphasis on the problem areas within our environment. Three lectures and one lab per week. *Laboratory fee required. This course satisfies the Community Engagement requirement of the Core Curriculum. Offered in alternate years, fall semester.*

130 Advanced Inorganic Chemistry
A study of the structures, reactions and relationships of the elements and their compounds. Three lectures per week. *Offered in alternate years, fall semester.*

135 Biochemistry (cross-listed with **Biology**)
A study of biochemical principles with an emphasis on enzymes and metabolism of biochemistry. Three lectures and one lab per week. *Laboratory fee required. Offered every semester. Prerequisites:* **Biology 1, 1L.**

136 Advanced Topics in Biochemistry
(cross-listed with **Biology**)
A further study of biochemical principles with an emphasis on macromolecular structures, membrane related topics (structure, transport, signal recognition and transduction), and other topics not covered in the first semester of biochemistry. Three lectures and one lab per week. *Laboratory fee required. Offered every year, spring semester. Prerequisite:* **Biochemistry 135 (Bio 135).**

138 Biophysical Chemistry
A study of the physical chemical aspects of biochemistry. Three lectures per week. *Offered in alternate years, spring semester. Prerequisites:* **Mathematics 27,** *and* **28,** *or* **38.**

197 Special Study
Laboratory research in chemistry, under the direction of a faculty advisor. Results from the research project will be summarized in the form of a written thesis and an oral or poster presentation. *Prerequisites: senior standing and the consent of the faculty advisor. Laboratory fee required. Offered as needed.*

199 Special Study – Honors
Laboratory research in chemistry, under the direction of a faculty advisor. Results from the research project will be summarized in the form of a written thesis and an oral or poster presentation. *Prerequisites: senior standing, a 3.0 GPA (minimum) in chemistry coursework and the consent of the faculty advisor. Laboratory fee required. Offered as needed.*

CLASSICAL LANGUAGES

The ancient Greeks and Romans left a legacy of values and ideas that continue to inform the way we view the changing world around us. The Classical Languages department enables students to go beyond the translations and engage directly with the extant Greek and Roman texts, while at the same time acquiring knowledge about their context. In this way, students can attain a clearer understanding of the Greco-Roman component in modern-day world views as they continue to reflect on the universal human condition.

Whether you major in Classics or not, the linguistic approaches and strategies you will develop with us are highly transferable. Familiarity with the etymology of the Greek and Latin roots in English makes the study of science much more effective. There is no better preparation for the pitfalls of legalese than the meticulous, logical approach to Greek and Latin texts. Students who plan to enter graduate studies in Classics, philosophy, art history, theology, archaeology, etc., will be able to satisfy one or more of the language requirements in those programs. No matter what career you choose, students tell us, the overall cultural enrichment you get along the way is one of the great benefits of Classical studies.

Classical Languages majors write a Senior Thesis based on one of their upper division courses on a major author.

FACULTY
Michael Riley, Ph.D., *Professor, Chair*
Brother S. Dominic Ruegg, FSC, Ph.D.,
Professor Emeritus

LEARNING OUTCOMES
Our focus is on your learning. We actively communicate with you in the course of your studies. We rely on your input as you progress toward linguistic proficiency in Greek and/or Latin.

Upon successful completion of the ELEMENTARY LATIN/GREEK SEQUENCES, you will be able to:
- Engage in simple interactions in Latin and/or ancient Greek;
- Read and understand simple texts with the help of dictionaries and textbook materials;
- Translate simple English sentences into idiomatic Latin and/or Greek;
- Develop a stable understanding of grammar as a vehicle for logic;
- Acquire reliable strategies for approaching sentences in both Latin/Greek and English;
- Begin to develop strategies for sight-reading Latin and/or Greek texts (without the help of dictionaries and textbook materials); and
- Understand the basic cultural, historical, political, philosophical and mythological background of the texts you read.

Upon successful completion of the INTERMEDIATE LATIN/GREEK SEQUENCES, you will be able to:
- Engage in more complex interactions in Latin and/or ancient Greek;
- Read relatively complex texts with occasional help from dictionaries and textbook materials;
- Sight-read basic texts;
- Distinguish between writers' styles and develop specific reading strategies for dealing with each author;
- Translate sentences into idiomatic Latin and/or Greek in a specific writer's style;
- Appreciate the metric and rhythm of Greek and Roman poetry;
- Discuss the cultural, historical, political, philosophical and mythological background of the texts you read;
- Understand the logical and rhetorical complexities of ancient texts;
- Appreciate the creative distortions inevitable in translation; and
- Perform basic evaluation of selected official translations from Latin and Greek.

UPPER-DIVISION COURSES IN LATIN AND/OR GREEK
hone the intermediate skills you've acquired:
- Your reactions to the linguistic aspects of the Latin/Greek text should become more or less automatic;
- You will sight-read most Latin and Greek texts;
- You will be able to read some very difficult texts without losing sight of their non-linguistic dimensions; and
- Your proficiency in analyzing the hidden dimensions of any text—English or ancient—will increase dramatically, along with your expanded vocabulary and interpretive sophistication.

MAJOR REQUIREMENTS

LOWER DIVISION CLASSICS MAJOR
By arrangement.

GREEK MAJOR

Greek 3 and **4** or an acceptable equivalent are prerequisite to all upper-division courses, except for **Greek 163** and **166.**

LATIN MAJOR

Latin 3 and **4** or an acceptable equivalent are prerequisite to all upper-division courses, except for **Latin 163.**

UPPER DIVISION CLASSICS MAJOR
Eight upper-division courses combining study of Latin and Greek.

GREEK MAJOR

Eight upper-division courses focused on Greek.

LATIN MAJOR

Eight upper-division courses focused on Latin.

MINOR REQUIREMENTS

The minor in Latin requires **Latin 101, 102, 110** *and two electives in Latin. The minor in Greek requires* **Greek 101, 102, 106** *and two electives in Greek.*

PREREQUISITE GRADE
Any course listed in this department with a prerequisite assumes a grade of C– or better in the prerequisite course.

C O U R S E S

CLASSICAL LANGUAGES

LOWER DIVISION

1 Etymology: The Greek and Latin Roots in English (.25)
A course in vocabulary-building and word-power. Students learn how to decode a wide range of complicated English vocabulary, to make better and more precise vocabulary choices, and to improve oral and written communication skills. Over 60 percent of all English words have Greek or Latin roots. In the sciences and technology, the figure rises to over 90 percent. This course surveys Greek and Latin derivatives in English and examines the contexts in which the original meanings have changed. Students learn to interpret correctly the semantic range of Greek and Latin roots in English. The English language emerges as a dynamic system intricately linked to historical, social, and cultural realities.

UPPER DIVISION

100 Classical Mythology
Classical Mythology is a study of the highly flexible narrative content of Greek and Roman myths, the underlying thought patterns behind it, and the ancient attitudes to myth in our main sources, the literary works of Greek and Roman writers. Classical myths and mythological references in both Classical and non-Classical literature and art emerge in historical contexts. *Prerequisites:* **English 5** *or instructor's approval. This course satisfies the Common Good requirement of the Core Curriculum.*

GREEK

1 Elementary Greek
Beginner's course. Morphology, syntax, introduction to the reflective and scientific analysis of language. (Cross-listed as **Integral 51**.)

2 Elementary Greek
Continuation of **Greek 1.** Reading of texts of Plato and Aristotle. *Prerequisite:* **Greek 1.** (Cross-listed as **Integral 52**.)

3 Intermediate Greek
Reading of selected authors, study of various types of discourse. Reading of Plato, Aristotle, lyric poetry and drama. Discussion of logic, rhetoric and dialectic. *Prerequisite:* **Greek 2.** (Cross-listed as **Integral 53.**)

4 Intermediate Greek
Continuation of **Greek 3.** *Prerequisite:* **Greek 3.** (Cross-listed as **Integral 54**.)

LATIN

1 Elementary Latin
Beginner's course. Morphology, syntax, exercises in composition and translation.

2 Elementary Latin
Continuation of **Latin 1.** *Prerequisite:* **Latin 1**.

3 Intermediate Latin
Reading of prose. Deepened study of language. *Prerequisite:* **Latin 2.**

4 Intermediate Latin
Reading of poetry. *Prerequisite:* **Latin 3.**

GREEK

101 Plato
A reading of a shorter and a longer dialogue with consideration of the contemporary background, and the range of philological and philosophical questions. A number of the dialogues that are lesser-known are read and considered in translation. An attempt is made to view the totality of Plato's work and life.

102 Homer
A study of epic dialect and technique of composition; methods of historical and literary interpretation. The nature of myth and a comparison of the diverse forms of ancient epic in various cultures are topics.

103 Greek Historians
The history of Greek historiography is studied by examples of the methods of Herodotus, Thucydides, Xenophon and Polybius from their texts.

105 Greek Orators
Why rhetoric was the major science of antiquity is investigated. Examples are taken from the canon of Attic orators.

106 Greek Dramatists
Greek playwrights are studied in as broad a representation as possible: the tragedians, Aristophanes and Menander.

107 Aristotle
A study of Aristotle's scientific method and its relationship to metaphysics as exemplified in the *Physics* and *Metaphysics,* as well as of his concept of dialectic as opposed to that of Plato.

110 New Testament Greek
A sampling of Hellenistic Greek is studied as background, and the course then concentrates upon the Gospels and Paul in selection.

115 Greek Lyric Poets
Special attention is accorded Pindar. The history of Greek lyric is studied in examples.

160 Greek Literature in Translation
Texts of epic, dramatic, lyric, and historical and philosophical genres are presented and discussed, and their relationships to modern literature considered.

163 Greek History and Civilization
A study of the religious, social, political and economic conditions of Ancient Greece (2000–250 B.C.) through history and archaeology. Selected ancient authors are read in their historical context. The course is the first half of a study of ancient history. (Cross-listed as **History 181.**) *Offered in alternate years.*

166 Classical Archaeology
A study of the topography and monuments of Greece and Rome. Methods of archeological research.

199 Special Study – Honors
An independent study or research course for upper-division majors with a B average in Greek. Permission of the instructor and department chair is required. Course normally requires Greek composition. On an individual basis, students work with composition textbooks to submit for revision their own renderings into Classical Greek.

LATIN

101 Cicero
The full variety of Cicero's texts is sampled, and he is located within the history of the Roman Republic.

102 Roman Historians
A study of representative texts of Sallust, Livy and Tacitus, with attention to the widest range of interpretative problems.

103 Patristic Latin
Texts of Tertullian, Augustine and Boethius are read, with special attention to *Confessions.*

104 Roman Comedy
A study of the plays of Plautus and Terence, with attention to contemporary social history and the traditions of the stage.

108 Horace
A study of Horace's major lyrics, with admission of various methods of interpretation for discussion.

109 Roman Law
The nature and history of Roman law is studied in translation. Its theoretical and historical relation to common law is examined.

110 Virgil
The entire corpus of Virgil's writing is sampled. Philosophical and literary problems are examined.

161 Latin Literature in Translation
Texts of all genres are considered. Historical background and mythological tradition are presented as well as connections to modernity.

163 Roman History and Civilization
A study of pre-Roman Italy and the growth of Rome into a worldwide empire (1000 B.C.–450 A.D.) through history and archaeology. Selected ancient authors are read in their historical context. The course is the second half of a study of ancient history. (Cross-listed as **History 182.**) *Offered in alternate years.*

199 Special Study – Honors
An independent study or research course for upper-division majors with a B average in Latin. *Permission of instructor and department chair is required. Course normally requires Latin composition. On an individual basis, students work with composition textbooks to submit for revision their own renderings in Classical Latin.*

COLLEGIATE SEMINAR

In their four Collegiate Seminar classes, Saint Mary's students and faculty, through reading and discussion, explore the great writings that have shaped the thought and imagination of the Western world. In Seminar, students develop skills of analysis through critical reading, critical thinking, thoughtful interpretation and respectful communication. Over time, through this process, they learn to read and discuss important texts with increased understanding and enjoyment.

Classes meet around a seminar table in small groups so that each person can participate actively in the discussion. The faculty discussion leader poses questions about the texts to challenge the students to develop, through the process of careful reading and discussion, defensible interpretations of their own. Students state opinions and uncover assumptions; they present evidence to support their positions or to defend them against objections; they respond to other students' views, developing points in greater detail, exploring contradictions and ambiguities. Working together in a spirit of cooperation, students learn to reflect upon and refine their ideas. In addition, through substantial writing assignments, students deepen their inquiries into the texts, developing theses supported by cogent analysis based on textual evidence. Their experience with discussion and writing develop skills that Saint Mary's students use throughout their lives.

Entering transfer students enroll in **Seminar 102** and take **Seminar 103** and **104** thereafter.

Students matriculating as freshmen are subject to the College's Core Curriculum requirements (see Program of Study). Collegiate Seminar courses comprise a substantial portion of the Habits of Mind requirements. Students are required to take **Seminar 1, 2, 103,** and **104,** as follows: **Seminar 1** in Spring of the first year, **Seminar 2** in Fall of the second year, **Seminar 103** in either long semester of the third year, and **Seminar 104** in either long semester of the fourth year.

COLLEGIATE SEMINAR GOVERNING BOARD
Ellen Rigsby, Director, *Communication*
Brother Kenneth Cardwell, FSC, *Integral*
Elena Escalera, *Psychology*
Jose Feito, *Psychology*
Sandra Grayson, *English*
Raina Leon, *(Spring term) Education*
Holly McAdams, *Student Representative*
Natasha Munshi, *Graduate Business*
Joan Peterson, *(Fall term) Education*
Brian Pinner, *Student Representative*
Ellen Rigsby, *Communications*
Grete Stenersen, BA, *in Leadership Studies*
Michelle Stone, *Adjunct in Seminar*
Joseph Zeccardi, *Center for Writing Across the Curriculum*

COLLEGIATE SEMINAR VISION STATEMENT

Collegiate Seminar seeks to engage Saint Mary's students in a critical and collaborative encounter with the world of ideas as expressed in great texts of the Western tradition in dialogue with and exposure to its encounter with other traditions. Thereby students become part of the Great Conversation. The Program seeks to help them develop as curious, thoughtful members of an intellectual community. Designed to serve the College's goals of a liberal education, the Program strives to put students in possession of their powers to think clearly, critically and collaboratively, and articulate their ideas effectively—powers that will serve them for the rest of their lives.

GOALS OF THE COLLEGIATE SEMINAR

Collegiate Seminar fosters a genuine sense of collegiality and intellectual community by providing an authentic forum for students to meet and partake of a common experience—the reading and discussion of shared texts under the guidance of faculty from all disciplines. Its participants engage in collaborative dialogue with texts whose ideas shape our world. Through careful reading, shared inquiry, and writing, students improve their skills of analysis and communication. During this process students will develop increased appreciation for these great ideas, and grow in their intellectual curiosity, becoming life-long learners and thinkers. Students will be exposed to a variety of ways of knowing, encouraged in their search for meaning, and learn to accept ambiguity while aiming for clarity

LEARNING OUTCOMES

Seminar Specific Learning Outcomes: As a result of their participation in Collegiate Seminar, students will grow in their ability to:

1. Understand, analyze, and evaluate challenging texts from different genres and periods.
2. Comprehend the intellectual threads that connect works both backward and forward through history.
3. Relate the works studied to their own experience and to notions of authentic humanity.
4. Reflect on prior knowledge and assess one's own process of learning.

CRITICAL THINKING

Critical thinking within Seminar is grounded on the processes of analysis, synthesis and evaluation necessary to read with understanding. Through careful reading, listening, and reflection, which lead to a solid understanding of the texts, critical thinking allows students to make perceptive insights and connections between texts, Seminars and ultimately their life experiences. Critical thinking within Seminar also includes skills that allow for sound judgments to be made when multiple, competing viewpoints are possible. Seminar is a place where reading critically is transformed and integrated into a habit of mind, providing students with the tools to question the authority of the text and the foundations of their own assumptions. In short, critical thinking allows students to recognize, formulate and pursue meaningful questions, which are not only factual but also interpretive and evaluative, about the ideas of others as well as their own.

Critical Thinking Learning Outcomes: As a result of their participation in Collegiate Seminar, students will grow in their ability to:

1. Distinguish the multiple senses of a text (literal and beyond the literal).
2. Identify and understand assumptions, theses, and arguments that exist in the work of authors.
3. Evaluate and synthesize evidence in order to draw conclusions consistent with the text. Seek and identify confirming and opposing evidence relevant to original and existing theses.
4. Ask meaningful questions and originate plausible theses.
5. Critique and question the authority of texts, and explore the implications of those texts.

WRITTEN AND ORAL COMMUNICATION

A mind is not truly liberated until it can effectively communicate what it knows. Thus Collegiate Seminar seeks to develop strong written and oral communication skills in its students. Students will develop skills that demonstrate an understanding of the power of language to shape thought and experience. They will learn to write and speak logically, with clarity, and with originality, and grow in their intellectual curiosity through the process of writing.

Written and Oral Communication Learning Outcomes: As a result of their participation in Collegiate Seminar, students will grow in their ability to:

1. Recognize and compose readable prose, as characterized by clear and careful organization, coherent paragraphs and well-constructed sentences that employ the conventions of Standard Written English and appropriate diction.
2. Recognize and formulate effective written and oral communication, giving appropriate consideration to audience, context, format, and textual evidence.
3. Analyze arguments so as to construct ones that are well supported (with appropriate use of textual evidence), are well reasoned, and are controlled by a thesis or exploratory question.
4. Use discussion and the process of writing to enhance intellectual discovery and unravel complexities of thought.

SHARED INQUIRY

Shared inquiry is the act of reasoning together about common texts, questions, and problems. It is a goal of Collegiate Seminar to advance students' abilities to develop and pursue meaningful questions in collaboration with others, even in the context of confusion, paradox, and/or disagreement. Through the habits of shared inquiry students will carefully consider and understand the perspectives and reasoned opinions of others, reconsider their own opinions, and develop rhetorical skills.

Shared Inquiry Learning Outcomes: As a result of their participation in Collegiate Seminar, students will grow in their ability to:

1. Advance probing questions about a common text or other objects of study.
2. Pursue new and enriched understandings of the texts through sustained collaborative inquiry.
3. Reevaluate initial hypotheses in light of evidence and collaborative discussion with the goal of making considered judgments.
4. Engage in reflective listening and inclusive, respectful conversation.

COURSES

Seminar 001 Critical Strategies and Great Questions
This first seminar develops the skills of critical thinking, critical reading and writing, and shared inquiry that are foundational to Collegiate Seminar. Students learn strategies for engaging with a diversity of texts, asking meaningful questions, and effectively participating in collaborative discussions. Reading and writing assignments are specifically designed to support students' gradual development of these strategies and skills. The reading list is current but subject to modification. From some texts only excerpts are read. *Corequisite:* **English 4**.

Plato, *"Allegory of the Cave"*
LeGuin, *"The Ones Who Walk Away from Omelas"*
Woolf, *"How Should One Read a Book?"*
Al Ghazali, *"Manners to be Observed by Teachers and Students"*
Seneca, *"Moral Epistle #88"*
Supreme Court, *Korematsu v. the United States (1944)*
Alexie, *"What You Pawn I Will Redeem"*
Martin Luther King, *"Letter from a Birmingham Jail"*
Jefferson, *"The Declaration of Independence"*
Thucydides, *"Mytilenian Debate," "The Melian Dialogue"*
Johnson, *"Melvin in the 6th Grade"*
Genesis 22
Ptolemy, *Almagest*
Brome Abraham and Isaac
Cervantes, *"The Man Who Was Recklessly Curious"*
Galileo, *The Starry Messenger*
Mo Tzu, *"On Universal Love"*
Matthew 5-7, *"Sermon on The Mount"*
Carson, *Silent Spring*
Spiegelman, *Maus*
Epictetus, *The Handbook (The Encheiridion)*
Sophocles, *Antigone*
Aristotle, *Nicomachean Ethics*
Homer, *The Odyssey*

Seminar 002 Western Tradition I
Employing and building upon the strategies of critical thinking, critical reading, and shared inquiry learned in the first seminar, students will read, write about and discuss a selection of classical, early Christian and medieval texts from the Western tradition. The reading list is current but subject to modification. From some texts only excerpts are read.

Gospel parables
Sappho (selections)
Aeschylus, *The Oresteia*
Thucydides, *History of the Pelopennesian War*
Euclid, *Geometry*
Plato, *Meno*
Aristotle, *Nicomachean Ethics*
Terence, *The Brothers*
Lucretius, *On the Nature of the Universe*
Virgil, *Georgics*
Plutarch, *Coriolanus*
Augustine, *Confessions*
Hildegard, *Scivias*
Boethius, *On the Consolation of Philosophy, bk 1*
Marie de France, *Nightingale, et al.*
Dante, *Purgatorio*
Chaucer, *The Canterbury Tales*

Seminar 102 Western Tradition I for transfers
This first seminar for transfer students develops skills of critical thinking, critical reading and writing, and shared inquiry that are foundational to Collegiate Seminar. Students will read, write about and discuss a selection of classic and modern texts from the Western tradition. The reading list is current but subject to modification. From some texts only excerpts are read.

Langston Hughes, *"Theme for English B"*
LeGuin, *"The Ones Who Walk Away from Omelas"*
Genesis 1-11
Toni Morrison, *Lecture and Speech of Acceptance, Award for Nobel Prize*
Spiegelman, *Maus*
Marcus Aurelius, *Meditations*
Plato, *Crito*
Martin Luther King, *"Letter from a Birmingham Jail"*
Jefferson, *"The Declaration of Independence"*
Aristotle, *Nicomachean Ethics*
Christine de Pisan, *The Book of the City of Ladies*
Matthew 5-7, *"Sermon on The Mount"*
Aquinas, *Summa Theologica*
Dante, *Inferno*
Momaday, *"The Way to Rainy Mountain"*
Aeschylus, *Agamemnon*
Homer, *The Odyssey*
Terry Tempest Williams, *"The Clan of One-Breasted Women*

Seminar 103 Western Tradition II
Employing and building upon the strategies of critical thinking, critical reading, and shared inquiry learned in previous seminars, students will read, write about and discuss a selection of Renaissance, 17th, 18th and 19th century texts from the Western tradition. The reading list is current but subject to modification. From some texts only excerpts are read.

Machiavelli, *The Prince*
Luther, *On Christian Liberty*
Shakespeare, *Measure for Measure*
Descartes, *Discourse on Method*
Hobbes, *Leviathan*
Rousseau, *A Discourse on Inequality*
Voltaire, *Candide*
Wollstonecraft, *A Vindication of the Rights of Woman*
Selections from Romantic Poetry
Dickens, *Hard Times*
Marx, *Communist Manifesto*
Nightingale, *Cassandra*
Darwin, *The Origin of Species*
Dostoevsky, *Notes from Underground*

Seminar 104 The Global Conversation of the 20th and 21st centuries
Building on the Western tradition explored in the second and third seminars, readings focus on the Great Conversation of the modern world, which includes the West but also includes important intercultural and global voices. The course focuses on issues of significant relevance for a 21st century student, as well as texts that allow for integrative thinking across the entire Collegiate Seminar sequence. The last portion of the course will include student reflections on what they have learned and how they have grown, revisiting the steps of their intellectual development in a capstone experience.

Robert Frost, *"The Gift Outright"*
Maya Angelou, *"On the Pulse of Morning"*
Mahatma Gandhi, *Selected Political Writings*
United Nations General Assembly, *The Universal Declaration of Human Rights*
Franz Kafka, *"The Metamorphosis"*
Sigmund Freud, *Civilization and Its Discontents*
Chinua Achebe, *Things Fall Apart*
Frantz Fanon, *Wretched of the Earth*
Hannah Arendt, *On Violence*
Marjane Satrapi, *Persepolis*
Virginia Woolf, *A Room of One's Own*
Xiao Hong "Hands"
Paul Celan, *"Death Fugue"*
Yevgeny Yevtushenko, *"Babi Yar"*
Mahmoud al-Braikan and Taleb Abd al-Aziz, *Fifteen Iraqi Poets*
Desmond Tutu, *No Future Without Forgiveness*
Nelson Mandela, *"The Rivonia Trial"*
Garrett Hardin, *"The Tragedy of the Commons"*
Vandana Shiva, *Biopiracy: The Plunder of Nature and Knowledge*
Naguib Mahfouz, *The Time and the Place*
Gabriel García Márquez, *"The Incredible and Sad Tale of Innocent Eréndira and Her Heartless Grandmother"*
Andrea Dworkin, *Pornography*
Gloria Anzaldúa, *Borderlands/La Frontera*
Audre Lorde, *This Bridge Called My Back*
Qiu Jin, *"Lord Shi Jing of Japan: A Response to Your Original Verse"*
Jhumpa Lahiri, *"The Third and Final Continent"*
Miguel de Unamuno, *"Saint Emmanuel the Good, Martyr"*
Nietzsche, *Aphorisms*
Second Vatican Council, *Gaudium et Spes*
Thomas Merton, *Contemplation in a World of Action*
Richard P. Feynman, *"Atoms in Motion"*
Robert Lawrence Kuhn, *"Can Religion Withstand Technology?"*
Theodosius Dobzhansky, *"The Teilhardian Synthesis"*

144 Multicultural Thought
Selected readings from 20th-century multicultural authors of the United States, especially from California. Readings continue the dialogue with authors from previous seminars, give renewed attention to questions raised in those contexts and address contemporary issues as well. *Prerequisite:* **Seminar 001** *or* **002**.

145 World Traditions
Readings from the traditions of Asia, Africa and the Middle East that raise basic human questions of courage, compassion, loyalty and wisdom. These works from around the world are selected to extend the themes and ideas from both the Western Tradition sequence and the Multicultural Thought seminar to a truly global conversation. *Prerequisite:* **Seminar 001** *or* **002**.

190 Co-Leader Apprenticeship (.25)
A course designed for specially selected, experienced seminar students assigned to assist a faculty member as student co-leader for a specific seminar class. As co-leaders, students participate as discussion facilitators and models in a seminar they have already completed. Meetings with assigned seminar faculty by arrangement. May be repeated for credit.

192 Introduction to Methods and Field Experience in Elementary Level Discussion Groups (.25)
Prerequisite: **Seminar 002** *or* **102**. *For course description, see Justice, Community and Leadership Program.*

COMMUNICATION

Recognizing that the mission of Saint Mary's College is to instill a liberal arts, Catholic and Lasallian character into all areas of the College community, the goal of the Department of Communication is to incorporate these traditions into a curriculum that identifies the process of communication as a primary means by which we construct social reality, recognize and analyze social processes, and affect social change. We see the content of the field as complex and interdisciplinary, and thus seek to pursue the continuing goals of improving the effectiveness of our communication, enhancing creativity and productivity in ourselves and others, promoting a sense of social reality that is fair and just for all members of society, and ensuring the continuation of critical contemplation as a means of strengthening and enriching the social good. We therefore encourage ethical and systematic inquiry into a broad range of areas, including mass and alternative media, rhetoric, interpersonal communication, new media and digital culture, organizational communication, visual studies, ethics, intercultural communication and cultural studies.

Communication as an academic field draws upon the humanities, the social and natural sciences, and the professions. The communication faculty have interdisciplinary backgrounds that enrich the academic and cultural environment of the department. The curriculum is both conceptual and applied with core courses preparing the student for an in-depth exploration of one or more areas of inquiry.

FACULTY

Aaron Dickinson Sachs, Ph.D., *Associate Professor, Chair*
Shawny Anderson, Ph.D., *Associate Professor*
David Benin, Ph.D., *Adjunct Assistant Professor*
Mark Generous, Ph.D., *Assistant Professor*
Makiko Imamura, Ph.D., *Associate Professor*
Samantha Joyce, Ph.D., *Assistant Professor*
Dan Leopard, M.F.A., Ph.D., *Associate Professor*
Ellen Rigsby, Ph.D., *Associate Professor*
Scott Schönfeldt-Aultman, Ph.D., *Professor*
Edward E. Tywoniak, M.F.A., Ed.D., *Professor*
Matthew Swanson, MA, *Adjunct Professor, Debate Coach*

LEARNING OUTCOMES

By the time they graduate, students should be able to:

- DEVELOP a comprehensive understanding of key terms in the field.
- ANALYZE texts, practices and ideas in their social and cultural contexts using standard communication models.
- DEVELOP basic understanding and literacy of media and communication technologies.
- UNDERSTAND and apply communication theories.
- UNDERSTAND and apply appropriate research methods to communication research questions.
- DEVELOP a capstone project that synthesizes all of the above.

MAJOR REQUIREMENTS

Students who major in communication take a total of 11 courses, seven of which are required plus four electives. Of the four electives, two must be upper-division application courses denoted by the word "Application" after the title.

CORE COURSES

Lower division **Communication 2, 3, 10.**
Upper division **Communication 100, 110, 111** and **196.**
Plus, four upper-division electives (two of which are application courses)

MINOR REQUIREMENTS

Students who minor in communication take a total of six courses, three of which are required plus three electives. Of the three electives, one must be an upper-division application course denoted by the word "Application" after the title.

CORE COURSES

Lower division **Communication 2** and **3.**
Upper division **Communication 100.**
Plus, three upper-division electives (one of which is an application course).

PREREQUISITE GRADE

Any course listed in this department with a prerequisite assumes a grade of C– or better in the prerequisite course.

COURSES

LOWER DIVISION

2 Communication and Social Understanding
This course intends to acquaint students with ways of critically assessing the everyday communication practices and texts (spoken, visual and mediated) which construct and transmit social knowledge. Introduces students to issues such as language, meaning, rhetoric, persuasion, definition, mediation, representation, visual culture, social knowledge, understanding the "self," the relationship between culture and communication, the social construction of reality, and the assessment of the influence of mass communication. Students will participate in in-depth discussions based in primary texts of communication theory and produce critical essays and creative projects that demonstrate their grasp of course content. *This course satisfies both Artistic Understanding (Analysis and Creative Practice) requirements of the Core Curriculum.*

3 Communication Inquiry
This intensive discussion course utilizes important communication texts as the basis for learning many of the questions and terms that define the discipline of communication. Readings will concentrate in the areas of interpretation, identity, rhetoric and culture to better understand how we construct culture, society and the self through the various forms of communication, and how we analyze those constructions. Emphasis will be on developing the ability to use the readings to build theoretical literacy, to interpret written and visual texts with that theory, and to use the theory to analyze notions of identity. *This course satisfies the American Diversity requirement of the Core Curriculum.*

10 Argument and Advocacy
Communication scholar, Rod Hart, writes that advocacy "is the human creature's most natural way of changing the world. It is also the most civilized way of doing so. Bombs, torture and mayhem change the world too, but those are primitive modalities and they lead to unstable outcomes. Symbolic influence is better. It lasts longer and it's less noisy." In this spirit, this course examines general principles of argument and advocacy as they relate to rhetorically creating change in different spheres of social life. Students will explore how the conventions of argument change—and how advocacy functions—in law, science, religion and politics. Students will develop an understanding of argument and evaluation theories, while also embodying those theories by developing practical advocacy and critical appraisal strategies.

UPPER DIVISION REQUIREMENTS
Students must have sophomore standing to enroll.

100 Communication Theory
This course provides students with a review of major theories applicable to communication among individuals, within organizations, in politics and in the media. Through readings and discussion of seminal core texts, students are encouraged to judge for themselves the strong and weak portions of alternative concepts, models and theoretical concepts, as well as to evaluate the empirical methods from which these theories are derived. *This course satisfies the Writing in the Disciplines requirement of the Core Curriculum.*

104 Understanding Digital Culture
Students will explore key concepts and theories through a close reading of fundamental texts, study of representative examples of digital work (e.g. websites, gaming, networked and immersive environments, media art), and will engage in basic digital design and production assignments.

110 Quantitative Methods
An introduction to communication research approaches that allow us to generalize our understanding to specific instances. For example, we might wish to investigate the influence of mediated political message characteristics on voting behavior or how nonverbal cues influence the formation of romantic relationships. The course provides an overview of research design, data collection and data analysis for the empirical construction of these knowledge bases. *Prerequisites:* **Communication 2, Communication 3,** *or permission of the chair.*

111 Qualitative Methods
This course introduces students to qualitative methodology and offers students an opportunity to design and practice qualitative methods. Topics addressed will include origins of qualitative methodology, ethnography, participant observation, interviewing, formulating research questions, collection and analysis of data, and writing the literature review. *Prerequisites:* **Communication 2, Communication 3,** *or permission of the chair.*

196 Senior Capstone
Senior standing required. Students must submit a formal capstone proposal to the department in the semester prior to enrolling in the course. In this course, students conceptualize and conduct research using one or two approaches (including performative, narrative or multimedia). Their research must address a socially significant communication issue, under the approval and supervision of an instructor. Students are encouraged to explore a question/issue that will represent the culmination of their undergraduate experience and reflect their finest work as a college student. At the conclusion of the term, students will present their work to interested members of the College community. *Prerequisites:* **Communication 100, Communication 110,** *and* **Communication 111** *or permission of the chair.*

UPPER DIVISION ELECTIVES

105 International Communication
A review of our "global village," which is dangerously divided not only by power struggles and interest conflicts, but by message flows that create confusion and justified or unjustified suspicion. Special attention is given to the role of the United Nations (and its specialized agencies dealing with communication) as a vital mode of cross-cultural communication among the leaders of nations, and to the role of the media in defining global policy issues.

106 Intercultural Communication
An exploration of intercultural communication within various national contexts, though primarily U.S.-based. The courses will include an examination of the roles of identity, history, power, language, cultural values, nonverbal communication, migration, cultural space, popular cultural communication and relationships. Students will also become familiar with intercultural communication theories and with approaches to studying intercultural communication. Seeks to provide a basis for comprehending the relationship between culture and communication and for understanding cultural practices, differences and similarities. *This course satisfies the American Diversity and the Social, Historical, and Cultural requirements of the Core Curriculum.*

107 Political Communication
The interplay of the press, politics and public policy is a key feature in understanding our democracy today. This course examines the role of communication, information and media technologies in the electoral and legislative processes. Special attention is given to how the Internet and other media have altered the political landscape.

109 Visual Communication [Application]
In this course, students study visual culture, learn to do visual analysis and explore key ideas in visual communication including visual methodologies, such as compositional interpretation, semiotics, discourse analysis and psychoanalytic analysis. Possible topics include exploration of the visual components of advertising, video games, technology, photography, film, television, news, the body, comics, theme parks and museums. *This course satisfies both Artistic Understanding (Analysis and Creative Practice) requirements of the Core Curriculum.*

112 Interpersonal Communication
Upper-level course treating major theories and concepts in interpersonal communication. Lecture, discussion, readings and activities integrating concepts such as nonverbal communication, listening, intimate relationships, family relationships, interracial relationships, conflict management, forgiveness, negotiation, gender, perception and self-concept, technology's role in communication, as well as relationship development, maintenance, struggles and termination. *This course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum.*

113 Rhetorical Criticism [Application]
This course will provide students the opportunity to learn and practice rhetorical criticism. Students will analyze artifacts (textual, visual, online) by employing methods such as Neo-Aristotelian criticism, cluster criticism, fantasy-theme criticism, feminist criticism, generic criticism, ideological criticism, metaphor criticism, narrative criticism, pentadic criticism, generative criticism and queer criticism..

116 Advertising and Civic Engagement [Application]
This course is designed to give students an understanding of both the theory and practice of advertising through the medium of civic engagement projects. The first half of the course will allow you to study the underlying theories of the practice of advertising; in the second half, students will have the opportunity to apply these theories in the form of advertising campaigns for on-campus clients.

117 Public Relations [Application]
This course provides an in-depth understanding of the theories of public relations and the ways in which they are practiced throughout our society, both in the marketplace and in the political realm. Emphasis is on application of these theories in student-authored projects that focus on civic engagement in the community. This course affords students the opportunity to research, plan, execute and evaluate a public relations campaign.

118 Media Law
This course examines the function of the laws regulating media and communication and explores how legal, political, social, administrative, economic and technological factors contribute to determining public policy on media issues. Of primary concern is the First Amendment's relationship to intellectual property, torts and telecommunication law. *This course satisfies the Common Good requirement of the Core Curriculum.*

122 American Journalism [Application]
An introduction to the craft of news writing and reporting in print and electronic news media. Historical development of newspapers, journals, blogs and magazines—in print, on television/radio, and online; emphasis on journalism as a profession and ethical conduct.

123 Sports Journalism [Application]
American culture, its contests and celebrations have moved from the sports page to the front page. This course explores the history, literature and practice of sports journalism in print, TV/radio and new media. Students will examine issues of gender and ethics, develop editorial criteria for sports coverage, and learn "best practices" in writing for print and broadcast.

125 Media, Technology and Culture [Application]
This course, an introduction to media studies, focuses on the critical concepts and technical skills necessary for understanding communication practices in the 21st century. While acknowledging that the media have become digital, this course places communication and media technologies within a broader historical and cultural context. Students will be required to produce media criticism and creative media projects, as well as learn key theories about media and communication in the global, networked digital age. *This course satisfies both of the Artistic Understanding (Analysis and Creative Practice) requirements of the Core Curriculum.*

132 Audio Production [Application]
Recognizing the importance of the sonic arts in contemporary forms of media, this course introduces students to: (1) basic acoustical theory, (2) musical concepts as related to media production, (3) aesthetic and technical elements of sound design, (4) audio field recording, and (5) non-linear audio editing and post-production techniques.

133 Video Production [Application]
This course introduces students to the basics of digital video production. Topics covered include: (1) introduction to film language and sound design, (2) video camera basics and video-production workflow, (3) cinematography and lighting, (4) non-linear video editing, and (5) post-production techniques. *This course satisfies both Artistic Understanding (Analysis and Creative Practice) requirements of the Core Curriculum.*

143 Advanced Media Production I [Application]
This is an upper-division course that delves into areas of specialization and advanced applications in media production. Possible topics may include web design, digital photography, motion graphics, video game design, animation, DVD authoring and advanced audio engineering.

144 Advanced Media Production II [Application]
This course is a continuation of media skills and concepts developed in **Communication 143.** These are upper-division media courses that delve into areas of specialization and advanced applications in media production. Possible topics include web design, digital photography, motion graphics, video game design, animation, DVD authoring and advanced audio engineering. *Prerequisite:* **Communication 143**.

147 Persuasion
This course examines the theory and practice of persuasive communication in a variety of forms ranging from public relations campaigns to visual media, political debate, religion and music. Course emphasizes the utility of classical and modern rhetorical frameworks for understanding contemporary persuasive efforts in a broad range of contexts, as well as other persuasive theories, including Robert Cialdini's influential theory, Sherif's social judgment theory and Miller's information processing theory.

158 Film [Application]
This course examines film history and film theory through the lens of communication. As a dominant mode of communication and as a major art form, the study of film itself ranges from theatrically-based Hollywood films to digital cinema. This course emphasizes the centrality of film to the visual imagination and the development of visual culture. Students will produce critical writing about film and a final creative media project. *This course satisfies both Artistic Understanding (Analysis and Creative Practice) requirements of the Core Curriculum.*

161 Communication and Social Justice [Application]
This course engages the power of communication as a transformative act. In the pursuit of social justice, communication can be a tool, a weapon and a witness on behalf of community service, social change and political struggle. The role of communication in relation to social justice is not just studied abstractly, but passionately practiced and embodied through real-world projects and first-hand experiences. This course involves a service-learning component. Recent topics include food justice, hip hop, consumerism and drag culture. *This course satisfies both the Common Good and the Community Engagement requirements of the Core Curriculum.*

163 Seminar in Special Topics
These are topical, special-interest courses exploring an area of study or particular problem in the field of communication. Topics cover the range of communication theory, rhetoric and persuasion, law and public policy and visual media.

170 Communication Management [Application]
The development of techniques and strategies for formal rhetorical argument as applied to informal and formal group processes in contemporary businesses. Includes communication management within multicultural settings, discussion and analysis of organizational needs assessment, communication auditing and decision-making.

190 Communication Practicum (.25)
The department offers a wide variety of one-quarter academic credit courses which may be applied to student participation in radio, video, visual, film, journalism, digital media, public relations, advertising or independent study. Macken Collegiate Forensics Program may be taken for full or fractional credit.

195 Internship
Work in an appropriate internship position in the field of communication, under the supervision of a faculty member. Normally open only to communication majors in the senior year, with approval of the department chair and supervising instructor. Majors may qualify with a B average or better. Internships may be taken for a full-unit, half-unit or one-quarter-unit credit.

197 Special Study
An independent study or research course for upper-division majors with a B average or better in communication courses. *Permission of the instructor and department chair required.*

MINOR IN CINEMATIC ARTS

The Cinematic Arts Minor combines the critical analysis and creative production of the moving image art form, ranging from time-based film and video to new media art. The courses emphasize technical fundamentals and conceptualization, creative experimentation and critical thinking, and personal expression and social responsibility. A hybrid instructional approach for several of the courses integrates critical analysis and creative production in order to encourage students to analyze as well as to produce the moving image art form as an engaged critical practice.

Students minoring in Cinematic Arts take six courses from the disciplines of Art, Communication, English, Anthropology, and World Languages and Cultures. Beyond the coursework, an internship elective (**ART 193**) provides a hands-on experience that can include assisting with a film exhibition, working as an assistant with a faculty filmmaker or researcher, and other options. (This program is coordinated with the Art and Art History Department and is cross-listed with their section of the course catalog).

LEARNING OUTCOMES

Students completing the Minor in Cinematic Arts will be able to:

- Plan, shoot, edit a finished film or video art project.
- Contextualize moving image artworks within a broader cultural, historical, and political framework.
- Utilize critical-theoretical concepts as a springboard to develop a film or video art project.
- Write a concept statement articulating the aims, influences, and process associated with their own production work.
- Write an extended critical essay integrating research, analysis, and interpretation of cinematic works of art.

MATRICULATION PATTERN

Total Requirement (six courses)
Required Core (four courses)

LOWER DIVISION
ART 55 Digital Foundations 1: Photo, Video, Sound

UPPER DIVISION
ART 155 Experimental Film/Video Production
COMM 125 Intro to Media, Technology, and Culture
COMM 158 Film

ELECTIVES (Choose two)
ANTH 120 Visual Anthropology
ART 193 Internship
ATC 80 Art Theory
ATC 111 Philosophy of New Media Art
COMM 133 Video Production
ENGLISH 125 (or **126**) **Film**
ML 126 Film*

*Before enrolling in **ML 126**, students should contact the instructor regarding a possible foreign language requirement. This requirement varies depending on the section being offered in a given semester.

ECONOMICS

Economics is often called the "science of choice." The economics major helps develop clear, rational problem-solving skills useful in business, government and everyday life. Additionally, the economics major provides an understanding of economic institutions and policies today and as they have developed over time.

The major in economics leads to either a Bachelor of Science or a Bachelor of Arts, depending on the student's area of interest. The Bachelor of Science major is a quantitatively oriented program that provides excellent preparation for graduate studies and careers in economics or business administration. The Bachelor of Arts major is a social science-oriented program that is ideal for students planning professional studies and /or careers in law, teaching, business or the public or nonprofit sectors.

The Bachelor of Arts major with a concentration in Sustainability Studies is aimed at students interested in the environmental and social impacts of growing economies. Students choosing this concentration should consult their advisor as early as possible, and normally no later than the beginning of their junior year, to discuss their academic and career plans.

The courses required for both majors combine a core of economic theory with the opportunity for students to explore a wide range of applications and/or to pursue in-depth a personal interest area in economics.

The economics minor is an excellent complement to many majors such as politics, history, mathematics, communication, accounting and business administration. The minor provides students with a core of economic theory and a sampling of the many fields of economics.

FACULTY

William C. Lee, Ph.D., *Professor, Chair*
Roy E. Allen, Ph.D., *Professor*
Jerry J Bodily, Ph.D., *Professor*
Kristine L. Chase, Ph.D., *Professor*
Andras Margitay-Becht, Ph.D., *Associate Professor*
Anna Maximova, Ph.D., *Assistant Professor*
Asbjorn Moseidjord, Ph.D., *Professor*
Vilma Sielawa,Ph.D., *Assistant Professor*
Andrew Williams, Ph.D., *Professor Emeritus*

PROGRAM LEARNING GOALS

- Graduates will be effective economic analysts.
- Graduates will be able to apply economic theories.
- Graduates will have well developed critical thinking skills.
- Graduates will be able to analyze and interpret economic data.

INTERNSHIPS

Students who want to combine study with practical experience in economics should contact the department chair and the SEBA Internship Coordinator in advance for information on a variety of opportunities available in both the private and public sectors. Course credit for internships may be available through enrollment in **Economics 195**.

HONORS

Majors who maintain at least a B average in economics may qualify to complete an honors thesis in their senior year. Honors thesis candidates normally begin the thesis project in **Economics 120** or **142** and, with permission of the instructor and department chair, complete it in **Economics 199**.

Majors and minors who maintain a GPA of 3.0 overall and 3.0 (3.25 for minors) in their economics courses will be considered for induction into and a lifetime membership in the Saint Mary's chapter of Omicron Delta Epsilon, the internationally recognized economics honors society.

BACHELOR OF SCIENCE DEGREE MAJOR REQUIREMENTS

LOWER DIVISION
Economics 3 Principles of Microeconomics
Economics 4 Principles of Macroeconomics
Statistics (may be satisfied by **Busad 40** or **Mathematics 4**)
Mathematics 27 (or **13** and **14**) and **28** or **38**

UPPER DIVISION
Economics 102, 105, 106, 141, 142 and four additional full-credit upper-division courses in economics, not to include **Economics 199.**

BACHELOR OF ARTS DEGREE MAJOR REQUIREMENTS

LOWER DIVISION
Economics 3 Principles of Microeconomics
Economics 4 Principles of Macroeconomics
Statistics (may be satisfied by **Busad 40** or **Mathematics 4**)
One of the following: **Mathematics 3, 13, 27**, or any upper-division mathematics course.

UPPER DIVISION
Economics 102, 105, 106, 120 and five additional full-credit upper-division courses in economics (not to include **Economics 199**). Bachelor of Arts majors who have completed the appropriate prerequisites in math and statistics may include **Economics 141-142** among their upper-division economics elective courses.

Two courses from among the following allied disciplines:
Anthropology: 114, 118, 128, 131 and **134**
History: 100, 104,. 123,124,125,126,127,128, 134,135, 136, 137, 139, 141, 142, 152, 154, 155, 161, 162 and **172**
Philosophy: 113, 115 and **116**
Politics: 101, 104, 106, 107, 110, 111, 114, 120, 126, 127, 130 and **135**
Sociology: 112, 114, 115, 120 and **124**

Substitutions, waivers of prerequisites or class standing require the approval of the department chair.

Some upper-division courses (including the required courses **120, 141,** and **142**), may be offered in alternate years only. The student must determine, prior to his/her registration for the junior year, in a conference with his/her advisor, which courses are currently being given in alternate years so that he/she will have an opportunity to complete all required courses in a timely manner.

BACHELOR OF ARTS DEGREE WITH A CONCENTRATION IN SUSTAINABILITY STUDIES MAJOR REQUIREMENTS

LOWER DIVISION
Same as for the regular Bachelor of Arts degree and in addition:
General Biology 50 with lab
Environmental and Earth Science 92 with lab

UPPER DIVISION
Economics 102, **105, 106** and **150**

Two courses from the School of Science which may include:
Environmental and Earth Science 100, **110** and **140**
Biology 113, **125**, **142**, **144** and **152**
(Instructor approval required for biology courses.)

Two courses from Other Perspectives which may include:
Politics 135, **136**
Philosophy 117, **130**
History 130, **155**, **160**
Justice, Community and Leadership 130
(instructor approval required)

Capstone Courses:
Economics 120, **197** or **195**
(when offered, .25–1.0 credit)
Economics 196, **Senior Project** (.25 units)
Pass/Fail Grading

NOTE: Students should consult with their advisor to confirm their program of study, including which courses satisfy core curriculum requirements.

MINOR REQUIREMENTS

A student may earn only one minor in the School of Economics and Business Administration. The minor in economics requires successful completion of seven courses: Principles of Micro/Macro Economics (**Economics 3**, **4**); Statistics (may be satisfied by **Busad 40**, or **Mathematics 4**; Micro/Macro-Economic Theory (**Economics 105**, **106**); and two additional full-credit upper-division economics courses.

Minors desiring a research experience in economics may include in their upper-division economics electives **Economics 120** or (with the appropriate math and statistics prerequisites) **Economics 141-142**

PREREQUISITE GRADE
Any course listed in this department with a prerequisite assumes a grade of C– or better in the prerequisite course.

COURSES

LOWER DIVISION

3 Principles of Microeconomics
Introduction to the concepts and tools of microeconomic analysis. Microeconomics is concerned with individual economic units including representative consumers, firms and markets. Topics include resource allocation, income distribution and price, wage and quantity determination in competitive and noncompetitive markets. Micro-economic analysis is applied to selected current economic issues. *This course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum.*

4 Principles of Macroeconomics
Introduction to the concepts and tools of macroeconomic analysis. Macroeconomics is concerned with the relationship between major economic aggregates including firms, households and government. Topics include the determination of the level of aggregate economic activity, inflation and unemployment, as well as government's ability to achieve a full employment, non-inflationary Gross Domestic Product using fiscal and monetary policy. Macro-economics is applied to current economic issues including economic growth, business cycles, the government budget, and the policies of the Federal Reserve. *This course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum.*

10 Economics and Society
A non-technical, introductory approach to micro- and macro-economics principles, issues and policies designed for students with little or no background in economics. Students are introduced to the tools, terminology, and analytical methodology of economics through their application to a number of real- world social, political, and economic issues. Some examples are how markets work, how government economic programs affect well-being, the government budget and the tax system, income and wealth distributions, why nations trade, and how to improve environmental quality using economic policies. **Economics 10** does not substitute for **Economics 3** or **4,** and may not be taken by those who have completed **Economics 3-4**. *This course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum.*

UPPER DIVISION

Both **Economics 3** and **4** are prerequisites to all upper-division courses except **Economics 100**, **111**, **150**, **170** and **180**. Additional prerequisites are listed with each course.

100 Issues and Topics in Economics
Analysis of a selected theme, topic, issue, era or region not covered by the regular course offerings of the department. Subject of the course will be announced prior to registration each semester when offered. Course will not be offered each semester but may be repeated for credit as content varies.

102 Development of Economic Thought
The course explores the historical and theoretical foundations of economic theory, with an emphasis on the classical political economists of the 18th and 19th centuries through a critical reading and analysis of the original works of important economic thinkers like Adam Smith, David Ricardo, Karl Marx and John Maynard Keynes. The course seeks to understand the relevance of these early economists to modern economic theory and issues. *Prerequisites:* **Economics 3, Economics 4** *and* **106.** *This course satisfies the Writing in the Disciplines requirement of the Core Curriculum.*

105 Microeconomic Theory
An intermediate-level analysis of the motivation and behavior of producers and consumers under alternative market structures. Particular emphasis is placed on price determination and resource allocation, as well as the application of theory to real-world issues. *Prerequisites:* **Economics 3, Economics 4, Mathematics 3** *or equivalent.*

106 Macroeconomic Theory
An intermediate-level analysis of the aggregate interrelationship between consumers, business, government and the foreign sector in the determination of national income, employment, price levels and economic growth rate. Particular emphasis is placed on policy alternatives available to mitigate unsatisfactory performance of these variables. *Prerequisite:* **Mathematics 3** *or equivalent.*

111 Economic History of the United States
Historical view of the development of the United States economy with particular emphasis on economic growth, income distribution and structural and institutional change in the 19th and 20th centuries. Course themes include the evolution of market structures, business organization, trade and technology; the history of American living standards, income distribution and poverty; immigration, race and gender roles; business cycle history; the changing role of government and the rise of the American-style welfare state. Students are provided a historical perspective on the origins of current economic issues. *Generally offered in alternate years.*

120 Research Seminar
This seminar is designed to develop the student's ability to do economics research. Methods of economics research are examined and each student conducts a research project, from the initiation of the concept to be examined through hypothesis testing and evaluation of test data, under the guidance of the instructor. *Prerequisites:* **Economics 3** and **4.** *Generally offered in alternate years.*

130 Banking and Monetary Policy
A description and analysis of the role of money and finance in a modern economy. The role of banks and other suppliers of credit, along with the U.S. Federal Reserve System and other central banks across the world is identified. Trends and instabilities in financial markets, interest rates, inflation and the general level of economic activity will be studied, including episodes of large scale banking and financial crises. *Prerequisites:* **Economics 3, Economics 4** and **106.**

135 Public Finance
An analysis of government taxing and spending activities using theoretical, empirical, and institutional material. Topics include optimal provision of public goods, cost-benefit analysis, tax incidence, policies aimed at efficient level of externalities such as pollution, income redistribution, models of democratic and bureaucratic decision-making and the design of government procurement contracts. *Prerequisites:* **Economics 3** and **4.** *Generally offered in alternate years.*

136 Investments
Description and analysis of the securities markets (bonds, stocks, etc.) from the viewpoint of the private investor. The student is introduced to asset valuation theories as well as the basis of portfolio selection. Particular emphasis is placed on the trade-off between risk and return, both for the individual assets and in a portfolio context. *Prerequisites:* **Economics 3, Economics 4, Busad 40** *or equivalent.*

141-142 Methods of Quantitative Analysis
The first part of this two-semester sequence explores the ways in which economists use mathematical techniques—especially linear (matrix) algebra and differential calculus—to represent and "solve" a wide range of theories, problems and hypotheses. Applications include the firm's profit maximization and the consumer's optimization of utility. *Prerequisites:* **Economics 3, Economics 4, Math 27-28** *or* **Math 27-38** *and* **Economics 105.**

The second part of the sequence is about how economists use statistical data to estimate and predict relationships between different economic variables. The goal is to have students become educated consumers and producers of econometric analysis; the former by studying how other economists make use of econometric methods in their work and the latter by doing estimations (running regressions) themselves using statistical software packages. Students will conduct an in-depth econometric research project on the topic of their choice. *Prerequisites:* **Economics 3, Economics 4, Busad 40** *or equivalent and* **Economics 141.** *Generally offered in alternate years.*

150 Environmental and Natural Resources Economics
All economic activity involves an exchange with the natural environment. Natural resources are used in production and consumption and then returned to the environment in some form of waste. The class focuses on how a market economy actually handles these exchanges and develops criteria for judging the economy's performance in this regard. Important questions include the following: Are we exhausting our natural resources? Will we run out of cheap energy? What is the appropriate balance between economic standard of living and environmental quality? Can we rely on market forces to achieve the appropriate balance or do we need government intervention? *Generally offered in alternate years.*

152 Labor Economics
An extension and application of microeconomic theory to analysis of labor market processes that determine the allocation of human resources, as well as the level and structure of wages, employment and working conditions. The course devotes considerable attention to the public and private institutions (e.g., labor laws and unions) and sociological forces (e.g., prejudice and discrimination) that interact with demand and supply forces. Labor market models that take account of economic, sociological, and institutional forces are used to explain recent trends and patterns in the level and distribution of wages, employment, working conditions and union membership. The models are also used to analyze the impact on labor markets of changes in trade, technology, immigration, family structures and social norms; and to evaluate the efficiency and equity effects of government, business and union policies. *Prerequisites:* **Economics 3** *and* **4.** *Generally offered in alternate years.*

160 Comparative Economics Systems
The production and distribution of goods and income and the material welfare of people—the longtime concerns of economics—can be achieved in many different ways. This course examines capitalism, socialism, traditional village economies, and other ways to organize economic activity. Case studies from around the world will include less developed as well as developed countries—China, Russia, Latin America, the Middle East and Africa. The course also examines the new globally integrated economy, based significantly on the U.S. model, and how it impacts various regions of the world. *Prerequisites:* **Economics 3** *and* **4.** *Generally offered in alternate years.*

170 Industrial Organization
Industrial organization is the study of firms, markets and strategic competition. The course will examine how firms interact with consumers and one another, primarily using the tools of microeconomics and game theory. Topics include competitive strategies, price discrimination, antitrust policy, mergers and advertising. Upon completion of the course, students should be able to examine real-world mergers and other firm strategies with a critical eye and predict market outcomes and consumer impact. *Prerequisites:* **Economics 3, Economics 105** *or consent of instructor. Generally offered in alternate years.*

175 Multinational Enterprises*
This course examines multinational enterprises (MNEs) and foreign direct investment (FDI) from a number of perspectives, including motivations for international expansion, the economic impact of such expansion on home and host countries, and the political economy of MNEs. By the end of the course, students should understand why MNEs exist, under what conditions they can cause economic benefit or harm, and the complex interaction between MNEs and home and host country government. *Prerequisite:* **Economics 105.** *Generally offered in alternate years.*

180 Sports Economics
Economic principles are used to analyze issues in the professional and amateur sports industries. Topics include league history and structure, labor issues, stadium financing, player salaries, competitive balance and the role of the NCAA. The economic perspective helps students better understand the industry and its economic, social and cultural significance. *Prerequisite:* **Economics 3.** *Generally offered in alternate years.*

190 International Economics
This course utilizes rigorous economic analysis to address key issues facing the global economy, such as international trade, direct foreign investment and the interaction of macroeconomic policies across borders. Students who are majoring or minoring in economics and / or planning a career in economics or business should be familiar with international economic issues. This course will give the student a firm foundation in international trade and finance and the ability to apply it in a practical context. *Generally offered in alternate years.*

192 Economic Development
A broad overview of the leading topics in development economics, with an emphasis on the application of economic theory to problems of economic development in Latin America, Africa and Asia and the practical policy issues and debates. Topics include the definition and measurement of economic development, macro-economic theories of growth and structural change, poverty and inequality, population, human capital, agriculture and rural development, migration, environment, trade, debt, liberalization and structural adjustment, foreign investment and foreign aid. *Generally offered in alternate years.*

195 Internship
Work-study program conducted in an appropriate internship position, under the supervision of a faculty member. Normally open to senior students only. *Permission of instructor, department chair and SEBA Internship Coordinator required.*

196 Senior Project
Students in the Sustainability Concentration are to reflect critically, in writing, on the program of study they have chosen, including the interrelationships of the various courses and subjects.

197 Special Study
An independent study or research course for students whose needs are not met by the regular courses in the curriculum. *Permission of instructor and department chair required.*

199 Special Study – Honors
Independent study and research in an area of interest to the student culminating in a written thesis presenting the issue, methods of analysis and research findings. Normally open only to seniors with at least a B average in economics who have completed **Economics 120** or **Economics 141-142** with a grade of B or better. (Seniors may be allowed to concurrently enroll in **Economics 142** or **120** and **199).** *Permission of instructor and department chair required.*

EDUCATION

The Kalmanovitz School of Education offers undergraduate courses in education as preliminary preparation for a career in teaching, and as part of a liberal education for the citizen and prospective parent. Each January Term a supervised field experience in early childhood, elementary and secondary schools is available to undergraduates to help them clarify their career choices. Students who plan to teach should consult with a School of Education advisor early in their undergraduate years to ensure that they understand the state of California requirements (academic and professional) for the various teaching credentials. (This applies both to elementary and secondary teaching, Montessori education and to special education.)

There are two paths to a teaching credential at Saint Mary's College. A student may complete an undergraduate degree and enroll in a 5th year credential program. Alternatively, students who have decided as undergraduates on a teaching career in elementary school can join the Teachers for Tomorrow Program in order to begin their credential work as undergraduates (see below).

The prospective elementary teacher often majors in the Justice, Community and Leadership Program or the Integral Program. The prospective secondary teacher should major in the field that he or she plans to teach in secondary schools. Students should consult with their faculty advisors in each discipline to confirm desired coursework for preparation in teaching.

TEACHERS FOR TOMORROW

Incoming freshman students, as well as qualifying sophomores and juniors, who are committed to becoming elementary teachers may apply for the Teachers for Tomorrow (TFT) program. This program enables students to integrate education coursework and field experiences in elementary schools with their undergraduate course of study. They earn their bachelor's degree at the end of four years and their multiple subject credential at the end of their fifth year. Students may also pursue a Master of Arts degree in their fifth year by fulfilling additional coursework and research components. For further information, please see Justice, Community and Leadership Program.

MONTESSORI PROGRAM

Undergraduates who are interested in teaching may participate in the Montessori Teaching Credential Program. The College has a Montessori laboratory that is fully equipped with Montessori materials. The Justice, Community and Leadership Program undergraduate major may include a minor in Montessori Thought, which offers courses from the Credential Program leading to early childhood or elementary credentialing by the American Montessori Society. This coursework prepares the student for career opportunities in a variety of early educational settings. It is a prerequisite to the paid internship that takes place at the graduate level and leads to the awarding of the international Montessori credential. Program of study must be planned with the program director of Montessori Education Programs and the Justice, Community and Leadership advisor. No specific majors or examinations are required for a Montessori credential. Courses for the Montessori Thought minor may be selected, in consultation with the student's advisor and the Montessori Education coordinator, from the following courses:

EDUC 119 Field Experience in Early Childhood, Child in the Family and Community
EDUC 144 Cognitive Development
ECE 163 Mathematics: Conceptual Learning
MONT 161 Philosophy in a Cultural Context

ELECTIVES
ECE 165 Curriculum Foundations
ECE 164 Language and Reading Development
ECE 131 Positive Discipline/ Classroom Management (.5)
ECE 167 and/or **168 Creative Arts I** and **II** (.25 each)
MONT 111 Field Experience (.25)
MONT 112 Field Experience (.25)

The School of Education publishes a separate bulletin for its graduate programs. Write School of Education, Saint Mary's College of California, P.O. Box 4350, Moraga, CA 94575-4350, or phone (925) 631-4700.

COURSES

LOWER DIVISION

EDUC 20 Introduction to the Teaching Profession
This course introduces prospective teachers (Teachers for Tomorrow) as well as other Education Track and interested undergraduate students (in all majors) to the teaching profession. Presenting both historical and current views of teaching and education, this course encourages students to think more deeply, broadly, and systematically about what teaching is, what teachers do, and the complex relationship between society, policy, and classroom and school culture. Providing a beginning foundation for understanding learners in the teaching environment, students will develop research and theory-based views of teaching and learning, various contexts of teaching and teachers, and contemporary issues related to education. The legal, ethical, and multicultural foundations of teaching will be discussed. The view encouraged in this course is that teaching is not only a technical act, but a philosophical and personal one as well. Emphasis will be the connection between one's own background in schooling and how those experiences, coupled with current research and theory, provide a structure in which we can acknowledge and perhaps shift our paradigms to examine today's classroom and conceive a framework for our continued development as teachers. *This course satisfies the Community Engagement requirement of the Core Curriculum.*

EDUC 119 Child, Family, Community–A Field Experience in Early Childhood (1)
This class offers an opportunity for undergraduates to work with young children (third grade and below) in a school or other early childhood setting as an aid, coach, tutor or teaching assistant. Seminar discussions focus on your future role as parents, public policy makers and educators and future considerations you will be facing. This course provides an introduction to the teaching and childcare profession and also satisfies the State of California Multiple Subject Credential requirement for fieldwork before entering credential programs. How various programs (Montessori, Reggio Emilia, Waldorf, Conventional, etc.) address children's needs and parental responsibilities in making childcare choices are considered. This section satisfies the Children's Center Permit requirement for an ECE course in Child and the Family and Community.

EDUC 121 Education Field Experience
Open to sophomore and transfer students in the Teachers for Tomorrow Program, this course focus on you in an elementary school setting. It gives you an opportunity to learn about yourself through sharing with your peers, reflecting on the experience in a personal journal, focusing on educational issues through the readings and seminars, and sharing your learning through a project. It is a chance to look at yourself at many levels in terms of teaching as a career.

EDUC 122 Field Experience in Education
An opportunity for undergraduates interested in education to participate in a school or other education setting as tutors, aides, coaches, etc., depending on the students' interests and abilities. Students are responsible for arranging their own placements in the San Francisco Bay Area. Placements must be approved by the instructor. Course activities also include readings and seminar discussions pertinent to the education experience as well as completion of a journal and other written assignments.

EDUC 124 Introduction to Methods of Teaching Mathematics and Science in the Elementary Schools (.25)
Open to sophomore students in the Teachers for Tomorrow Program, this course builds on the students' experiences as math and science learners and their observations of children as learners. Using readings, activities and other assignments, the course introduces the student to how elementary school children's understanding of mathematics and science develops, and to the pedagogical implications of this developing understanding. The course also provides an overview of the content of the elementary mathematics and science curricula. Students enrolled in this course must be taking or have taken at least one required science course and the second required mathematics course during this term.

EDUC 144 Cognitive Development
An in-depth study of theories and research in cognitive development, especially Piaget. Emphasis on the relation of intellectual development to the total development of the child. Required for the Montessori minor and AMS certification. Field trips, research and observations required.

EDUC 197 Special Study
An independent study or research course for the undergraduate whose needs are not met by the other courses in the curriculum. Requires submission of a proposal, acceptance of supervision responsibilities by a School of Education instructor and approval of the dean. Montessori Thought (Leads to Montessori Teaching Certificate Program).

ECE 131 Positive Discipline and Classroom Management (.5)
Understanding and implementing positive techniques leading to self-discipline on the part of the child. Introduction to professional responsibilities and classroom management techniques based on Montessori, Alfie Kohn, Jane Nelson, and other theorists. Field work and seminars.

ECE 159 Practical Life Curriculum (1)
Understanding the philosophical and theoretical foundations of the Montessori practical life curriculum and its relation to fostering independence, responsibility and self-esteem, Preparing the environment and creating materials and the value of task analysis in creating curriculum. (See **ECE 165**)

ECE 160 Conceptual Curriculum (1)
Understanding the philosophical and theoretical foundations of sensorial, concrete experiential learning using the Montessori sensorial curriculum. Providing keys to the understanding of concepts through the use of concrete representations of abstractions.

ECE 163 Mathematics: Conceptual Learning
Montessori mathematical materials, their function and use in the child's learning experience with emphasis on conceptual learning through self-discovery. Progression from the concrete to the abstract with comparison to current mathematical methodologies. Relating the materials to their theoretical structures and the development of logicomathematical thought.

ECE 164 Language and Reading Development
Theories of language acquisition; development of oral and symbolic language; and the integration of reading theories with contemporary educational thought. Comprehensive review including the use of the language experience approach, phonics and linguistic approaches to the development of pre-reading, reading and writing skills and the role of multicultural literature in promoting inclusive classrooms. (Emphasis on writing-to-read progression.) Montessori language materials, their function and use in child learning experience.

ECE 166 Study of the Sciences: Natural, Physical and Social (1)
An integration of Montessori curriculum areas within the study of the natural and social sciences: physical and political geography, geology, physics, astronomy, history, peoples of the world, zoology and botany. Multicultural and ecological issues are emphasized within the context of the interrelatedness of all of life.

ECE 167 Creative Arts I (.25)
Integrating musical experiences, including increasing auditory awareness and discrimination, and rhythmic movement activities into the total environment.

ECE 168 Creative Arts II (.25)
Facilitation of children's creative explorations in visual, graphic and manipulative art experiences using a wide variety of media. Includes application of Montessori philosophy and methodology in the art curriculum.

MONT 111 Advanced Field Observations in Early Childhood Education (.25)
Observation in Montessori and other ECE classrooms. Includes the exploration of skills and techniques of observation and descriptive, analytical reporting. Examination of the ethnic and cultural diversity of schools, demographics and implications for teaching practices. Forty (40) hours of fieldwork and seminars.

MONT 112 Advanced Field Observations in Early Childhood Education (.25)
Observation in Montessori and other ECE classrooms. Includes the explorations of skills and techniques of observation and descriptive, analytical reporting. Examination of the ethnic and cultural diversity of schools, demographics and implications for teaching practices. Forty (40) hours of fieldwork and seminars.

MONT 161 Montessori Philosophy in a Cultural Context (1)
This course examines the philosophical foundations of Montessori education in a developmental context and within the further context of the family and the community. Along with, and embedded in the Montessori philosophy, students will consider the psychology of parenting practices, parent-teacher relationships, locating community and professional resources and the critical value of full inclusion.

3+2 ENGINEERING PROGRAM

Through the 3 + 2 Engineering Program, Saint Mary's offers students the benefits of a liberal arts education while allowing them to pursue an engineering degree. Students spend their first three years at Saint Mary's taking physical science, mathematics, humanities and social science courses. The final two years are completed at an engineering school approved by the program's director. Upon completion of all academic requirements students are granted two degrees: a bachelor of arts from Saint Mary's College and a bachelor of science in engineering from the university they have chosen for completing the final two years of the program. The full range of engineering specializations can be studied, Computer Science, Electrical Engineering, Biomedical Engineering, Aeronautical Engineering, Chemical Engineering, and Mechanical Engineering. Saint Mary's has a transfer agreement with Washington University in St. Louis which guarantees admission to our students who have a grade point average of at least 3.25.

FACULTY

Chris Ray, Ph.D., *Director; Professor of Physics and Astronomy*

LEARNING OUTCOMES

After completing the Engineering Program at Saint Mary's, students will have a working knowledge of the physical world and mathematics and a developed ability to reason and communicate. These gains will allow the students to succeed in the specialized engineering courses taken after transferring and to work effectively as an engineer upon graduation.

REQUIREMENTS

Students must satisfy the following requirements: The completion of 27 transferable course credits with a minimum of 18 completed at Saint Mary's; the majority of the Core Curriculum requirements of Saint Mary's College as follows:

Habits of Mind:
Collegiate Seminar Courses: 3 courses including **Seminar 001, 002,** and **103**
Writing Courses: 3 courses including **English 4, 5,** and an upper-division WID course

Pathways to Knowledge:
Mathematical Understanding: 1 course
Theological Understanding: 1 course, Christian Foundations
Social, Historical, and Cultural Understanding: 2 courses
Artistic Understanding: 2 courses

Engaging the World:
3 courses from across the areas Common Good, American Diversity, Global Perspectives, and Community Engagement

Completion of the following courses:
Mathematics 27, 38, 39, 134
Physics 1, 2 (lab), 3, 4 (lab), 102
Chemistry 8, 9 (lab)
Physics 60 or **Chemistry 10, 11 (lab)**
Math/Science electives (5 courses)

Other courses may be required or recommended for a particular branch of engineering. The student must consult with the 3 + 2 Engineering Program director regarding his/her course of study.

ENGLISH

FACULTY
Molly Metherd, Ph.D., *Associate Professor, Chair*
Chester Aaron, M.A., *Professor Emeritus*
Marilyn Abildskov, M.F.A., *Professor*
Carol L. Beran, Ph.D., *Professor*
Edward Biglin, Ph.D., *Professor*
Clinton Bond, Ph.D., *Professor*
David J. DeRose, Ph.D., *Professor Emeritus*
Janice Doane, Ph.D., *Professor*
Jeanne Foster, Ph.D., *Professor Emerita*
Brother Ronald Gallagher, FSC, Ph.D., *Associate Professor*
Robert E. Gorsch, Ph.D., *Professor*
Rosemary Graham, Ph.D., *Professor*
Sandra Anne Grayson, Ph.D., *Professor*
Brenda L. Hillman, M.F.A., *Professor*
Jeannine M. King, Ph.D., *Professor*
Emily Klein, Ph.D., *Associate Professor*
Kathryn Koo, Ph.D., *Professor*
Carol S. Lashof, Ph.D., *Professor Emerita*
Hilda H. Ma, Ph.D., *Associate Professor*
Lisa Manter, Ph.D., *Professor*
Victoria Phillips, Ed.D., *Adjunct*
Naomi Schwartz, M.A., *Adjunct*
Christopher J. Sindt, Ph.D., *Professor*
Norman Springer, Ph.D., *Professor Emeritus*
Phyllis L. Stowell, Ph.D., *Professor Emerita*
Meghan Sweeney, Ph.D., *Assistant Professor*
Lysley Tenorio, M.F.A., *Professor*
Ben Xu, Ph.D., *Professor*
Matthew Zapruder, M.F.A., *Associate Professor*

LEARNING OUTCOMES
When students have completed a program of study in English, they should be able to:

- ENGAGE in informed, active reading, bringing to bear a broad base of literary, historical and cultural knowledge.
- READ critically a wide range of literary texts, with an awareness of the theoretical assumptions behind various interpretive strategies, and the ability to choose appropriate methods of inquiry and to formulate clear questions.
- APPLY a variety of reading strategies, combining critical detachment with the intellectual, imaginative, and emotional engagement necessary for appreciation.
- WRITE clear, well-reasoned prose in a variety of situations (academic, professional, social) for a variety of audiences and support their arguments with appropriate, thoughtfully analyzed evidence.
- CONVERSE articulately about texts and interpretations, understanding that interpretation is often a dialogic, collaborative process.

MAJOR REQUIREMENTS

LOWER DIVISION
English 19, 29
These courses must be taken in sequence.
English 19 is prerequisite to **English 29. English 29** is prerequisite to **English 167, 168,** and **170.**

UPPER DIVISION
English 103, 104, 175
One course in literary theory, chosen from the following:
167, 168, 170
One American literature survey, chosen from the following:
150, 151, 152
One course in English or American literature before 1800
One course in English or American literature before 1900
Four additional courses in English. No more than one of these may be lower division.

The English major provides a broad foundation in the discipline. Students who desire to focus on a specific area of interest may do so by choosing electives within the major that meet the following requirements:

- CREATIVE WRITING EMPHASIS:
  – **English 25** (preferably freshman or sophomore year)
  – Any three upper-division creative writing classes: **English 102** (poetry, fiction, non-fiction, dramatic writing, screenwriting) or **English 100, Advanced Composition**
  – Two semesters of **English 26** (.25 credit)

- LITERARY THEORY AND HISTORY EMPHASIS (preparation for graduate study)
  – One additional course in literary criticism or theory
  – One additional pre-1900 course
  – **English 198** (honors thesis) in the fall semester of the senior year
  – Recommended: **English 300,** the graduate-level course (undergraduates must apply to enroll in this course)

- DRAMATIC AND FILM ARTS EMPHASIS:
  – **English 125** or **126** (Film)
  – Any three of the following:
  English 102: Dramatic Writing or Screenwriting
  English 182: The Drama
  English 183: Topics in Drama
  English 184: Contemporary Drama
  English 185: Individual Dramatists
  – Other English and upper-division January Term courses with film or drama-based content may also apply to the emphasis.

TEACHING CREDENTIAL IN ENGLISH
The major in English has been accepted, with certain modifications, as meeting the subject matter preparation requirements of the State of California for a teaching credential. Completion of the approved program waives the Praxis and SSAT examinations. It is important that those thinking of a teaching career consult both the coordinator of the Subject Matter Preparation Program in English and the director of the Single Subject Credential Program in the School of Education to make sure that all the prerequisites for the credential are fulfilled.

4+1 PROGRAM
Incoming first year students and qualifying sophomores who are committed to earning a single subject teaching credential and becoming middle or high school teachers may participate in the 4+1 program by declaring an English major and a Single Subject 4+1 minor in Justice, Community and Leadership. Students earn their Bachelor's degree in English at the end of four years and begin credentialing courses in the Kalmanovitz School of Education during their senior year. They earn their single-subject credential, and often a Masters in Teaching (MAT), in the fifth year by fulfilling additional coursework and research components.

The department recommends the study of foreign languages. Especially those students who plan to do graduate work should consult their advisors about work in other languages (e.g., German, French, Italian, Japanese, Spanish, Latin and Greek).

SPECIAL NOTE:
Students who successfully complete two years in the Integral Program before declaring an English major are exempt from the department's Shakespeare, pre-1800, and pre-1900 requirements.

MINOR REQUIREMENTS

ENGLISH MINOR
A minor in English requires **English 19, 29, 175,** and three upper-division English electives.

CREATIVE WRITING MINOR
The creative writing minor is designed for students who wish to explore their creative potential as writers. The creative writing minor is also excellent preparation for students who wish to gain a greater appreciation of the art of writing, who wish to pursue a career in writing or journalism, or who simply wish to develop their academic or business writing skills.

A minor in creative writing requires **English 19, 25,** two semesters of **26,** and three upper-division courses chosen from among the following:

English 100: Advanced Composition
English 102: Creative Writing Workshop
(may be repeated for credit in fiction, poetry, creative non-fiction, drama, and screenwriting).

PREREQUISITE GRADE
Any course listed in this department with a prerequisite assumes a grade of C– or better in the prerequisite course.

COURSES

LOWER DIVISION

3 Practice in Writing
Students placed in English 3 practice the fundamental writing skills required for **English 4. English 3** students focus on developing and organizing ideas, constructing complex sentences, and enhancing proofreading and editing skills. Enrollment in each section is limited to 10 to allow for individualized instruction. This course requires the completion of at least 5,000 words of formal writing, and an additional 2,500 words of informal writing practice. *A grade of at least C– is prerequisite to enrollment in* **English 4.**

4 Composition
English 4 helps students develop their skills in critical thinking and written communication, and it introduces them to information evaluation and research practices. Through the writing process, students engage in intellectual discovery and unravel complexities of thought. They read and write to examine their own and others' assumptions, investigate topics, and analyze arguments. With a focus on writing as a scaffolded process, the course is designed to prepare students for writing in Collegiate Seminar, the more advanced writing required in **English 5,** and college-level writing in general. This course requires the completion of at least 5,000 words of graded formal writing, and an additional 2,500 words of informal writing practice. *A grade of at least C– is prerequisite to enrollment in* **English 5.**

5 Argument and Research
Students continue to develop the rhetorical and critical thinking skills they need to analyze texts and to structure complex arguments. In addition, students practice evaluating sources, exploring arguments through library research, and supporting original theses with appropriate evidence. Through a scaffolded process, students write and revise two or more essays, at least one of which is a substantial research essay of 8-12 pages that presents an extended argument. This course prepares students for the Writing in the Disciplines courses that they will encounter in their major. It requires the completion of at least 5,000 words of formal writing, and an additional 2,500 words of informal writing practice. *A grade of at least C- in* **English 4** *is prerequisite to enrollment in* **English 5.** *A grade of at least C- in* **English 5** *is prerequisite to enrollment in Writing in the Disciplines courses.*

19 Introduction to Literary Analysis
A course to introduce skills of analysis and interpretation that will help students to understand and enjoy works of literature and to articulate their understanding in discussion and essays. Special attention is given to literary terms and conventions and to the problems involved in writing about works of literature. Required for English majors, this course begins the major and is prerequisite to **English 29.** *This course satisfies the Artistic Understanding (Analysis) requirement in the Core Curriculum.*

23 Voices of American Diversity
An introduction to some of the many voices that constitute the diverse literary cultures of the United States.Readings may include novels, poems, short stories, slave narratives, Native-American chants, or diaries and letters organized around a theme or issue. Examples of possible offerings: The Immigrant Experience, Race and Sexuality in America, The City in American Literature, American Autobiography, or Growing Up in America. *This course satisfies the Artistic Understanding (Analysis) requirement and the American Diversity requirement in the Core Curriculum.*

24 SMPP Assessment (.25)
Students in the English Subject-matter Preparation Program are required to register for this course prior to their senior year. The course assists students in beginning their portfolio and preparing them for the initial assessment interview required by the SMPP. *Offered in Spring only.*

25 Creative Writing: Multi-Genre Studies
An introduction to the critical and creative techniques and vocabularies of the major genres of creative writing—poetry, fiction, nonfiction, playwriting, and screenwriting. Students will be introduced to the craft of these genres while learning to explore their own written voice in a workshop-style environment. *This course satisfies both of the Artistic Understanding (Analysis and Creative Practice) requirements of the Core Curriculum.*

26 Creative Writing Reading Series (.25)
Students enrolled in this course attend the public events of the Creative Writing Reading Series and have an opportunity to meet visiting writers and discuss the writing and performances of the readers in the series. *(Course may be repeated for credit. Students in the creative writing minor must take this course twice.)*

27 English Department Book Club (.25)
This class meets for one hour a week or two hours every other week to discuss works chosen jointly by an instructor and interested students. Its focus will vary from semester to semester, but may include such topics as books and the films based on them, fantasy fiction, memoir, detective fiction, or contemporary writing.

29 Issues in Literary Study
An introduction to the disciplinary concerns relevant to the study of English and American literature. Through readings in theory and literature, class discussion and writing, students engage with the following topics: diverse interpretive approaches, the role of the reader, and canon formation. *Prerequisite:* **English 19**. *This course is a prerequisite for* **English 167, 168** *and* **170.**

UPPER DIVISION

100 Advanced Composition
This course is designed to improve students' analytical, persuasive and expository writing as well as to help them develop voice and style. Students will build on their research skills with the aim of producing effective upper-division college papers on complex topics. In addition, the course will cover motivation and commitment to writing and revising, appealing to specific audiences, developing and organizing ideas. *Prerequisites:* **English 4** *and* **5.** *Exception: With the Permission of the Director of Composition, transfer students with advanced standing may take this course in lieu of* **English 5.**

101 Writing Adviser Training Workshop (.25)
Training in the art of helping fellow students develop, organize, and articulate their ideas in writing. Students develop tutoring skills through practice and discussion in a workshop setting. *This course satisfies the Community Engagement requirement of the Core Curriculum.*

102 Creative Writing
Offerings rotate among poetry, fiction, creative nonfiction and dramatic writing. May be repeated for credit as genre varies. *This course satisfies both of the Artistic Understanding (Analysis and Creative Practice) requirements of the Core Curriculum.*

103 British Literature I
Chronological study of British literature from the Middle Ages to 1700, including Chaucer, Shakespeare and Milton, with attention to close reading and historical context. **English 103** is not prerequisite to **English 104.**

104 British Literature II
Chronological study of British literature from the Neoclassic, Romantic, Victorian and Modern periods, with attention to close reading and historical context. Writers studied may include Pope, Wordsworth, Austen, Mary Shelley, Dickens, Woolf, Yeats and T.S. Eliot. **English 103** is not prerequisite to **English 104.**

105 Children's Literature
Intensive readings in imaginative literature for children. Topics may include adolescent fiction, multicultural literature, picture books, fairy tales, issues in selecting books for children, history, enduring themes, forms of fantasy, conventions and relationship to adult literature. *This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

110 Linguistics
An introduction to the scientific study of language. Language as a system: phonetics, phonology, morphology, syntax, semantics and discourse. Language in context: language in relation to history, culture, social class, region, ethnicity, and gender. Language considered biologically: as a uniquely human characteristic, in brain development, first- and second-language acquisition, and in animal communication systems.

111 Topics in Linguistics
Study of specialized topics in linguistics. Topics may include language and thought, language acquisition, second-language acquisition, sociolinguistics, and language and literature.

115 Chaucer
Studies in the poetry of Chaucer with emphasis on the *Canterbury Tales;* a study of Chaucer's language directed toward the ability to read the poetry with ease and understanding. *This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

118 20th-Century Literature
Reading and discussion of major works of literature written since 1900. Poetry, fiction, drama or essays included. *This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

119 Contemporary Literature
Reading and discussion of contemporary poetry, fiction, drama, or essay, with occasional inclusion of other media.

120 The Short Poem
Study of the development of lyric poetry written in English from the 16th century to the present.

124 SMPP Assessment (.25)
Students in the English Subject-matter Preparation Program are required to register for this course during their senior year. The course assists students in assembling the final version of their portfolio and preparing them for the final assessment interview required by the SMPP.

125 Film
Viewing and discussion of films with emphasis on theory, history and aesthetics of film. *This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

126 Film
Viewing and discussion of films of a particular genre, country, or director. Examples: American comic film, Japanese film, film noir, films of Hitchcock. May be repeated for credit as content varies. *This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

130 Single Author
Intensive study of the major works of one important author. Some attention to background and biography. *May be repeated for credit as author varies.*

138 Short Fiction
Close reading of short stories and novellas of the 19th and 20th centuries. *This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

140 Studies in Literary Genre
Exploration of a particular literary genre. Examples of possible offerings: satire, tragedy, comedy, memoir, science fiction, detective fiction, Gothic fiction and nature writing. *This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

141 Studies in Medieval Literature
Study of British literature through 1500, focusing on the period as a whole or some aspect of it. Examples of possible offerings: Chaucer and His Contemporaries; Fabliau and Romance; the Arthurian Tradition; Medieval Allegory and Enigma; Women Writers of the Middle Ages.

142 Studies in Renaissance and 17th-Century Literature
Study of British literature from 1500 to 1660, focusing on the period as a whole or some aspect of it. Examples of possible offerings: Renaissance Drama Exclusive of Shakespeare; 16th-Century Poetry; 17th-Century Poetry; Prose of the English Renaissance; Renaissance Storytelling.

143 Studies in Restoration and 18th-Century Literature
Study of American and/or British literature from 1660–1800, focusing on the period as a whole or some aspect of it. Examples of possible offerings: Tory Satirists; Johnson and His Circle; Pre-Romantic Poetry; the Emergence of the Professional Woman Writer.

144 Studies in 19th-Century Literature
Study of American and/or British literature from 1800–1900, focusing on the period as a whole or on some aspect of it. Examples of possible offerings: Romantic Poetry; Victorian Poetry; the Social Problem Novel; Gothic Fiction; the "Woman Question" in the 19th Century.

150 American Literature Before 1800
Study of American prose, poetry, and fiction of the 17th and 18th centuries with particular attention to the representation of cultural diversity. Readings may include Native American literature, Puritan journals and poetry, prose by the Founding Fathers, and "domestic" novels by women.

151 American Literature 1800–1900
Study of American prose, poetry and fiction of the 19th century from the Transcendentalists to 1900, with particular attention to the representation of cultural diversity. Readings may include the literary traditions of Native Americans, African Americans, immigrants and women.

152 20th-Century American Literature
Study of American prose, poetry and fiction of the 20th century, with particular attention to the representation of cultural diversity. Readings may include writers representing modernism, the Harlem Renaissance, the Jazz Age and the Great Depression, the literary traditions of Chicano-, Hispanic-, and Asian-Americans.

153 American Ethnic Writers and Oral Traditions
Study of the literary or oral imaginative achievement of an American ethnic or cultural group such as Native Americans, Asian Americans, American Jews, specific Black cultural groups, Hispanic Americans or Chicano communities. *This course satisfies the Artistic Understanding (Analysis) requirement and the American Diversity requirement of the Core Curriculum.*

154 Studies in African-American Literature
Study of some aspect of the African-American literary tradition. Examples of possible offerings are: Oral Tradition and Slave Narratives, African American Novelists, the Harlem Renaissance, Contemporary African American Poets. *This course satisfies the Artistic Understanding (Analysis) requirement and the American Diversity requirement of the Core Curriculum.*

160, 161 Development of English Fiction
Studies in the origin and development of the English novel with attention to foreign influences. **English 160** is not prerequisite to **161**.

162 The American Novel
Studies in the range of varieties of the American novel.

163 Anglophone Literatures
Studies in literature in English outside the English and American traditions. Examples: the Commonwealth Novel, the African Novel in English, Writers of the Caribbean, and Canadian Literature. May be repeated for credit as content varies. *This course satisfies the Artistic Understanding requirement of the Core Curriculum.*

167 Literary Criticism
Readings in the development of critical theory from Aristotle to Coleridge. *Prerequisite:* **English 29.**

168 Literary Criticism
Readings in 19th- and 20th-century criticism and aesthetics. *Prerequisite:* **English 29.**

170 Problems in Literary Theory
Intensive study of the varying problems in literary theory. Examples of recent course offerings: Metaphor, Symbol and Myth; Philosophy in Literature; Feminist Theory; Post- Colonial Theory. May be repeated for credit as content varies. *Prerequisite:* **English 29.** *This course satisfies the Writing in the Disciplines requirement of the Core Curriculum.*

171 Literary Movements
Study of groups of writers related by time, place or interest. Examples of possible offerings are: The Metaphysical Poets, Modernism, the Bloomsbury Group, Negritude, American Expatriates, Surrealism, The Pre- Raphaelites. May be repeated for credit as content varies.

173 Women Writers
Intensive study of some aspect of literature by women. Examples of possible topics are: 19th-Century British Novelists; Contemporary Women Poets; and American and Canadian Short Story Writers. May be repeated for credit as content varies. *This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

175 Shakespeare
Close study of selected major plays and poems with attention to developing the ability to read the plays with ease and to experience them with pleasure. May be repeated for credit as topic varies. *This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

180 Milton
Study of the minor poems, of *Paradise Lost* and *Paradise Regained,* and of representative prose works such as the *Areopagitica.* Attention will be given to Milton's life and times.

182 The Drama
Study of ancient, modern and contemporary forms of drama. May include film and television. Attention is given to plays as works designed for performance. Emphasis on the structure and forms of dramatic texts.

183 Topics in Drama
Intensive study of a group of plays as products of their times and places. Examples of possible offerings are: Theater of the Absurd, Women Playwrights, Mythic Drama, Expressionist Drama, Restoration Drama. The plays are considered as works designed for theatrical production. May be repeated for credit as topic varies.

184 Contemporary Drama
Introduction to current plays by American and British playwrights. Attention is given to plays as works designed for theatrical production. *This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

185 Individual Dramatist
Intensive study of the major works of one important dramatist. Some attention to background, biography and criticism, as well as to the plays as works designed for theatrical production. May be repeated for credit as content varies.

197 Special Study
An independent study or research for students whose needs are not met by courses available in the regular offerings of the Department of English. *Permission of the instructor and the department chair required.*

198 Senior Honors Thesis (Independent Study)
Directed reading and research under the supervision of a department faculty member, culminating in the writing of an academic thesis. Senior standing required. Course admission by application to department chairperson.

MASTER OF FINE ARTS PROGRAM IN CREATIVE WRITING

The MFA in Creative Writing is a two-year course of study in fiction, creative nonfiction or poetry with the option for a third year (dual-concentration) in an alternate genre. The program takes as its central mission the education and formal training of serious writers and is distinguished by its commitment to the writer as an intellectual functioning within a cultural context.

Combining work in writing, craft and literature, the MFA requires completion of a creative master's thesis and 10 courses, including intensive writing workshops, craft seminars, and literature courses.

Students are admitted to the program primarily on the strength of a manuscript of original work submitted with the online application, which is judged according to its literary merit and its indication of the author's readiness to study writing and literature on the graduate level.

For more information, contact the MFA in Creative Writing:

Saint Mary's College
1928 Saint Mary's Road
PMB 4686
Moraga, CA 94575-4686
(925) 631-4762
writers@stmarys-ca.edu
www.stmarys-ca.edu/mfawrite

LEARNING OUTCOMES
Students in the MFA Program graduate with improved competency in their writing, particularly in their chosen genre (fiction, creative nonfiction, or poetry). In addition, they receive a sophisticated introduction to information technology as well as the professional aspects of the writing life.

Students will be able to:
I. ENGAGE at a professional level in the writing of their chosen genre (fiction, creative nonfiction, or poetry).
II. ARTICULATE the correspondences between their own writing and the corpus of literature and thought which primarily informs their aesthetics.
III. USE INFORMATION TECHNOLOGY with a high level of sophistication, either for the purpose of academic research or for the purpose of primary research that may inform a given piece of writing.
IV. WORK EFFECTIVELY as professional writers: publish work in literary journals and magazines; solicit and procure literary agents; solicit and procure publishers for manuscripts or book projects; give public readings; apply for and receive funding for literary projects; exhibit a preparedness for finding employment in various professional fields, such as education, journalism, public relations, publishing, arts administration, and technical writing.

COURSES

300 Foundations of Contemporary Literature
This introductory course familiarizes all first-year MFA students with selected core texts in all three of the program's genres. By way of lecture and discussion, the course covers several literary movements and periods and offers approaches to numerous foundational texts, including novels, stories, poems, and essays by Jane Austen, Ralph Waldo Emerson, Walt Whitman, James Joyce, T.S. Eliot, Virginia Woolf, Isak Dinesen, James Baldwin, Sylvia Plath, and Raymond Carver, among others.

301, 302, 303, 304 Creative Nonfiction Workshop
This course gives students the opportunity to explore material in various areas of creative nonfiction, such as memoir, personal essay, or travel writing. The course addresses issues of voice, scene, point of view, and theme, as well as any other elements of nonfiction writing that emerge from individual manuscripts. By the end of the course, students should develop the terminology and the critical skills for revising creative nonfiction, and should develop a good understanding about issues and trends in the genre.

311, 312, 313, 314 Tutorial in Creative Nonfiction
Students meet over the course of the semester with the workshop instructor for individual sessions to review strengths and areas for revision of manuscripts. The instructor suggests additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

321, 322, 323, 324 Fiction Workshop
This course is an intensive exploration of the ideas, techniques and forms of fiction with a primary emphasis on the careful analysis and discussion of student works-in-progress. Students grapple with questions of voice, point of view, dramatic movement, structure, rhythm and imagery, as well as with any and all issues of art and craft that arise from individual manuscripts. By the end of the course, students should develop the terminology and the critical skills for revising fiction, and should develop a good understanding about issues and trends in the genre.

331, 332, 333, 334 Tutorial In Fiction
Students meet over the course of the semester with the workshop instructor for individual sessions to review strengths and areas for revision of manuscripts. The instructor suggests additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

341, 342, 343, 344 Poetry Workshop
The primary aim of this course is to allow students as much freedom as possible in their writing while teaching the skills to identify their strengths and weaknesses. The most important work for students is to locate their style or voice, with encouragement to produce at least one new poem per week. By the end of the course, students should develop the terminology and critical skills for revising poetry, and should develop a good understanding about issues and trends in the genre. Students may also be encouraged to write a poetic statement in which they analyze their own poems—with particular attention to their development over the semester.

351, 352, 353, 354 Tutorial In Poetry
Students meet over the course of the semester with the workshop instructor for individual sessions to review strengths and areas for revision of manuscripts. The instructor suggests additional reading, ideas for revision, writing exercises, and specific areas where a student might improve their craft.

361 Contemporary Creative Nonfiction
This course is a literary survey of contemporary nonfiction, including the personal essay and narrative nonfiction. Students investigate the relationship between art and culture, between the writer and their society. The course places special emphasis on formal analysis of themes and patterns in contemporary writing. Writers likely to be included are Jo Ann Beard, Joan Didion, Dave Eggers, Lucy Grealy, Pico Iyer, Mary Karr, Philip Lopate, Richard Rodriguez, Terry Tempest Williams, and Tobias Wolff, among others.

362 Contemporary Fiction
A careful study of a range of important works by contemporary writers of novels and short stories with attention to thematic and formal analysis. Writers likely to be included are Martin Amis, Margaret Atwood, Michael Cunningham, Don DeLillo, Nadine Gordimer, Louise Erdrich, Carole Maso, Toni Morrison, Alice Munro, Joyce Carol Oates, and John Edgar Wideman, among others.

363 Contemporary Poetry
This course examines a variety of different trends in contemporary poetry and enables students to distinguish between some of the most important voices. The course is likely to explore the relations between contemporary poets and some of their precursors with an eye toward how these writers have affected such post-World War II movements as the confessional school, the beats, open field, the New York School, the Black Arts Movement, and the Language poets. It also considers the poetry of the present day in which there is less of a consensus as to which poets, trends or schools are central.

371, 372, 373, 374 Craft Seminar in Creative Nonfiction
This course focuses on issues that influence the writing of nonfiction. Some seminars may focus on issues of craft of aesthetics—narrative structure, point of view, or dialogue—and others may be thematic in nature or explore a subgenre of nonfiction—personal essay, memoir, nature writing, travel writing, humor, book review, historical narrative, biography, etc. Readings may include a wide range of nonfiction from diverse backgrounds and historical periods as well as the students' own works-in-progress.

381, 382, 383, 384 Craft Seminar in Fiction
This course focuses on issues that influence the writing of fiction. Some seminars may focus on issues of craft or aesthetics—narrative structure in the novel, point of view, or dialogue—and others may be thematic in nature—historical fiction, realism, or the postmodern ethos. Readings may include a wide range of fiction from diverse backgrounds and historical periods as well as the students' own works-in-progress.

391, 392, 393, 394 Craft Seminar In Poetry
This course focuses on issues that influence the writing of poetry. Some seminars may focus on issues of craft or aesthetics—figuration, the line, the sentence, or open field theory—and others will be thematic in nature—politics and poetics, psychoanalysis and surrealism, ecopoetics, etc. Readings may include a wide range of poetry from diverse sources and historical periods as well as the students' own works-in-progress.

365 Internship
Students have the opportunity to pursue internships either for elective credit or as an extracurricular activity during their second year of study, specializing in publishing, teaching, and community engagement for writers.

365-01 Teaching
The Teaching Internship allows students to observe the conduct of a college course and to share the pedagogical activity of the supervising instructor. The student works with a mentor teacher from the English Department and assists with an undergraduate course in composition, creative writing, or literature. The student attends each course session and shares responsibility for instructing the class and responding to students' written work. Teaching internships are only available to second-year students.

365-02 MARY Journal Publishing
Students learn about small press internet publishing by working on *MARY: a journal of new writing,* the MFA in Creative Writing's web publication. Students assist with various elements of publication, such as administration, editing, layout, publicity, and advertising.

365-04 Wave Editorial
Students work with Wave Books Senior Editor and MFA faculty Matthew Zapruder on editorial projects related to books, as well as other curatorial activities. Depending on what the Wave editors are working on during the time of the internship, interns may assist in various ways with current, special, or future publishing projects. Interns also work on a public event that features Wave authors. Finally, interns have the opportunity to conduct interviews and write reviews with Wave authors, for possible publication. Wave Books publishes 8–10 books per year, mostly poetry but also books of translation or prose by poets, specializing in the work of mid-career authors.

365-05 Community Engagement Fieldwork
Saint Mary's College defines service learning as a specific form of teaching and learning which students engage in purposeful actions that address community goals. Through critical reflection students integrate the action with academic objectives to develop civic responsibility and social justice.

Students will work with a community organization to develop, implement, and assess a program and/or written product that meet the specific goals/needs of the agency. Students have the opportunity to work with established community partners of the College or to design their own service learning opportunity with an outside organization they are already involved in.

Selected students will participate in an orientation and meet once per month in a classroom setting to discuss assigned readings and complete reflection and in-class writing exercises. Students will also complete an impact statement and a creative culminating project in the form of an anthology, blog, or some other approved project.

400 Thesis
400-01 Fiction Thesis
400-02 Poetry Thesis
400-03 Creative Nonfiction Thesis
During the spring semester of the second year each MFA candidate is required to pursue a tutorial course of study under the direction of an assigned faculty writer in the student's genre. Through this tutorial, the student performs the revision necessary to turn two years of writing into a coherent, polished creative thesis: a collection of essays, poems, or short stories; a novel, a memoir, or other work of nonfiction. Students meet with their thesis director several times during the semester to confer on the following aspects of the thesis: final revision and editing of individual pieces to be included in the manuscript, selection and arrangement of material, and coherence of the work as a whole. The student takes an oral examination with the thesis director and second reader in order to assess the student's knowledge of contemporary literary aesthetics and how they relate to his/her work. Upon satisfactory completion of the thesis and the oral exam, the thesis director and second reader approve the thesis.

ENVIRONMENTAL AND EARTH SCIENCE PROGRAMS

The Environmental and Earth Sciences (EES) programs provide students with foundational knowledge from many disciplines. This knowledge is then applied to the study, management, and conservation of the environment and living systems around us. Students examine the structure, function and dynamics of ecosystems, the interaction between biotic and abiotic systems, and explore how human enterprise is adversely affecting our global environment. Students examine how environmental degradation and pollution can be lessened or prevented by the application of conservation and management principles derived from ecological theory. Our students work towards a deep understanding of the natural world around them, while at the same time acquiring practical skill sets useful for addressing the serious environmental issues with which we as a society are faced. Our degree programs foster deep critical thinking and scientific understanding and offer a range of heuristic approaches to addressing environmental issues that span from the natural sciences to aspects of the social sciences and humanities.

The location of Saint Mary's College, on the cusp between the urban centers of the Bay Area and the more rural setting of the coast range and the Central Valley provide unique opportunities for our students. Due to our location we have easy access to freshwater systems, (streams, wetlands, etc.), the Sacramento San Joaquin Delta, the coast range mountains, mixed oak woodland forests, and chaparral communities. Some of our students are also able to take advantage of internships in a variety of fields due to our proximity to the greater San Francisco Bay Area..

FACULTY

Roy Allen, Ph.D., *Professor of Economics (Natural Resource Economics and Human Ecology)*
Steven Bachofer, Ph.D., *Professor of Chemistry (Environmental Chemistry)*
Alice Baldridge, Ph.D., *Associate Professor of Geology (Geosciences, Hydrology, Remote Sensing)*
Carla C. Bossard, Ph.D., *Professor of Biology (Plant Science, Ecology, Terrestrial Systems)*
Joel Burley, Ph.D., *Professor of Chemistry (Atmospheric Chemistry, Environmental Chemistry)*
John Ely, Ph.D., *Associate Professor of Sociology (Society and the Environment)*
Rebecca Jabbour, Ph.D., *Associate Professor of Biology (Evolution, Genreal Biology)*
Alex LaGatta, Ph.D., *Adjunct Professor of Geology (Geosciences, Environmental Science and Energy)*
Gretchen Lemke-Santangelo, Ph.D., *Professor of History (U.S. Environmental History)*
Michael P. Marchetti, Ph.D., *Fletcher Jones Professor of Biology (Conservation Biology, Aquatic Ecology, Invasive Species)*
Asbjorn Moseidjord, Ph.D., *Professor of Economics (Environmental Economics)*
Ron Olowin, Ph.D., *Professor of Physics and Astronomy (Geosciences, Environmental Modeling, Astronomy)*

LEARNING OUTCOMES

When students complete the Environmental Science and Studies programs, they will be able to:

- RECALL and synthesize the the knowledge derived from biology, chemistry, physics, earth science, economics and political science to better understand the earth's environment.
- COMPREHEND environmental problems from multiple perspectives.
- EVALUATE the credibility of varying sources of information on environment.
- DISPLAY cognizance of ethical considerations and be mindful of them when constructing solutions to environmental problems.
- RECOGNIZE the interconnectedness of earth's ecosystems and human dependence on them.
- COMMUNICATE environmental findings through seminars, written scientific reports and visual presentations.
- KNOW how to access information on environmental topics from library sources, original scientific literature and the Internet.
- DEMONSTRATE competence in using the basic equipment used to gather information on the environment.
- RECOGNIZE processes and patterns of environmental interactions.

CURRICULUM AND COURSE REQUIREMENTS
Two degrees are offered. A bachelor of science (BS) in Environmental Science and a bachelor of arts (BA) in Environmental Studies. The bachelor of arts program involves less scientific rigor than the bachelor of science. Three minors are also offered in Environmental Science, Environmental Studies and Earth Sciences. All environmental science and studies majors will also be required to do either a research internship or a senior research thesis (such as the ongoing summer research program in the School of Science) or a senior project.

ENVIRONMENTAL SCIENCES MAJOR (BS)

Required: 16 courses plus a senior project

SEVEN REQUIRED LOWER DIVISION COURSES
EES 40/41 Physical Geology or
EES 50/51 Historical Geology
CHEM 8/9 General Chemistry 1
CHEM 9/10 General Chemistry 2
MATH 27 Calculus 1
BIO 1 Cell, molecular and genetics
BIO 2 Organisms – evolution
PHY 10/20 General Physics for biologists

FIVE REQUIRED UPPER DIVISION COURSES
EES 100 Hydrology
BIO 119 Research Design and Biostatistics
or **MATH 113 Probability and Statistics,**
or equivalent
ECON 150 Environment and Natural Resources Economics
POL 135 Environmental Politics
or **POL 136 Environmental Law**
BIO 125 General Ecology

FOUR UPPER DIVISION ELECTIVES
FROM THE FOLLOWING
EES 110 Introduction to GIS/Remote Sensing
EES 140 Environmental Geology/Natural Disasters
EES 150 Environmental and Physical Geology of the Parks
EES 160 Earth Materials
EES 175 Wetlands
EES 180 Sedimentology and Stratigraphy
EES 195 Internship
EES 197 Independent Study
BIO 113 Aquatic/Marine Biology
BIO 142 California Flora and Communities
BIO 144 Botany
BIO 152 Conservation Biology
CHEM 119 Environmental Chemistry
CHEM 104 Organic Chemistry 1
CHEM 106 Organic Chemistry 2

Senior Project (.25)
EES 196 Senior project

ENVIRONMENTAL STUDIES MAJOR (BA)

Required: 14 courses plus a senior project

FIVE REQUIRED COURSES
BIO 50 General Biology
BIO 125 General Ecology
ECON 150 Environment and Natural Resources Economics
POL 135 Environmental Politics
or **POL 136 Environmental Law**
EES 100 Hydrology

SELECT THREE LOWER DIVISION ELECTIVES
FROM THE FOLLOWING, INCLUDING ALL LABS
MATH 4 Statistics and Probability
EES 40/41 Physical Geology/Lab
EES 50/51 Historical Geology/Lab
EES 60/61 Urban Environmental Issues/Lab
PHY 40 Physics/Lab
EES 92/93 Environmental Science/Lab
BIO 34 Protecting Biodiversity

SIX UPPER DIVISION ELECTIVES
FROM THE FOLLOWING, INCLUDING LABS
PHIL 130 Environmental Ethics
HIS 155 Environmental History of Latin America
SOC 135 Society and Environment
POL 136 Environmental Law
JCL 130 Environmental Responsibility
EES 110 Introduction to GIS/Remote Sensing
EES 140 Environmental Geology/Natural Disasters
EES 150 Environmental and Physical Geology of the Parks
EES 175 Wetlands
EES 180 Sedimentology and Stratigraphy
EES 195 Internship
EES 197 Independent Study
BIO 113 Aquatic/Marine Biology
BIO 119 Research Design and Biostatistics
BIO 142 California Flora and Communities
BIO 144 Botany
BIO 152 Conservation Biology

Senior Project (.25)
EES 196 Senior project

Those who do not meet the prerequisite courses will need permission of the instructor.

EARTH SCIENCE MAJOR (BS)

Required: 16 courses plus a senior project

LOWER DIVISION CORE COURSES
EES 40/41 Physical Geology
ESS 50/51 Historical Geology
BIO 50/51 General Biology
CHEM 8/9 General Chemistry
CHEM 10/11 General Chemistry II
MATH 27 Calculus I
MATH 28 Calculus II
PHY 10/20 General Physics

UPPER DIVISION CORE COURSES
EES 100 Hydrology
EES 110 Intro GIS/Remote Sensing
EES 160 Earth Materials
EES 180 Sedimentology/Stratigraphy

Select five of the following courses:
EES 140 Environmental Geology/Natural Disasters
EES 150 Environmental and Physical Geology of the Parks
EES 175 Wetlands
EES 190 Structural and Regional Geology
EES 195 Internship
EES 197 Independent Study
CHEM 119 Environmental Chemistry
BIO 125 General Ecology
ECON 150 Environmental and Natural Resources
POL 135 Environmental Politics
or **POL 136 Environmental Law**
BIO 119 Research Design and Biostatistics

Senior Project (required)
EES 196 Senior Project (.25)

ENVIRONMENTAL SCIENCE MINOR

Choose two lower division courses

EES 92 Environmental Science
BIO 50 General Biology
EES 40/41 Physical Geology
or **ESS 50/51 Historical Geology**
EES 60 Urban Environmental Issues

Choose four upper division courses
EES 100 Hydrology
EES 110 GIS
EES 113 Marine Biology
EES 175 Wetlands
BIO 119 Research and Biostatistics
BIO 125 General Ecology
BIO 142 Cal Flora
BIO 144 Botany
BIO 152 Conservation Biology

ENVIRONMENTAL STUDIES MINOR

Choose two lower division courses

EES 92 Environmental Science
BIO 50 General Biology
EES 40 Physical Geology
EES 60 Urban Environmental Issues

Choose four upper division courses
BIO 125 General Ecology
BIO 152 Conservation Biology
ECON 150 Natural Resource Economics
POL 135 Environmental Politics
POL 136 Environmental Law
EES 100 Hydrology
EES 110 Introduction to GIS/Remote Sensing

EARTH SCIENCE MINOR

Take three lower division courses

EES 40 Physical Geology
EES 50 Historical Geology
EES 92 Environmental Science

Choose three upper division courses
EES 100 Hydrology
EES 110 Introduction to GIS/Remote Sensing
EES 175 Wetlands
EES 140 Natural Disasters
ECON 150 Natural Resource Economics

One of the following
EES 160 Earth Materials
EES 180 Sedimentology/Stratigraphy

COURSES

LOWER DIVISION

40 Physical Geology
Nature and distribution of earth materials, the processes by which the materials are formed and altered, and the nature and development of the earth. The introductory course in the earth science sequence offered every fall term. *This course satisfies the Scientific Understanding requirement of the Core Curriculum.*

50 Historical Geology
Principles of interpretation of earth history. Study of plate tectonics and sea-floor spreading as related to the development of continents, ocean basins and mountain belts. Origin, evolution and diversification of life through time. The second introductory course in the earth science sequence offered in the spring term. *This course satisfies Scientific Understanding of the Core Curriculum.*

60 Urban Environmental Issues
A general education science course that serves the ESS program as a lower division chemistry course. This course focuses on the environmental issues of redevelopment of Superfund sites. The course has been taught as a learning community linking it with another sociology course. This Learning Community has had a significant community outreach component studying the redevelopment of Alameda Point, formerly NAS Alameda. The chemistry curriculum is presented in context evaluating the environmental risks and the technologies applied to clean up the site. *Lab fee $175. This course satisfies the Community Engagement requirement of the Core Curriculum.*

75/175 Wetlands
Wetlands was designed to enable non-science major students to experience science as a way of knowing. Students study the environmental and organismal characteristics of various ecosystems which have soil covered with water at least part of the year. They study the biotic and abiotic factors that make wetlands unique. By examining the hydrology and biogeochemistry of fresh and salt water marshes, swamps, mangroves, bogs, vernal pools and peatlands, students come to understand the ecological and economic values of wetlands and about the threat to their continued existence. Students needing this course as an upper division requirement may petition for it to count as **EES 175.** *The upper division course will require significant additional work and assignments. This course satisfies the Scientific Understanding requirement and the Community Engagement requirement in the Core Curriculum. Lab fee $175.*

92 Introduction to Environmental Science
The entry level course reviewing the field. Physical, chemical, biological, geological and cultural dimensions of environmental problems are examined in this course. It surveys the historical roots of these problems, then considers components such as population pressure, air and water pollution, global change, desertification, deforestation et al. An introduction to ecological principles is provided. *This course satisfies the Scientific Understanding requirement and the Common Good requirement of the Core Curriculum.*

UPPER DIVISION

100 Hydrology
The hydrologic cycle, from precipitation, evapotranspiration, infiltration and runoff, to surface and groundwater. Hydrograph analysis, stream gaging and discharge determination. Groundwater occurrence, movement and evaluation. Hydrologic regions of U.S., emphasizing the western states. *Prerequisite: Area B math in the pre-2012 general education requirements or* **Math 4** *OR* **Math13** *OR* **Math 27.** *Lab and field trip(s).*

110 Introduction to GIS/Remote Sensing
Use of Geographic Information Systems (GIS) for interpretation of spatial data and preparation of maps. Display and manipulation of vector and raster data, including point locations, street maps, boundaries and satellite images. Map scale, projections, and coordinate transformations. Basic database queries. Principles of Global Positioning Systems (GPS). The course will include examples from several disciplines. *Lab and field trips.*

140 Environmental Geology/Natural Disasters
The interaction between geologic processes and human society. Topics include rock, mineral, water, and energy resources, volcanic hazards, earthquakes, landslides, floods, erosion, coastal processes, plate tectonics, geologic time, pollution problems and environmental management. *Prerequisite:* **EES 40** *OR* **EES 50** *OR permission of instructor. Lab.*

150 Environmental and Physical Geology of the Parks
This course explores the both the geologic processes that have shaped the parks and the environmental issues that created a need to manage public lands and that affect the parks today. The laboratory for this course includes field trips to several local national, state, and regional parks, including two overnight camping trips to experience these topics firsthand. *Prerequisites:* **EES 40** *OR* **EES 50** *OR permission of instructor. Lab and field trips.*

160 Earth Materials
Principles of mineralogy, crystal symmetry, structure and chemistry. Characteristics, phase relations, and origin of igneous and metamorphic rocks. Plate-tectonic setting of magmatism and metamorphism.Laboratory emphasizes physical properties and identification of minerals and rocks in hand sample and thin section. The key course requirement for a major. *Prerequisites: Introductory chemistry (***Chemistry 8/9***) and* **EES 40** *or permission of instructor. Lab.*

180 Sedimentology and Stratigraphy
Depositional systems and sedimentary processes. Facies models, succession, age relationships and correlation of strata. Petrology and provenance of sedimentary rocks. *Prerequisites:* **EES 40** *or* **EES 160** *or equivalent or permission of instructor. Lab and field trips.*

185 Geologic Field Methods
Introduction to geologic field methods and instruments, use of aerial photographs and topographic maps in geologic mapping, preparation of geologic maps of local areas. *Prerequisites:* **EES 40** *and two upper-division courses or permission of the instructor. One hour lecture, six hours field. Summer Session offering.*

190 Structural and Regional Geology
Geometric, kinematic and dynamic analysis of structures of igneous, sedimentary and metamorphic rocks. Laboratory emphasis on descriptive geometry and stereographic solutions to structural problems; geologic maps and structure sections. *Prerequisite:* **EES 40** *or permission of instructor. Lab and field trips.*

195 Internship
This course is open only to our majors and is typically taken by a junior or senior student who wishes to advance their education with related work experience and is maintaining at least a 2.5 GPA. In addition to the internship hours (6–8 hours per week) outside research and a term project are required. Permission of an instructor/mentor of record and the department chair are required.

196 Senior Project (.25 credit)
This is a capstone course for our majors and is typically completed in a student's senior year that requires students to move from a more theoretical understanding of environmental/earth science to the integration of concepts and material from within their entire course of study. Typically students will propose and carry out an independent research project in their area of interest, under the mentorship/council of a faculty member. *Permission of an instructor/mentor of record and the department chair are required.*

197 Independent Study
An independent study or research project course open only to our majors, typically taken during junior or senior year. Students plan and carry out environmental science research with a faculty mentor. Permission of the instructor/mentor and the department chair are required. *Laboratory fee, when appropriate is $175.*

ETHNIC STUDIES

Our mission at Saint Mary's College is to create a student-centered educational community whose members support one another with mutual understanding and respect. Implicit in our mission is a goal of increasing import to colleges and universities across the country, and that is to prepare students for leadership in a diverse democracy. Being prepared for a diverse democracy requires being literate in the intricate patterns that make up our shared history and a program on Ethnic Studies is a key source for that preparation.

Ethnic Studies is a multidisciplinary program that focuses on the United States with particular attention paid to the major underrepresented minority groups: African American, Latino, Asian American/Pacific Islander and Native American. It addresses issues of social justice, discrimination, immigration and globalization as well as the contributions that each ethnic group has made to American society. The Ethnic Studies major complements the College's commitment to social justice and to fostering a diverse community respectful and appreciative of cultural difference.

FACULTY
Mel Michelle Lewis, Ph.D., *Associate Professor, Director of Ethnic Studies Program*
David Quijada, Ph.D., *Associate Professor*

ETHNIC STUDIES ADVISORY BOARD
Alvaro Ramirez, Ph.D., *World Languages and Cultures*
Shawny Anderson, Ph.D., *Communication*
Emily Klein, Ph.D., *English*
Marie Pagliarini, Ph.D., *Theology and Religious Studies*
Caitlin Powell, Ph.D., *Psychology*
David Quijada, Ph.D., *Ethnic Studies*
Scott Schönfeldt-Aultman, Ph.D., *Communication*
Michael Viola, PhD., *Justice, Community & Leadership*
Ynez Wilson Hirst, Ph.D., *Sociology*

The educational goals of the Ethnic Studies Program for majors and minors include:

- EXPLORING the cultural and social histories of African American, Latino, Native American and Asian American/ Pacific Islander ethnic groups.
- INTEGRATING Catholic social justice teaching, the Lasallian core values, and service based learning in service of these historically underrepresented groups.
- CRITICALLY EXAMINING United States racial and ethnic diversities and their interrelatedness to other international socio-historic systems.

Upon completion of the Ethnic Studies major, students will be able to:

- DESCRIBE the history and social theories relevant to a critical understanding of African American, Latino, Native American, and Asian American/Pacific Islander ethnic groups;
- EMPLOY theoretical and analytical frameworks to understand an increasingly complex, multicultural and interdependent world;
- IDENTIFY the social, historical, economic, and religious factors that have affected and continue to affect ethnic groups in the U.S.;
- EXHIBIT critical thinking about issues of social injustice and the common good, and strategies for working towards social justice.

ETHNIC STUDIES CURRICULUM

ETHNIC STUDIES MAJOR REQUIREMENTS

The major consists of eleven (11) courses total; two (2) lower division and nine (9) upper division

LOWER DIVISION CORE
Ethnic Studies 01: Introduction to Ethnic Studies
Ethnic Studies 50: Creating Community

UPPER DIVISION CORE
Ethnic Studies 101: Critical Race Theory
Ethnic Studies 196: Capstone Course
Methods Course
(Choose one from the following list. Others courses may be taken with the approval of the Program Director)
History 104, 105: Modern Approaches to History
Communication 111: Qualitative Methods
Sociology 132: Sociological Research Methods

SIX UPPER DIVISION ELECTIVES
Students will take two (2) courses from each of the following categories: Ethnic Groups and Identity; Arts and Literature; and Socioeconomics and Inequality.

Ethnic Groups and Identity: This area includes courses that address the role ethnicity plays in one's individual, social, and political experiences and identity. The courses listed below are representative of courses that address some of the above particularities. Other courses accepted with approval by Program Director.
ES 102
ES/COMM 106
ES/SOC 107, 111, 116, 123, 125, *135
(*depending on course content)
ES SPAN 132
ES/HIST 017, 018, 133, 136, 139, 140, 141, 142, 154, 131, 132, 134, 170
ES/POL 003, 101, 109, 110, 140, 149
ES/PSYCH 165
In addition, new courses are approved on a term-to-term basis.

Arts and Literature: Within Ethnic Studies, the role of Arts and Literature is not only to reflect the social reality of ethnic experiences in the United States, but also to shape and transform that reality. Students will examine competing notions of identity and community that emerge in the literary and artistic expressions of U.S. writers and artists of color. The courses listed below are representative of courses that address some of the above particularities. Other courses accepted with approval by Program Director.

ES/SPAN 150
ES/SOC *135 (*depending on course content)
ES/ENGL 023, 150, 151, 152, 153, 154, 184, 170
ES/PERFA 014, 50, 61, 60/160, 113, 161
SEM 144

In addition, new courses are approved on a term-to-term basis.

Socioeconomics and Inequality: This area includes courses that address the relationship between race and ethnicity and economic, political, and social inequalities in contemporary society. The courses listed below are representative of courses that address some of the above particularities. Other courses accepted with approval by Program Director.

ES/ANTH 131
ES/COMM 161
ES/SOC 004, 112, 115, 120, 122, 124, *135
(*depending on course content)
ES/POL 106, 115, 125, 126, 127
ES/TRS 166, 171
PSYCH 163

In addition, new courses are approved on a term-to-term basis.

ETHNIC STUDIES MINOR

The Ethnic Studies minor comprises 6 courses—2 lower division and 4 upper division:

LOWER DIVISION (2)
ES 01: Introduction to Ethnic Studies
ES 50: Creating Community

ETHNIC STUDIES THEORY (1)
ES 101: Critical Race Theory
(Or other Theory course approved by Program Director)

UPPER DIVISION ELECTIVES (3)

Three (3) upper division electives, with no more than two (2) from a single discipline. Below is a partial list. Other courses approved by Program Director.

ES 102, 196
ES/ANTH 131
ES/COMM 106, 161
ES/ENGL 023, 150, 151, 152, 153, 154, 184, 170
ES/HIST 017, 018, 133, 136, 139, 140, 141, 142 , 154, 131, 132, 134, 170
ES SPAN 150
ES/POL 003, 101, 106, 109, 110, 115, 125, 126, 127, 140, 149
ES/SOC 004, 111, 112, 115, 116, 120, 122, 123, 124, 125, *135 (*depending on course content)
ES/TRS 166, 171
ES/PERFA 014, 50 (Interactive Theater)**, 61, 060/160, 113, 161, 184**
PSYCH 163, 165
SEM 144

CORE COURSES

1 Introduction to Ethnic Studies
This course provides an introduction to the complex nature of racial and ethnic populations in the United States. It seeks to understand the diverse traditions and cultures of the people of the United States in order to gain an appreciation for American diversity. It offers a critical understanding of the origins and impacts of settler colonialism, conquest, slavery, war and immigration on the development of the U.S. We will examine the ways in which race and ethnicity intersect with gender, class, sexuality, citizenship and nationality in order to better understand how systems of power and inequality are constructed, reinforced and challenged. *This course satisfies the American Diversity requirement and the Common Good requirement of the Core Curriculum.*

50 Creating Community: Introduction to Skills for Building a Socially Just Society
In a multicultural society, discussion about issues of conflict and community are needed to facilitate understanding between social/cultural groups. This course is designed to prepare students to engage in informed and meaningful dialogue in situations where such understanding and listening are needed. The skills learned in this course will also enable us to engage in dialogues about a variety of issues in our families, among our friends, at our workplaces, and in our communities. One goal of this course is to create a setting in which students engage in open and constructive dialogue, learning, and exploration of intergroup relations, conflict and community building. There are no pre-requisites for this course. *This course satisfies the American Diversity requirement and the Common Good requirement of the Core Curriculum.*

101 Critical Race Theory
This course engages critical race theory as an explanatory critical framework, method and pedagogy for analyzing race and racism in the U.S. and that works toward identifying and challenging racism within institutional contexts. *Prerequisite: one of the following:* **ES 001, SOC 002, SOC 004, WAGS 001** *or permission of instructor. This course satisfies the American Diversity and the Common Good requirements of the Core Curriculum.*

102 Youth Cultures, Identities and New Ethnicities
This course is an introduction to the field of Critical Youth Studies that discusses the social constructions of youth culture and identity across time, space and social historical movements. The course focuses upon key concepts and theories of youth that intersect across social positions (i.e., race, gender, sexuality, class and ethnicity) in the U.S. *Prerequisite: one of the following:* **ES 001, SOC 002, SOC 004, WAGS 001** *or permission of instructor.*

195 Special Study Internship
This course is usually taken by an upper-division student who wishes to complete his/her education with related work experience and is maintaining at least a C average. In addition to work experience (6–8 hours per week), outside research and a term project are usually required. *Sponsorship by an Ethnic Studies faculty member and approval of the Program Director is required.*

196 Capstone Course
This course entails discussion, independent study, research and analysis culminating in the production of a senior thesis in a chosen area within Ethnic Studies. *Prerequisites: one of the following:* **ES 001, SOC 002, SOC 004, WAGS 001** *and at least two upper division Ethnic Studies elective courses. Open to seniors; juniors may enroll with consent of instructor.*

197 Special Study
An independent study or research course for students whose needs are not met by the regular course offerings of the program. *Permission of the Program Director is required.*

199 Special Study – Honors
An independent study or research for majors with at least a B average in Ethnic Studies. *Permission of the Program Director is required.*

GLOBAL AND REGIONAL STUDIES

The Global and Regional Studies (GRS) major is designed for students preparing for an increasingly global environment through the multidisciplinary study of global processes or a major world region. The course of study integrates several academic disciplines, language proficiency, cultural literacy, independent research, and residential experience abroad.

The GRS major is geared toward students who want to focus their major on international studies writ large instead of a single academic discipline. This interdisciplinary approach best facilitates the student's gain in cultural literacy, language acquisition, and the ability to understand and analyze critically global and regional connections, processes, and development outcomes from multiple academic perspectives. The GRS major allows students to focus on a major region of the world (eg, Europe, Latin America, East Asia, etc), or broader themes and issues that cut across world regions. Students may also opt for a concentration in global justice.

FACULTY ADVISORY BOARD

María Luisa Ruiz, Ph.D., *Associate Professor of World Languages and Cultures (Spanish) Director of Global and Regional Studies*
Ronald Ahnen, Ph.D., *Associate Professor of Politics*
Manisha Anantharaman, Ph.D., *Assistant Professor of Justice Community & Leadership*
Zeynep Atalay, Ph.D., *Assistant Professor of Sociology*
Jennifer Heung, Ph.D., *Associate Professor of Anthropology*
Helga Lénárt-Cheng, Ph.D., *Associate Professor of World Languages and Cultures (French and German)*
Aeleah Soine, Ph.D., *Associate Professor of History*
E. Elena Songster, Ph.D., *Associate Professor of History*

LEARNING OUTCOMES

Graduates of the Global and Regional Studies Program will demonstrate:

- APPRECIATION of their place as a citizen in global society.
- UNDERSTANDING of the political, economic and cultural interconnectedness that constitutes our world today.
- ABILITY TO COMMUNICATE at a basic functional level of proficiency in a language other than English specific to their geographical region of study.
- ABILITY TO ANALYZE specific social aspects of a geographical region employing in a competent and creative way the appropriate conceptual and theoretical tools of the following disciplines: anthropology, economics, history, literature and art, and politics.
- ABILITY TO INVESTIGATE the increasing interdependent nature and complexity of cultural, economic, environmental, political, and social processes that constitute the global experience, and to examine those processes from a global justice perspective.

MAJOR REQUIREMENTS

TRACK SELECTION

Students first select between one of two tracks in the major: Global Studies or Regional Studies. Students in the Global Studies track may opt for a concentration in global justice studies. Students in the Regional studies track must select a specific region of the world in which they have a particular interest and wish to focus their studies. Four choices are available: East Asia, Europe, Latin America, or student defined (eg, North Africa, Middle East, etc). Student defined regions must receive approval from the Director of Global and Regional Studies.

LOWER DIVISION

Students must complete the following five lower-division courses:

Global and Regional Studies 1: Introduction to Global and Regional Studies
Anthropology 1: Introduction to Social and Cultural Anthropology
Economics 4: Principles of Macroeconomics
History 1 or **2: World History**
AND
Global Studies track: Politics 4: Introduction to International Politics
Regional Studies track: Politics 1: Introduction to Comparative Politics

UPPER DIVISION

Students must complete the following three upper-division courses:

GRS 100: Cultural Geography and Global Societies
GRS 130: Interdisciplinary Issues in Global Studies
GRS 196: Senior Thesis

GLOBAL STUDIES TRACK

Students in the Global Studies track complete six additional upper-division courses—two in each of three groups: Group A (Intellectual Traditions), Group B (Issues and Topics), and Group C (Regional Studies), as follows:

	Group A	Group B	Group C
Anthropology	**134**	**112, 114, 117, 118, 128**	**119, 121**
Economics	**102, 160, 190, 192**		
French			**123, 129**
History	**104**	**127, 137, 154**	**120, 123, 124, 125, 126, 127, 128, 150, 151, 152, 153, 154, 155, 160, 161, 162, 163, 170, 172**
MODL			**185, 186, 187, 188, 189**
Politics	**115, 120, 121**	**122, 125, 126, 128, 129**	**143, 144, 145, 146, 147, 148**
Spanish		**160, 161, 162**	**141, 143, 145**

REGIONAL STUDIES TRACK

Students in the Regional Studies track complete four additional upper-division courses. One each from the following four disciplines according to regional concentration:

	East Asia	Europe	Latin America
Anthropology	**ANTH 121: China**	**ANTH 121: Europe**	**ANTH 121: Central America or Latin America**
History	**HIST 160, 161, 162, 163**	**HIST 120, 123, 124, 125, 126, 127, 128**	**HIST 150, 151, 152, 153, 154, 155**
Literature and Art	*check with Director for appropriate courses*	**ENG 103, 104, 144, 160, 161; FREN 121, 122, 123, 130, 150; SPAN 120, 121, 122, 127, 160 or MODL 187; MODL 186**	**SPAN 140, 141, 143, 145; MODL 188, 189**
Politics	**POL 144**	**POL 146**	**POL 145**

Note: Regional studies track students must take the **ANTH 121** that corresponds to the content of their region.

Any course listed for this major that requires a prerequisite assumes a grade of C– or better in the prerequisite course. In addition, C is the minimum acceptable grade in **IAS 100** and **IAS 196** for credit toward the major.

DEPARTMENTAL MINOR CONCENTRATION

Regional Studies track students must complete the requirements of a minor area of study chosen from Anthropology, Economics, History, World Languages and Cultures or Politics. The choice of minor provides a key focus for the student and aids in their preparation for the senior thesis, which generally is written in that field. In addition, students may pursue a graduate degree in their minor field.

OPTIONAL GLOBAL JUSTICE CONCENTRATION

Global Studies track students may opt for a concentration in global justice studies. The concentration requirements are:

1) complete **POL 115 Theories of Justice**
2) complete an internship with a local organization or business while focusing on a global justice issue (may be completed in conjunction with an independent study course that counts as a Group B course).
3) write the senior thesis on a global justice topic (approved by the instructor).

LANGUAGE

Students in both tracks must complete the equivalent of level four (4) semesters in a foreign language (appropriate to the region if selected). Language study should correspond with the country where students wish to spend their study abroad. The interdisciplinary and language courses taken by students will prepare them for critically engaged learning experiences.

STUDY ABROAD

Study abroad is a vital component of the GRS major and provides students with an important experience that allows them to understand more directly the cultural complexities and lived experiences of their region of study. Regional studies track majors are strongly encouraged to spend a minimum of one semester studying abroad in their selected region during their junior year in a country that corresponds with their foreign language study. Global studies track students are also strongly encouraged to study abroad for a semester in any region of their interest, or may opt for a semester long internship with an international focus.

MINIMUM GPA

Students must be mindful of meeting the minimum GPA requirement of the study abroad program of their choice, which range from 2.8 to 3.5.

CAREER OPPORTUNITIES

Graduates will be in a position to work for the ever-growing number of international agencies, organizations and businesses. Increasingly, language proficiency and overseas experience are requirements for jobs. Employers seek persons experienced and qualified to function in another language and culture.

Other students go on to graduate school in international business, international studies, or in their minor field. Most major universities have graduate international or area studies programs that offer a natural next step for students interested in further developing their expertise.

Beyond career advancement, many students will find that the immersion in another culture expands their understanding of the human experience and permanently enriches their lives.

CORE COURSES

1 Introduction to Global and Regional Studies
This course introduces students to the principal concepts and theories scholars and practitioners employ to analyze and understand global phenomena including an examination of historical, economic, cultural, and political events, institutions, structures, and processes. In addition, the course introduces students to major world regions and examines the connections between regional and global outcomes. Theories of globalization and key global issues are addressed including human rights, global inequality, poverty, population and migration, terrorism, global trade, and environmental issues. *This course satisfies the Global Perspectives and the Common Good requirements of the Core Curriculum.*

100 Cultural Geography and Global Societies
This course exposes students to the breadth and excitement of the field of geography. Cultural geography studies the ways people shape and give meaning to their environment and allows us to look at the fascinating variety of human activity in the world—the human landscape. Geographic knowledge is vital to understanding national and international issues that dominate daily news reports. This course examines the relevance of geographic methods and concepts to social science topics such as agricultural patterns and practices, architecture, ethnic traditions and conflicts, gender, health, migration, population, political economy, poverty, religion, resource utilization, social change and urban planning. *Prerequisite:* **GRS 1**. *This course may only be completed at Saint Mary's College.*

130 Interdisciplinary Issues in Global Studies
Courses in this designation employ interdisciplinary approaches to explore a special challenge, problem, or issue(s) related to international regions or globalization. Topics can include transnational cultures, health, environment, development, and migration and globalization. May be repeated for credit as content varies. *Prerequisite:* **GRS 1, ANTH 1, ECON 4, HIST 1** *or* **2, POL 1** *or* **4.** *This course satisfies the Global Perspectives requirement of the Core Curriculum.*

196 Senior Thesis
As a culmination of their studies, students are required to complete a senior thesis on a topic of their choice in consultation with the instructor. The thesis demonstrates the student's ability to conduct independent research, and to think and write critically about salient issues related to their chosen track of studies. This course should be taken in the senior year. *This course may only be completed at Saint Mary's College. This course satisfies the Writing in the Disciplines requirement of the Core Curriculum.*

197 Special Study
An independent study or research course for students whose needs are not met by the regular courses in the curriculum. *Permission of instructor and chair required.*

HISTORY

In offering a disciplined study of the past, the History Department challenges students to read, think, and write about questions arising from the tensions societies face in every generation—tensions between freedom and authority, reason and faith, individual agency and powerful structures. The ultimate goal: to become imaginative and resourceful human beings engaged with the world.

Our faculty cultivates understanding rather than memorization. The history student becomes immersed in the study of the past and develops the skill and ability to read critically and write elegantly. The faculty welcomes budding historians who love history, as well as students from other disciplines seeking a broad view of the world, and students who might simply be curious about a specific time, country, or topic.

Students will find that our faculty organized clusters of courses to allow for global or regional comparisons. Among these are: the history of women (Europe, Latin America, the United States); environmental history (Latin America, Asia, the United States); and revolutionary movements (China, the United States, Europe, and Latin America).

As an active participant in the larger College community, the department regularly offers classes in the following interdisciplinary majors and minors: Women's and Gender Studies, Ethnic Studies, Environmental Studies, and Global and Regional Studies.

FACULTY
Myrna Santiago, Ph.D., *Professor, Chair*
Carl J. Guarneri, Ph.D., *Professor*
Brother Charles Hilken, FSC, Ph.D., *Professor*
Ronald Isetti, Ph.D., *Professor Emeritus*
Gretchen Lemke-Santangelo, Ph.D., *Professor*
Katherine S. Roper, Ph.D., *Professor Emerita*
Aeleah Soine, Ph.D., *Assistant Professor*
E. Elena Songster, Ph.D., *Associate Professor*

LEARNING OUTCOMES
History majors develop a unique set of skills designed for analytical thinking in a diverse and increasingly globalized world. Upon completion of the History program, students will be able to:

- THINK historically, read critically, write coherently, speak persuasively, and communicate effectively.
- SITUATE major historical events within their proper chronological, geographical, thematic, and comparative context.
- CONNECT and integrate historical knowledge, grasp the ethical and moral dimensions of history, and appreciate the complex, multi-causal origins of past events.
- IDENTIFY and interpret a wide variety of historical sources, both primary and secondary.
- EXPLAIN the value and application of historiography and various historical methods, approaches and theories.
- EVALUATE and critically assess the validity of historical evidence and interpretations.
- USE primary and secondary sources to construct sophisticated, persuasive, and logical interpretations of historical problems and events.

MAJOR REQUIREMENTS

LOWER DIVISION
History 1, 2, or **4, 5; 17, 18;** and **10.** (**History 1, 2** is the World History sequence; **History 4, 5** is the Western Civilization sequence. Students may combine **History 1** and **5** or **History 2** and **4,** but may not combine **History 1** and **4** or **History 2** and **5**.)

UPPER DIVISION
Students majoring in history must complete eight upper-division history courses, including:

One course in specific problems of research and writing (**History 106**) and one course in either historical interpretation (**History 104**) or historical theory (**History 105**).

Two upper-division courses in two of the following areas of concentration; and one in a third area of concentration (at least one area of concentration must be in Asian, African, or Latin American history).

United States: **History 130** (when applicable), **131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142**
Latin America: **History 150** (when applicable), **151, 152, 153, 154, 155**
Medieval Europe: **History 110** (when applicable), **111, 112, 113, 114**
Modern Europe: **120** (when applicable), **121, 122, 123, 124, 125, 126, 127, 128**
Africa: **History 170** (when applicable), **171, 172**
Asia: **History 160** (when applicable), **161, 162, 163**
World: **History 100** (when available)

One upper-division elective, chosen from any of the History Department's courses.

Students intending to work toward advanced degrees should consult with their advisor about foreign language preparation.

MINOR REQUIREMENTS

To earn a minor in history, a student must complete a total of six courses.

Any two lower-division history courses; **History 10; History 104, 105** or **106;** two additional upper-division courses, each in a different area of concentration.

PREREQUISITE GRADE

All prerequisites must be passed with a grade of C– or better.

COURSES

LOWER DIVISION

1 World History to 1500

An introduction to the study of world societies from a global perspective, dating from the Paleolithic age to the 16th century, and focusing on the development of civilizations, the rise of world religions, and the interactions and exchanges among peoples in Eurasia, Africa, India, Southeast Asia and the America. *This course satisfies the Social, Historical, and Cultural Understanding requirement and the Global Perspectives requirement of the Core Curriculum.*

2 World History since 1500

An introduction to the study of world societies from a global perspective, dating from the 16th century to today, focusing on colonialism, political revolutions, industrialization, imperialism, the North-South divide, and twenty-first century globalization. *This course satisfies the Social, Historical, and Cultural Understanding requirement and the Global Perspectives requirement of the Core Curriculum.*

4 Western Society and Cultures to 1500

An introduction to history through the study of Western civilization from its origins in the Mediterranean world to the age of discovery in 15th-century Europe. Readings include primary sources as well as works dealing with issues of interpretation. *This course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum.*

5 Western Society and Cultures since 1500

This course will introduce students to "Western Civilization" as an evolving idea to be followed, contested, and redefined from the religious, social, and political upheavals of sixteenth-century Europe to contemporary debates over the role of Western values and traditions in an increasingly global society. Topics and themes may include: state-building, daily life and popular culture, war and revolution, nationalism and imperialism, and European/global integration. Through historical narratives, primary sources, literature, and multimedia, we will consider how questions over political and cultural borders, social and economic stratification, and shared and contested values pushed and pulled the people of "Western Civilization" closer together and farther apart—from each other and the rest of the world. *This course satisfies the Social, Historical, and Cultural Understanding requirement and the Common Good requirement of the Core Curriculum.*

10 Introduction to Historical Methods

Drawing upon primary-source documents and secondary works by historians covering a wide range of places and periods, this course introduces students to fundamental concepts of historical thinking, including methods of historical analysis, issues of interpretation, and inquiry into varied historical approaches and genres. Attention is also given to historical research strategies and writing skills. *Offered once a year. This course satisfies the Writing in the Disciplines requirement and the Social, Historical, and Cultural Understanding requirement of the Core Curriculum.*

17 History of the United States to the Civil War

A chronological survey of American history from European colonization to the Civil War, with an emphasis on racial, ethnic, class and gender relations, immigration and migration, the rise and impact of social movements, and the relationship between North America and the world. *This course satisfies the Social, Historical, and Cultural Understanding requirement and the American Diversity requirement of the Core Curriculum.*

18 History of the United States since Reconstruction

A chronological survey of American history from Reconstruction to the present, with an emphasis on racial, ethnic, class and gender relations, immigration and migration, the rise and impact of social movements, and the relationship between the United States and other nations. *This course satisfies the Social, Historical, and Cultural Understanding requirement and the American Diversity requirement of the Core Curriculum.*

UPPER DIVISION
Students must have sophomore standing to enroll in upper-division courses.

100 Topics in World History
Analysis of a selected theme, problem, era, or region not covered by regular course offerings of the department. Topics are announced prior to registration each semester. *This course may be repeated as topics vary. This course satisfies the Social, Historical, and Cultural Understanding and the Global Perspectives requirements of the Core Curriculum.*

104 Historical Interpretation
This seminar on historiography addresses questions of historical methods, focusing on methodological controversies and interpretations within a specific area of history. Topics vary according to instructor.

105 Modern Approaches to History
A study of the development of history as a scholarly discipline beginning with fundamental questions of method and research, followed by analysis of major controversies stemming from contemporary approaches to historical research and to public history. In addition, resident historians discuss the problems they encounter in their research and writing.

106 Seminar in Historical Research
The capstone of the History department, this seminar expects students to demonstrate that they have mastered the skills of the discipline: using primary sources and interpreting them to make a historical argument that contributes to the historiography. Each student does a research paper (30 pages of text) under the guidance of the professor. Topics vary according to instructor. *Prerequisite:* **History 10.**

110 Topics in Ancient and Medieval European History
Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department. *This course may be repeated as topics vary.*

111 The Birth of Europe
A study of the early development of medieval society and institutions, emphasizing the formative influences of classical, Christian, and Germanic culture in the creation of the Middle Ages. The course traces the Middle Ages from A.D. 300 to 1000, considers such issues as medieval monasticism and the papacy, the rebirth of empire under Charlemagne, the origins of feudal society, and the effects of Byzantine culture and the rise of Islam upon the Latin West. *Offered in alternate years. This course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum*

112 Europe in the High and Later Middle Ages
A study of the years A.D. 1000 to 1450, that period in which the seeds of medieval culture, sown during the 700 preceding years, come into full flower—the age of the Crusades and chivalry, Romanesque and Gothic architecture, St. Francis, St. Thomas and Dante. The course is divided into thematic sections treating the relationship between the Christian and Muslim worlds, papal-imperial politics, social and economic changes, the rise of the universities, and the waning of the Middle Ages. *Offered in alternate years. This course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum.*

113 The Age of the Renaissance
An exploration of the rise of humanism in Europe between 1350 and 1550. The course focuses upon the educational and artistic movements that began in Italy and spread north to the rest of Europe. Attention is given to providing a social and political context for the cultural achievements of the period. Renaissance culture will be examined in light of its classical and medieval roots. *Offered in alternate years. This course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum.*

114 Warfare in Medieval Europe
A study of the broad developments of medieval warfare in its many aspects including but not limited to the rules of warfare from terrorism to chivalry; the fate of non-combatants in scorched-earth policy and siege warfare; technological and strategic developments; social classes; women and warfare; infantry and cavalry; the moral cost of war; perceptions of the enemy; the warrior ethos; and pacifism. *Offered in alternate years. This course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum.*

120 Topics in Modern European History
Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department. *This course may be repeated as topics vary.*

121 Revolt and Revolution in Early Modern Europe
This course focuses on case studies of violence and disorder in Western Europe from the late fifteenth century to the middle of the seventeenth century. Described in many standard histories as an age of religious wars, our study will take a broader view and examine social, political, and economic developments as equally important factors in the tumults and disturbances of the period. *Offered in alternate years. This course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum.*

122 19th Century Europe
A survey of the formation of modern European society from the French Revolution to the outbreak of World War I, emphasizing political, social, and cultural responses to industrialization, urbanization, and nationalism. *Offered in alternate years. This course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum.*

123 20th-Century Europe
A survey of European society from the outbreak of World War I to the present. Major themes include the failures of international stability, the problems of technological society, the effects of the Russian Revolution, the rise of fascism, the phenomenon of decolonization, and the development of the European Community, World War II and the Holocaust, the Cold War, in the aftermath of the collapse of the Soviet system. *Offered in alternate years. This course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum.*

124 Transnational Origins of the Welfare State
The European welfare state of the post-World War II era has been praised as the hallmark of post-war socio-economic recovery and stability, generous state-funded systems of education, health-care, and social safety nets, and models of social justice and human equity. Yet, critics see a system plagued by inefficiency, bloated government bureaucracies, discredited forms of socialism, and ongoing threats to individual liberty. This course will explore the origins and development of European social welfare out of the early industrialized economies of Great Britain, the United States, and Germany, and modern debates over the ideal level of government intervention and obligations to its citizens and non-citizens. *Offered in alternate years.*

125 Women in European History, 1500-Present
This course traces the foundations and evolution of gender theories and patterns of everyday life for women of various classes, regions, and eras in Europe since 1500. It illuminates particular moments of significant historical change in how European women were viewed and how they viewed the world around them, such as democratic revolutions, European imperialism, women's suffrage movements, welfare state formation, and human rights. Scholarly essays introduce students to the historical context and debates from a diversity of scholars' perspectives. Primary sources highlight the historical contributions of individuals and groups of women, and offer students their own opportunities to practice critical thinking and analytic skills necessary for independent historical interpretation and synthesis through written and oral communication. *Offered in alternate years. This course fulfills the Social, Historical, and Cultural requirement of the Core Curriculum.*

126 Nations, Nationalism, and Citizenship
This course will address major theoretical and historiographic debates over national identities, nation-state formation, and citizenship. Drawing upon the case studies of France and Germany, we will trace the processes of defining European nationhood and citizenship since the end of the eighteenth century. Themes will include revolutions, the unification of people and political entities, imperialism and irredentism, domestic tensions between majority and minority interests, and steps toward European integration culminating in the European Union. We will examine changing definitions of French, German, and European citizenship to discuss how nations perpetually construct and redefine boundaries of inclusion and exclusion based on gender, class, race, ethnicity, and religion. *Offered in alternate years. This course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum.*

127 The Victorian Empire
The "sun never set" on the global British empire of the nineteenth and early twentieth century, but its scale alone makes it difficult to comprehend from the multiplicity of local and global perspectives involved in its construction, contestation, and evolution. This course will trace the development of the British Empire before, during, and after the heyday of Queen Victoria's empire (1837–1901) from geographic, demographic, and temporal vantage points. We will explore the intertwined nature of imperial, national, and racial identities in the British Empire, political contestations over citizenship and belonging, imperial wars and revolutions, industrialization and class conflicts, changing gender roles and sexual mores, and the flourishing of popular imperial literature and culture around the world. Students will also engage independently and collaboratively with children's and adult literature, historical and contemporary films, museum and cultural exhibits, and both scholarly and primary texts from and about the Victorian Era that continue to shape our own historical consciousness of the British, their empire, and the era. *Offered in alternate years. This course satisfies the Social, Historical, and Cultural Understanding requirement and the Global Perspectives requirement of the Core Curriculum.*

128 German History
If national histories serve to reinforce common identities and traditions within the context of the modern nation-state, then what are we to make of the diverse central European peoples tied together by the questionable force of the German imperial state in 1871, only to be characterized by brutal dictatorship(s) and re-fragmented states throughout the twentieth century? This course seeks to understand how aspects of tradition within the predominantly German-speaking regions of central Europe were weighed and mobilized in order to answer the questions of who are the Germans and what is or where is Germany? To this end, our course materials will explore the making of what have become trademark German political, social, and cultural traditions (poetry, fairy tales, music, militarization, environmentalism, and beer drinking) within particular eras of German history since 1500. *Offered in alternate years. his course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum.*

130 Topics in American History
Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department. *This course may be repeated as content varies.*

131 Colonial History of the United States
This course examines the collision of peoples in colonial North America from the first contacts between Europeans and Native Americans through the importation of African slaves to the establishment of enduring white colonial settlement. Emphasis is placed on the global context of European expansion, the changing nature of Indian-white relations, the diversity of colonial settlements, the rise of North American slavery, Britain's ascendancy over its European rivals, and colonists' connections to British imperial and mercantile systems. *Offered in alternate years.*

132 The American Revolution and the Early Republic
Spanning the period from the 1750s to the 1830s, this course examines the transformations brought to colonial America by the Revolution, the establishment of nationhood and the Constitution, and the development of political and social democracy. Emphasis is placed on the international context of revolution and independence, the founding generation's debates and documents, the course of American race relations, and the rise of popular religion and politics. *This course satisfies the Social, Historical, and Cultural Understanding requirement and the American Diversity requirement of the Core Curriculum.*

133 Era of the Civil War and Reconstruction
An examination of American society and politics from the Age of Jackson to the end of Reconstruction. Major focus is on the Civil War as the great crisis of national unity. Topics include slavery and other sectional differences that underlay the conflict; the political events that led to war; the struggle on the battlefield and home fronts; emancipation and its effects; and the new nation that emerged after the "failed revolution" of Reconstruction. Offered in alternate years. *This course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum.*

134 Recent History of the United States
A study of the United States from 1890 to the present with an emphasis on America's rise (and potential fall) as a global superpower, and its struggle to address inequalities of race, gender and income, and competing visions of the "American dream." *Offered in alternate years.*

35 America in the World: The History of U.S. Foreign Relations
An examination of the nation's foreign relations, broadly defined, from commerce, wars, and imperialism in the 19th century through the challenges of war, hegemony, and global integration in the 20th century. The roots of U.S. policies are traced to domestic political, economic, and cultural influences as well as geopolitical considerations, and America's growing impact abroad is examined and assessed. *Offered in alternate years.*

136 Immigration and Ethnic Relations in American History
A study of immigrant groups in the United States from early nationhood to the present, assessing their response to and impact upon American society. Topics discussed include the global context of migration to America, "colonized" vs. immigrant minorities, problems of adjustment and assimilation in comparative perspective, ethnic politics and culture, nativism and conflicts over citizenship, black migration to the North, and competing theories of American ethnic and race relations. *Offered in alternate years. This course satisfies the Social, Historical, and Cultural Understanding requirement and the American Diversity requirement of the Core Curriculum.*

137 United States History in Comparative and Transnational Perspective
This course integrates American history into global frameworks of analysis by exploring connections and comparisons between the United States' historical development and that of other nations. Topics include common experiences with European colonization, revolution and nation-building, political systems, frontiers and native peoples, slavery and race, reform and women's movements, transatlantic and transpacific migration, industrialism, imperialism, and the rise and fall of the welfare state. Attention is also paid to the impact of American culture abroad. *Offered in alternate years.*

138 The Development of Modern American Culture
This course draws on documentary sources that illustrate and dissect American ways of life from the late 1800s to the present. It analyzes popular novels, movies, oral histories, art, and social criticism to determine the changing shape of American culture, the various subcultures that compose it, and the relationship of culture to social and economic forces. Special attention will be given to race, region, class, gender, and religion as agents of diversity, and conversely, the influence of ideology, mobility, consumerism, and mass culture in unifying Americans. *Offered in alternate years. This course satisfies the Social, Historical, and Cultural Understanding requirement and the American Diversity requirement of the Core Curriculum.*

139 History of Women in America
A survey of American women's history from 17th century colonial encounters to the present with an emphasis on ethnic and class diversity, shifting definitions and cultural representations of womanhood, and the efforts of women to define their own roles and extend their spheres of influence. *Offered in alternate years. This course satisfies the Social, Historical, and Cultural Understanding requirement and the American Diversity requirement of the Core Curriculum.*

140 African-American History: 1619 to 1865
A survey of African American history from the late 15th century through the Civil War with an emphasis on comparative slave systems, slave culture and resistance, free black communities, black abolitionist thought and its connections to the broader Atlantic world, and the transition from slavery to freedom. *Offered in alternate years. . This course satisfies the Social, Historical, and Cultural Understanding requirement and the American Diversity requirement of the Core Curriculum.*

141 African-American History: 1865 to the Present
A survey of African American history from Reconstruction to the present with an emphasis on structural barriers to full equality, black migration, institution building, the enduring struggle for economic, political, and social equality, and the transnational dimensions of the black freedom struggle. *Offered in alternate years. This course satisfies the Social, Historical, and Cultural Understanding requirement and the American Diversity requirement of the Core Curriculum.*

142 History of California
A chronological survey of California history from its pre-contact beginnings to the present, with an emphasis on ethnic diversity, national and transnational interactions, environmental problems, social movements, competing visions of the "California dream," and contestations over the allocation of economic, social, and political power. *Offered in alternate years. This course satisfies the Social, Historical, and Cultural Understanding requirement and the American Diversity requirement of the Core Curriculum.*

150 Topics in Latin American History
Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department. *This course may be repeated as content varies.*

151 Women in Latin American History
An examination of the participation of women in struggles for social justice in Latin America, asking what has motivated women to abandon traditional roles and how they have shaped debates about human rights, democracy, feminism, ecology, and socialism in selected Latin American countries. *This course satisfies the Social, Historical, and Cultural Understanding requirement, the Global Perspectives requirement, and the Common Good requirement of the Core Curriculum.*

152 Revolution in Latin America
A study of the struggle for social justice in Latin America, with an emphasis on origins, class and gender participation, global contexts, successes and failures of revolutions in Mexico, Bolivia, Guatemala, Cuba, Chile, Nicaragua, and selected contemporary countries. Offered in alternate years. *This course satisfies the Social, Historical, and Cultural Understanding requirement, the Global Perspectives requirement, and the Common Good requirement of the Core Curriculum.*

153 The African Diaspora in Latin America
The course follows the African heritage of the Caribbean, Brazil, and the Atlantic coast of Central and South America. It examines the origins of the African population, the roles it has played in economic, political, and cultural developments in the region, as well as the ongoing struggle for social justice against racism and discrimination. *Offered in alternate years.*

154 Latin America, the United States, and the Drug Trade
An examination of the origins and development of the north-south drug trade, exploring the roles played by countries like Peru, Bolivia, Colombia, and Mexico; and the impact of the trade and the drug wars on U.S.-Latin America diplomatic relations, democracy and human rights. Offered in alternate years. *This course satisfies the Social, Historical, and Cultural Understanding requirement and the Global Perspectives requirement of the Core Curriculum.*

155 Latin American Environmental History
A review of the latest scholarship in the field, including topics such as the role of disease in the Spanish conquest, monocrop plantation agriculture, conservation, the destruction of the tropical rainforest, the ecological effects of oil extraction, nuclear power, chemical and pesticide use, and the meanings of sustainable development. Countries covered will vary from year to year. *Offered in alternate years. This course satisfies the Social, Historical, and Cultural Understanding requirement, and the Global Perspectives requirement.*

160 Topics in Asian History
Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department. Students may repeat course, as subject matter changes. *This course may be repeated as content varies.*

161 Modern Japan
The course begins in 1603 with the establishment of the Tokugawa Shogunate and ends with present-day Japan. Emphasis is placed on social, cultural, environmental and economic history. Special attention is given to the transformations of Japanese society and the changing nature of its interactions within the region of Asia and across the globe over the course of this historical period. *Offered in alternate years.*

162 Modern China
The course begins in 1911 with the toppling of the Qing (Manchu) Dynasty and ends with the split identity of present-day Communist China and the Republic of China in Taiwan. Emphasis is placed on social, cultural, environmental, political, and economic history. The course examines one of the most tumultuous eras of Chinese history and traces China's emergence from a struggling young republic to a growing superpower. *Offered in alternate years. This course satisfies the Social, Historical, and Cultural Understanding requirement, and the Global Perspectives requirement of the Core Curriculum.*

163 Ethnic Identity and Conflict in China
This course explores how ethnicity played a role in the construction of empire and nation in Chinese history during ancient, imperial, modern, and contemporary periods. The course explores concepts of difference, race, ethnicity, and identity and how the definitions of these ideas changed over time. We will examine the ways that specific groups tried to become part of mainstream Chinese society and/or tried to distinguish themselves from it to demonstrate the historical complexities of the multicultural societies in China and Taiwan. Offered in alternate years. *This course satisfies the Social, Historical, and Cultural Understanding requirement, and the Global Perspectives requirement of the Core Curriculum.*

170 Topics in African History
Analysis of a selected theme, problem, era, or region not covered by the regular offerings of the department. *This course may be repeated as content varies.*

171 African History to 1850
A study of human origins in Africa, black migration, the expansion of Islam in Africa, the slave trade, and the rise of ancient kingdoms of Ghana, Mali, Zulu. The course searches for and establishes the cultural identity of Africa before slavery, and the influence of ancient Egyptian, Nubian and Meroe cultures on subsequent sub-Saharan civilization. *Offered in alternate years.*

172 African History Since 1850
A study of the major themes of state building, Islamic revolutions, colonialism, nationalism and pan-Africanism, the role of the military in recent decades, African decolonization and economic development in the context of the modern world. The course emphasizes the development of African contemporary culture in comparison with that of select nations and regions of the developed world. *Offered in alternate years.*

197 Special Study
An independent study or research course in subject matter not offered by the department. Students must submit a proposal the semester prior. **History 10** and approval by the instructor and department chair required. *See the department chair for details and forms.*

199 Special Study – Honors
An independent study or research course for upper-division history majors with at least a 3.0 GPA in history. Students must submit a proposal the semester prior. **History 10** and approval by the instructor and department chair required. *See the "Independent Study in History" section on the departmental website before meeting with the department chair.*

INTEGRAL PROGRAM

The Integral Program of liberal arts is founded on the wager that it is still possible to appreciate and to evaluate all the main kinds of human thinking. It is thought that students in the Program can learn enough of the technical languages of the natural sciences, mathematics, literary criticism, social sciences, philosophy and theology to follow arguments in those disciplines. The Integral Program is not an honors curriculum but is intended rather for anyone drawn to a comprehensive view of education, an education devoted equally to the arts of language, to the arts of pure and applied mathematics (including music), to observation and measurement, to judgment and reasoned appreciation.

The program is divided into the seminar and the tutorials: language, mathematics, laboratory and music. During the fourth year, seniors are asked to marshal their experiences from seminar and tutorials to write a major essay and then defend it before the tutors and the other students.

The program had its origin in a two-year study beginning in the fall of 1955 and financed with a grant from the Rosenberg Foundation. Brother Sixtus Robert Smith, FSC, and James L. Hagerty of the faculty joined with consultants from Saint John's College, Annapolis, the University of California Berkeley and Stanford University, to establish this "college-within-a-college." The first graduates were the class of 1960. From the beginning, a confident grasp of fundamental truths, a healthy skepticism toward passing dogma, and a reliance on reasoned deliberation has marked the graduates of the program.

TUTORS

Joseph Zepeda, Ph.D., *History and Philosophy of Science, Director*
Steven Cortright, M.A., *Philosophy*
Brother Kenneth Cardwell, FSC, Ph.D., *Rhetoric*
Theodora Carlile, Ph.D., *Emerita*
Alexis Doval, Ph.D., *Theology*
Elizabeth Hamm, Ph.D., *History and Philosophy of Science and Technology*
Brother T. Brendan Kneale, FSC, *Emeritus*
Felicia Martinez, Ph.D., *English Literature*
Brother Raphael Patton, FSC, Ph.D., *Emeritus*
Gabriel Pihas, Ph.D., *Social Thought,* on leave 2017–18
Michael Riley, Ph.D., *Classical Languages*
Theodore Tsukahara, Ph.D., *Economics*
Brother Martin Yribarren, FSC, Ph.D., *Music*

LEARNING OUTCOMES

Students who complete the program will demonstrate:

- THE CAPACITY for disciplined examination and discussion of fundamental ideas and questions, as treated or suggested by some of the great written texts; and
- AWARENESS of variations in the kinds and degrees of knowledge attainable in different fields of inquiry, acquired through active use of the resources employed in those fields, e.g., experience, reflection, hypothesis, experiment, measurement and inference; and
- ABILITY for close reading and listening, for precise verbal formulations of questions, distinctions, concepts, arguments, and judgments, and facility at addressing and responding to classmates' like contributions; and
- WELL-DEVELOPED COMPETENCE in written formulation of questions, distinctions, concepts, arguments, and judgments.

REQUIREMENTS

An alternative, comprehensive curriculum, the program offers a bachelor's degree proper to it. The degree is granted for the successful completion of the eight seminars, the eight tutorials in mathematics, the eight in language, the four laboratories, a tutorial in music and the senior essay totaling 29.25 course credits. Note that the College further requires the successful completion of four January course credits, and of electives sufficient to complete Core Curriculum learning outcomes in Community Engagement, American Diversity, and Social Cultural and Historical Understanding (1 course credit), and to raise the total to 36 course credits.

PREREQUISITES

Each course in the program beyond the first semester depends in an obvious way entirely on the courses taken earlier, making it impossible to join the Program later than the freshman year. In extraordinary cases, a remedial course in January may allow a freshman entrance in February.

Any course in this program with a prerequisite assumes a grade of C– or better in the prerequisite course.

COURSES

SEMINARS

11-12 Freshman Seminar
Homer, Aeschylus, Herodotus, Sophocles, Euripides, Aristophanes, Plato, Aristotle and Euripides.

113-114 Sophomore Seminar
The Law and Prophets, Psalms, Gospels and selected Epistles, Virgil, Lucretius, Tacitus, Plotinus, Epictetus, Augustine, Anselm, Aquinas, Dante, Chaucer, Rabelais, Machiavelli, Luther, Montaigne and Shakespeare.

115-116 Junior Seminar
Cervantes, Descartes, John of the Cross, Milton, Spinoza, Pascal, Corneille, Racine, Moliére, Hobbes, Swift, Locke, Berkeley, Fielding, Leibniz, Hume, Boswell, Kant, Diderot, Rousseau, Voltaire, Blake and the Federalist Papers.

117-118 Senior Seminar
Goethe, Austen, Bernard, Hegel, Flaubert, Marx, Dostoevski, Kierkegaard, Melville, Twain, Tolstoi, Nietzsche, William James, Freud, Proust, Joyce, Heidegger, and a selection of modern authors.

196 Senior Essay (.25)
The writing and defense of an essay under the direction of a tutor chosen by the student. This course is directed by the leader of the Senior Seminar.

TUTORIALS

31-32 Freshman Mathematics
The *Elements* of Euclid, the *Almagest, Book 1,* of Ptolemy.

133-134 Sophomore Mathematics
The *Almagest,* the *Conic Sections* of Apollonius, selections from *Copernicus, On the Revolutions of the Heavenly Spheres.*

135-136 Junior Mathematics
The *Geometry* of Descartes, Newton's *Principia Mathematica,* an introduction to calculus.

137-138 Senior Mathematics
Lobachevsky's *Theory of Parallels,* Dedekind's *Theory of Numbers* (selections), Einstein's *Relativity,* selections from Hilbert, Poincaré, Coexter and Feynman.

51-52 Freshman Language
Grammar and expression: introduction to Greek vocabulary, morphology and syntax, the nature and function of parts of speech, phrases and clauses; thought and the author's language: exercises taken from Herodotus, Plato, Sophocles, Thucydides, the *New Testament,* Aristotle, Euripides and Sappho.

53-54 Sophomore Language
Logic and dialectic: analysis and translation of Greek authors, with emphasis on dialectical investigation in Plato's *Phaedo, Theatetus, Sophist, Phaedrus,* and in Aristotle's *Prior* and *Posterior Analytics.*

155-156 Junior Language
English and American poetry and rhetoric; close reading and discussion of a comedy, a tragedy and a romance of Shakespeare, poems of Wordsworth, Keats, Dickinson, Stevens, Yeats; political rhetoric in Jefferson, Lincoln and Martin Luther King, Jr.; works on prejudice by Melville, Hawthorne, Douglass and O'Connor.

157-158 Senior Language
Dialectic ancient and modern; occidental and oriental: Plato's *Philebus, Cratylus* and *Parmenides,* Aristotle's *Metaphysics,* the *Tao Te Ching of Lao Tzu, Analects of Confucius,* and selections from *Chuang Tzu and the Upanishads;* Kant's *Perpetual Peace*, Wittgenstein's *Philosophical Investigations* (selections), Shusaku's *The Silence,* the *Qur'an* (selections).

71-72 Freshman Laboratory
Observation, description and measurement in optics, astronomy, statics and acoustics. Field and laboratory study of plants and birds. Readings: Aristotle, Galen, Archimedes, Euclid, Ptolemy, and Harvey. *Fee: $75 per term.*

74 Music I
Introduction to basic terminology, notation, diatonic scale, rhythm and chords. Reading of early texts on music and group participation in making music. *Fee: $75.*

174 Music II
An optional extension to the Music I class for more careful treatment of theory and performance. This course is not required for the degree.

Integral 178 Junior Laboratory: Physics & Chemistry
This Laboratory combines readings and discussion with practical experiments. It is the examination of first principles of physics and chemistry. Readings range from Galileo, Black, Lavoisier, Dalton, Thompson, Gay Lussac, Avogadro, Cannizzaro, Berzelius, Faraday, Mendeleev, and others, concluding with a look at quantum theory. Course replaces **Integral 175.** *Fee: $75.*

Integral 179 Junior Laboratory: Evolution, Heredity & Genetics
This Laboratory focuses on the biological, beginning with Darwin and moving to heredity and genetics with Mendel, Sutton, Morgan, Wilson, Dawkins, Ruse and others. Course replaces **Integral 176.** *Fee: $75.*

180 Preceptorial
An elective, 0.25 credit examination, or re-examination, of a text or topic of interest to students and tutor; may be repeated as texts or topics vary.

INTERFAITH LEADERSHIP

Today where cross-cultural and cross-religious contacts are nearly ubiquitous, professionals in various sectors (e.g., health-care, law, business, education, NGOs, government service and public policy) are beginning to recognize the need to address the religious/spiritual dimensions of their work not only to serve more compassionately and effectively, but also to contribute to the evolution of a more inclusive and just society. The Interfaith Leadership Minor program provides students with a set of competencies and perspectives to begin to understand what is at stake in our religiously diverse world and how to make a difference in it in their own lives and in whatever careers they pursue. Those who develop the capacities of interfaith leadership understand that religion can be a source of conflict or an invitation to cooperation, and they know how to lead others toward the latter. Hence, an "Interfaith Leader" is a person with the knowledge, capacity for self-reflection and empathy, values and skills to lead inclusively and effectively in any religiously and spiritually diverse environment.

FACULTY

Barbara A. McGraw, J.D., Ph.D., *Professor, Director of the Interfaith Leadership Program*

INTERFAITH LEADERSHIP ADVISORY BOARD

Julie Ford, D.M.A., *Performing Arts*
Emily Hause, Ph.D., *Psychology*
Makiko Imamura, Ph.D., *Communication*
Yuan Li, Ph.D., *Organizations and Responsible Business*
Barbara A. McGraw, J.D., Ph.D., *Interfaith Leadership and Organizations and Responsible Business*
Julie Park, Ph.D., *Collegiate Seminar*
Aaron Sachs, Ph.D., *Communication*
Grete Stenersen, M.A., *Leadership Studies and Collegiate Seminar*
Paul Zarnoth, Ph.D., *Psychology*

LEARNING OUTCOMES

Students who complete the program will be able to:

- IDENTITY/BIAS: Reflect on students' own and others' identity formation and perspectives; articulate how religious and other identities and worldviews affect perceptions of issues that arise in various environments and situations; and articulate how such perceptions can result in bias.
- COMMUNICATION/DIALOGUE: Demonstrate effective communication and dialogue facilitation skills that can be used to address interreligious conflict and promote interfaith cooperation, engagement, and understanding.
- RELIGIOUS LITERACY: Demonstrate an understanding of what it means to be religiously literate; articulate ways that religions differ in thought, practice, and organization; and articulate the meaning of "pluralism" in this context.
- LEADERSHIP: Identify interfaith challenges and opportunities; propose inclusive methods for addressing them; and articulate how to lead implementation of those inclusive methods.
- APPLICATION: Demonstrate interfaith leadership (as defined above) in a collaborative community-based project.

INTERFAITH LEADERSHIP MINOR REQUIREMENTS

To graduate with an Interfaith Leadership Minor, students must complete courses in the following Program Core, which consists of four full credit courses and one quarter-credit project course. Students must also complete Two Electives, one from each of two elective categories.

PROGRAM CORE:

Four Full Credit Courses + One Quarter Credit Project Course

REQUIRED COURSE:

Business Administration 108 Interfaith Leadership in Business and the Professions

CHOICE OF ONE:

Anthropology 001 Introduction to Social and Cultural Anthropology
Ethic Studies 001 Introduction to Ethnic Studies

CHOICE OF ONE:

Communication 106 Intercultural Communication
Ethnic Studies 155 Advanced Intergroup Dialogue

CHOICE OF ONE:

Justice, Community, and Leadership 150 Advanced Leadership Theory
Business Administration 131 Managing and Leading Organizations
Psychology 172 Groups, Organizations, and Societies

REQUIRED QUARTER CREDIT PROJECT COURSE (.25):

Interfaith Leadership 120 Interfaith Leadership Praxis

TWO ELECTIVES, ONE FROM EACH OF TWO CATEGORIES:

1. Interfaith in Context Elective—One Course
   Choose One Course from the following:
   Kinesiology 118 Issues in Community Health
   Psychology 150 Personality Psychology[**]
   Psychology 131 Transpersonal Psychology
   Global and Regional Studies 001 Introduction to Global and Regional Studies
   History 162 Modern China
   History 163 Ethnic Identity and Conflict in China
   Politics 115 Theories of Justice
   Politics 143 Middle East Politics

2. Enhanced Learning Outcome Elective—One Course
   Choose One Course from the following:
   Anth 001,[*] **ES 001,**[*] **JCL 150,**[*] **Busad 131,**[*] **Psych 172,**[*] **Comm 106,**[*] **ES 155,**[*] **Anth 117, Psych 163, TRS 104,**[†] **TRS 151,**[†] **TRS 152,**[†] **TRS 153,**[†] **TRS 154,**[†] **TRS 155**[†]

PROGRAM NOTES:

Note on "Double-Dipping": Students may count up to two courses from their major and one course from another minor toward the Interfaith Leadership Minor. (Exception: the Anthropology Department currently does not allow its majors and minors to double-dip with other programs.)

Note on courses not listed above: Other courses may be allowed as electives on the approval of the Interfaith Leadership Minor director.

Note on Prerequisites for Courses from Other Departments/Programs: Some courses in the Interfaith Leadership Minor may require permission of the instructor, if students do not have the prerequisites for the course. For example, **JCL 150** will require permission of the instructor, and entry in that course will depend on how far along students are in this minor. Also, only students who have taken **Psych 001** and **Ethnic Studies 001**, may enroll in **Psych 163 Prejudice and Stereotyping**. Students should prepare accordingly.

Note for Interfaith in Context Elective:

** **Psychology 150** only counts as an elective for this minor when it is taught by Caitlin Powell.

Notes for Enhanced Learning Outcome Elective:

* The asterisked courses will count for this elective only if they were not already taken as a part of the Interfaith Leadership Minor Program Core.

† Theology and Religious Studies (TRS) courses for the Interfaith Leadership Minor will not double-dip with the Theological Understanding Core Curriculum(TUCC) General Education Requirement. To count as an Enhanced Learning Outcome Elective, these courses must be taken in addition to the two courses required for the TUCC requirement. Note also that other TRS courses may count for this elective upon approval of the Interfaith Leadership Program Director, who will confirm their inclusion in this program with the TRS Department Chair.

COURSES

IFL 120 Interfaith Leadership Praxis
A field-based course required for students who plan to complete the Interfaith Leadership Minor. Through the integration of the Interfaith Leadership Minor learning outcomes, students receive hands-on experience in developing and conducting a project that involves building bridges of understanding and cooperation across boundaries of religious, spiritual, and/ or non-faith differences. The course instructor and the enrolled student(s) work together in the development of the project, the implementation of which will be the student(s)' primary responsibility. Depending on the number of eligible students, this course may be conducted as an independent study or involve students working together in teams. *Prerequisites: All four Program Core full credit courses. Offered annually spring semester.*

OTHER COURSES IN THE PROGRAM
Course descriptions for other courses in the Interfaith Leadership Minor can be found under their respective department/program in this catalog, e.g., in Business Administration, Anthropology, Ethnic Studies, Psychology, Communication, Politics, History, Kinesiology, Global and Regional Studies, Theology and Religious Studies, and Justice, Community and Leadership.

JANUARY TERM

The faculty of January Term is drawn from all departments of the college and the broader academic community.

January Term provides both students and faculty a unique opportunity to explore courses and experiences that depart from the constraints of the regular semester; both students and faculty are freed from their disciplinary constraints to create new and innovative academic experiences.

January Term offers both on-campus courses and off-campus travel courses throughout the United States and to many parts of the globe (some scholarships are available to defray travel costs for eligible students).

Providing the same academic rigor and credit as the fall and spring terms, many January Term courses also emphasize experiential learning through service, community-based research and on-site learning relevant to the region.

January Term is a unique Saint Mary's program that showcases intensive courses of study: since students enroll in only one course per January Term, faculty members expect more and tend to increase the pace of instruction, as well as requiring broader reading, more reflection and careful writing, more thorough class preparation and greater individual initiative.

Four January Term courses are required of most students; transfer students are required to take one January Tem course for each year of full-time academic residency.

JANUARY TERM COMMITTEE
David Bird, *World Languages and Cultures, Interim Director*
Carla Bossard, *Biology*
Rebecca Carroll, *Management & Entrepreneurship*
Paul Giurlanda, *Theology & Religious Studies*
Emily Hause-Brooks, *Psychology*
Norris Palmer, *Kinesiology, Theology & Religious Studies*
Claire Williams, *Kinesiology*

SAMPLE COURSES

(actual courses vary every year)

ON CAMPUS:

JAN 020 Precious Watersheds
(designated as a service-learning course)
Water is essential for life. Civilization is dependent on having sufficient quantities of high quality water. Waterfalls and rushing rivers impart sensations of enjoyment and fulfill our spirits. Water is used in formal spiritual ceremonies, and thus is also a cultural necessity. Yet, water can also be evaluated as a critical commodity for economic sustainability. In California, the war over water rights led to a stronger national environmental movement with the landmark case to preserve Mono Lake. This course will focus on what our individual and societal responsibilities are with respect to maintaining watersheds. The readings will set up a foundation for discussion and classroom activities. The curriculum will be organized so students can gain some level of expertise and then utilize their skills to inform others. The weekly planned field trip will require an additional afternoon time commitment and will be set on Thursday afternoons (including the first week of Jan term). This is in addition to the treks during class to our on-campus seasonal wetland, the Saint Mary's College Swamp (formerly Lake La Salle). The service learning component of this class will have three parts: 1) creating some media materials for a community/civic organization and documenting this task; 2) planning educational materials for the web resource; and 3) performing educational outreach work. A team presentation on a specific issue will occur in the last week as a part of the web materials aspect of the course.

JAN 035 If You Cross the Border, What is the Law Which Governs Your Conduct? – A Neophyte's Look at Public and Private International Law

"The world is flat," says New York Times columnist Thomas Friedman. Maybe, but countries still have borders. Borders represent the jealous protection of the customs, mores, religion, and laws of each country's peoples. Crossing borders invites a duty of respect and compliance. But in this globalized world, whose law applies to exchanges among this family of nations or to citizens in transit or to international commercial transactions?

Concepts such as "crimes against humanity" were used post-World War Two to prosecute Nazi leaders and the war leaders of Japan. Who had the authority to make such laws, especially after the wrongful acts had already been committed? Who has the power to prosecute Balkan Serb leaders for their acts against indigenous Muslims and again in the prosecution of the tyrants of Rwanda.

The United Nations, the European Economic Union, NATO, the World Trade Organization and the like come about following the principles of public international law—the stuff of diplomats. But what about the alleged environmental wrong doings of Texaco in Ecuador? Should Chevron, who purchased Texaco after the alleged spills, be liable? To whom? Who should decide… Ecuador courts or U.S. courts?

Nation-to-nation public international law has a long history from which certain principles have become accepted practice. The same is not true for law governing conduct of individuals or trans-national commercial activities. This course introduces participants to the fascinating and complex world of public and private international law, the glue which brings certainty to the cross-border activities of globalization.

JAN 057 Borders and Blue Shirts

Offering perspectives from a remarkable variety of guests—including prosecutors, defense lawyers, a former warden of San Quentin State Prison, a retired prison guard, a correctional educational counselor, a parole officer and a convicted felon—this course engages the California prison system in an objective study and directs students to imagine and design a system that critically addresses the many challenges endemic to the current correctional system.

JAN 120 Nightmare Futures

(designated as a social justice course)

"I don't try to describe the future. I try to prevent it."
– Ray Bradbury

Since time immemorial people must have been dreaming of the ideal and just society — or even simply the better society. In 1516 an Englishman named Thomas More gave a name to this vision of an ideal or just society—"Utopia"—and the name stuck. In Greek Utopia means "No-Place" and, by virtue of a pun, "Good-Place." It was left to the twentieth century to translate utopian principles into reality in a really grand way and then to discover their unintended consequences. As Tom Wolfe has observed, the twentieth century was the great age of utopian impulses, with one utopian scheme after another being attempted, each one trying to "go back to zero," to begin again, and to remake humankind. Our central concern will be the literary response to the twentieth century's Utopian urge.

Science fiction works by projecting trends into the future or imagining possibilities realized in the future. But that part of science fiction that is called dystopian follows Bradbury's formula. Dystopias are "Bad-Places," bad futures that seem to be implied by current trends. Anti-Utopias, a subset of Dystopias, are utopias which turn out to be, in practice, "Bad-Places," the evil and oppressive consequences of someone else's utopian dream. We will begin with Sir/St. Thomas More's original, Utopia, and then examine 20th-century responses to the utopian impulse. We will also consider the utopian aspirations of modern totalitarian movements, from the Bolsheviks to the Khmer Rouge.

JAN 147 The Copernican Revolution and the Galileo Affair
This course is a multi-disciplinary investigation into two closely related historical episodes: the triumph of Copernicus's heliocentric system, and the famous trial and condemnation of Galileo. The "Galileo affair" is one of the most symbolic and hotly contested episodes in history, and debates about its proper interpretation continue today. This is the case not just because it is the poster child for conflict between religion and science, but also because of the challenging questions about scientific development that the Copernican revolution raises. The class will start with an intensive survey of astronomical and cosmological theories leading up to and including Copernicus. We will read extensively from Galileo's astronomical treatises, from the documents relating to his trial, and from various writers seeking to establish what happened and what lessons the affair holds. Along the way we will reflect on the relationship between faith and reason, authority and inquiry, religion and science, and try to understand more fully the process of scientific development and intellectual revolution. The course is intensive and the reading load is significant.

Classes will vary between lecture, group work, and seminar discussions. A central project of the class will be the preparation, and carrying out, of an in-class debate, in which students articulate and defend positions on behalf of Galileo or his accusers. There will be two major written assignments: an interpretative, text-based paper and a final research paper, in which each student will analyze a contemporary argument or position responding to the Galileo affair.

TRAVEL

JAN 170 SMC Kilimanjaro: Crossing Tanzania
(designated as a social justice and a service-learning course)
Using a Problem-Posing Documentary Studies approach, students will produce multimedia projects while they also perform development work in under-resourced communities of Tanzania. Students will cover five specific areas of study: 1) Documentary Studies, 2) Problem-Posing Pedagogy, 3) Multimedia Production, 4) Aid and Development, and 5) elementary Swahili language. We will participate in low-level construction projects as well as water and sanitation work in outlying areas. Along with the academic content of the course come other direct responsibilities, including daily chores to maintain our mobile development unit, team responsibilities, and health and nutrition work with our own group and with children in our host country. In addition to our development work, we will take a group excursion in the form of a three-day safari in the Serengeti and the Ngorongoro Crater.

JAN 171 Crops, Cash, and Crossing Borders: Food Justice in Nicaragua
(designated as a social justice and a service-learning course)
We all need food to survive, but in a world dependent on an increasingly globalized food system, most of us are alienated from the food we consume. This course will examine the impact of our global food system by exploring the struggle for food justice and sovereignty in Nicaragua. As the second-poorest country in the Western hemisphere, Nicaragua has endured many difficulties and upheavals, including foreign intervention, revolution, and devastating natural disasters. We will explore the history of Nicaragua, looking in particular at its relationship with the United States, as well as the role of this relationship on food issues in Nicaragua. From there, we will examine current food justice principles and practices in Nicaragua, especially in relation to the local-global tension between self-sufficient food production and the production of "cash crops" like coffee and cocoa. In order to gain a more thorough understanding of these issues, students will spend several days living with rural farmers and their families as we help in the coffee harvest, and we'll get a crash course in organic farming on the bird-friendly Gaia Estate. We will also learn how chocolate is made, hear from survivors of pesticide poisoning in the banana trade, and tour socially responsible sugar and dried fruit factories. Our adventure will even include visiting a famous volcano and time on a gorgeous beach relaxing and reflecting on our experiences. Embodying the Jan Term theme of "crossing borders" in numerous ways, this course will change the way you see the world!

JUSTICE, COMMUNITY AND LEADERSHIP PROGRAM

The mission of Justice, Community and Leadership is to prepare students through a social justice framework to be leaders who address critical challenges of our times. Note: this program was formerly called Liberal & Civic Studies.

Justice, Community and Leadership is an interdisciplinary program that emphasizes critical inquiry, global perspectives, ethical ideals, social and environmental stewardship, leadership, education, and self-assessment. Our social justice framework uses multiple empirical and theoretical perspectives and contemporary pedagogies of community engagement to inspire lifelong leadership and service for the common good, especially in education, law, government, and advocacy.

FACULTY AND ADVISORY BOARD

Monica Fitzgerald, *Associate Professor, Director*
Manisha Anantharaman, Ph.D., *Assistant Professor*
Shawny Anderson, Ph.D., *Associate Dean, Liberal Arts*
Patrice Douglass, Ph.D., *Assistant Professor*
Tamara Spencer, *Ed.D., Associate Professor, KSOE, Director of TFT Program*
Michael Viola, Ph.D., Assistant Professor

LEARNING OUTCOMES FOR THE JUSTICE, COMMUNITY AND LEADERSHIP MAJOR

Students who complete this program will be able to:

1. KNOWLEDGE Demonstrate an understanding of engaged pedagogy, critical theory, and social systems as related to justice and leadership studies and be able to apply theoretical explanations to empirical examples.
2. RESEARCH Use data analysis and interpretation, appropriate library and information literacy skills, and field research to articulate and interpret the complexities of significant social issues.
3. APPLICATION By using leadership studies and critical theory, assess a complex social or community issue and develop multiple viable strategies that contribute to a more just social order.
4. COMMUNICATION Effectively use oral, written, and new media formats to educate, advocate, and collaborate with multiple audiences.
5. REFLECTION Demonstrate, through written and oral self-assessment and reflection, an understanding of the impact of their own academic learning experience and how it prepares them for a life of active citizenship

JCL GENERAL MAJOR AND CONCENTRATIONS

The Justice, Community and Leadership program offers four concentrations:

- JCL General Major (13.25-13.50 courses)
- Leadership for Social Justice 4+1 (16.25-16.50 courses prior to 5th year)
- Education Studies (18.75-19 courses)
- Teachers for Tomorrow 4+1 (21.75-22 courses prior to 5th year)

4+1 PATHWAYS

4+1 pathway concentrations allow students to complete a BA in four years and an MA in one additional year.

TEACHERS FOR TOMORROW 4+1

Incoming freshman students and qualifying sophomores who are committed to becoming K-8 teachers may apply for the Teachers for Tomorrow (TFT) Program. This program enables students to integrate education coursework and field experiences in K-8 schools with their undergraduate course of study. Students proceed through the TFT Program as cohort groups, taking many courses and field experiences with other members of their cohort. Students earn their bachelor's degree at the end of four years and, once admitted to the graduate program, complete their multiple-subject credential or special education credential at the end of their fifth year. Students may also pursue a Master of Arts in Education (MAED) or Master in Arts of Teaching (MAT) degree in their fifth year at Saint Mary's by fulfilling additional coursework and research components. Prospective students must apply separately to the Kalmanovitz School of Education before beginning credential/graduate work.

LEADERSHIP FOR SOCIAL JUSTICE 4+1

The M.A. in Leadership for Social Justice is a concentration in the graduate Leadership Studies program, designed for students interested in practicing leadership for social change in fields such as non-profit, community organizing, law, or public service. The Justice, Community and Leadership program has developed a 4+1 pathway for students to complete their BA in four years and their MA in one additional year. By fulfilling the 4+1 pathway requirements, students can be admitted to the Leadership for Social Justice MA program and begin graduate course work in their senior year.. Students in this concentration fulfill additional requirements. Prospective students must apply separately to the MA in Leadership.

SINGLE SUBJECT 4+1 MINOR
Incoming freshman students and qualifying sophomores who are committed to becoming middle or high school teachers may declare this minor. This special program enables students to integrate education coursework and field experience in middle and high schools with their undergraduate course of study. With a major in the discipline they would like to teach (History, English, etc.), students will gain the critical framework and field experience necessary to be transformative educators. Students proceed through the SS4+1 minor in a cohort with TFT and other Single Subject 4+1 minors, taking many of their minor courses and all of their field experience with other cohort members.

MAJOR REQUIREMENTS

All students, regardless of concentration, must complete the JCL common curriculum. Students complete additional course requirements determined by their area of concentration. Please note that JCL students meet many requirements of the SMC Core Curriculum within the major and their chosen concentration.

JCL COMMON CURRICULUM (11.25-11.50 courses)
LOWER DIVISION (2 courses)
JCL 10 and **ECON 10**

UPPER DIVISION JCL COURSES (5.25 courses)
JCL 120, JCL 130, JCL 140, JCL 150, JCL 196, and **JCL 190** (.25)

REQUIRED INTERDISCIPLINARY CONTENT
(4–6.25 courses)
In addition to the above courses, JCL majors meet other program requirements through a specific menu of options:

ARTISTIC UNDERSTANDING (2–2.25 courses)
two full-credit courses that meet the Artistic Analysis requirement and one (full or .25) that meets the Creative Practice requirement (please note that some courses meet both the analysis and creative practice requirements)

Artistic Understanding *(Analysis and Creative Practice)*
ART 55, 65, 70, ATC 80, COMM 2, 125, 158, ENG 25, 102, PERFA 14, 33, 50

Artistic Understanding *(Analysis Only)*
AH 2, 144, ATC 180, ENG 23, 153, 154, 173, FREN 11, 130, MODL 126, 186, PERFA 1, 10, 61, 113, 181, 184, SPAN 11

Artistic Understanding *(Creative Practice Only)*
ART 1, 102, 155, ES 150, PERFA 12, 19, 37, 70, 71/172, 75/175, 76/176, 90, 132, 142, 152

SCIENTIFIC UNDERSTANDING (1–2 courses)
BIO 7, 50/51, 88/89, EES 40/41, 50/51, 75/76, 92/93, PHYSICS 40/41, 90/91
Please note: *Eds/TFT students must take* **BIO 50/51** *in addition to one SU menu offering other than* **BIO 7.**

SOCIAL, HISTORICAL and CULTURAL UNDERSTANDING (2 courses): *covered by* **ECON 10** *and* **JCL 120.** *Additionally, Eds and TFT students must take* **HIST 17** *or* **18.**

THEOLOGICAL UNDERSTANDING (1 course)
PHIL 130, TRS117, 118, 141, 142, 143, 151, 152, 153, 154, 155, 156, 166, 171, 174,175

ADDITIONAL REQUIREMENTS BY CONCENTRATION
Students complete all requirements of the JCL Common Curriculum and the additional requirements of their concentration.

JCL GENERAL MAJOR (2 additional courses; total for major = 13.25-13.50 course credits)
MATH 4 or **10**
JAN TERM CE *(one Community Engagement-designated January Term course)*

LEADERSHIP FOR SOCIAL JUSTICE 4+1 (5 additional courses; total for concentration = 16.25-16.50)
MATH 4 or **10, JAN TERM CE** *(one Community Engagement-designated January Term course), and* **LSJ graduate courses** *L4+1 students begin their graduate work in their fourth year of study by taking three LSJ graduate courses*

EDUCATION STUDIES (7.5 additional courses; total for concentration = 18.75-19)
Additional requirements for EdS include: **EDUC 20, Psych 1**, and **EDUC 144**; and two quarter credit classes from these options: **EDUC 124** (Mini Math and Science Methods); **JCL 123** (Praxis: Anti-racist Pedagogy); **JCL 125** (Text-based Discussion in the Middle School); **JCL 126** (Praxis: Special Topics); **JCL 129** (Praxis: Education)

TEACHERS FOR TOMORROW 4+1 (10.5 additional courses; total for concentration: 21.75-22)
Please note: *TFT students with a Special Education emphasis will take SPED courses in place of MSTE. In addition to all the above courses listed in Education Studies, TFT take 3.0 additional courses*
MSTE 345, 253, 349

JCL MINOR REQUIREMENTS

This multidisciplinary minor, housed within the Justice, Community and Leadership Program, incorporates community engagement and issues of social justice into the experiences and curriculum of students interested in learning about the principles and practices of justice, community, and leadership. *The minor consists of at least five courses outside of the student's major(s). The following courses are required:*

MINOR: JUSTICE, COMMUNITY AND LEADERSHIP (6.25 courses)

Lower Division (2 courses): Required **ECON 10** and **JCL 10**

Upper Division: (4.25 courses): Required **JCL 150** and at least two of the following: **JCL 120, JCL 130, JCL 140**

Also, one more elective (if not all three of **JCL 120, 130, 140** are taken) from the following list:
BUSAD 181, COMM 161, ECON 150, 152, 192, HIST 136, 138, 139, 141, 151, 152, 155, 163, PHIL 130, POL 106, 110, 115, 125, 126, 135, SOC 101, 114, 115, 116, 120, 122, 124, 128, 134, TRS 117, 141, 142, 143, 151, 153, 154, 155, 156, 166, 171, 174, WGS 100

Add Capstone experience (.25):
JCL 190 (.25) Assessment and Portfolio

SINGLE SUBJECT 4+1 MINOR REQUIREMENTS

MINOR: SINGLE SUBJECT 4+1 (7.25 courses)
Students earn their Bachelor's degree at the end of four years in their major and a single-subject credential at the end of their fifth year. Students begin credentialing courses as undergraduate seniors. Students may also pursue a Masters in Teaching (MAT) in the fifth year by fulfilling additional coursework and research components.

Requirements: Students must complete 7.25 credits, which may be double-counted towards core curriculum requirements. Courses taken to satisfy students' major may not also count toward completion of the minor. JCL majors cannot minor in Single Subject 4+1. Each year students will have a field experience in a classroom. **Educ 20** as first years; **Educ 122** sophomore year; **JCL 125** junior year; in addition to a year long placement through KSOE their senior year.

Curriculum:
Required Courses in theory-practice on critical pedagogy and field experience (4.25 credits)

1. **JCL 10 Introduction to Justice, Community and Leadership**
2. 1 JCL Elective (for English it needs to meet SHCU-**JCL 120**), **JCL 120 Theory and Methods, JCL 130 Environmental Justice, JCL 140 Global Community, JCL 150 Advanced Leadership Theory** (1.0)
3. **EDUC 20 Introduction to the Teaching Profession** (field experience) (1.0)
4. **EDUC 122 Field Experience** at a middle/high school (1.0) in January Term
5. **JCL 125 Text-based Discussion in the Middle School** (Field experience) (.25)

Required Courses towards the Credential
(taken in 4th year) (3.0 credits)

1. **SSTE 211 Social and Psychological Foundations of Education** (1.0)
2. **SSTE 254 Foundations of Literacy** (.5)
3. **SSTE 276 Health Education** (.5)
4. **SSTE 274 Universal Access** (1.0)

After Completion of the BA and the minor:
In their fifth year, students will officially enter the Graduate Program in the School of Education and complete their credential, have a yearlong field placement, and have the option to complete their Masters (MA).

C O U R S E S

10 Introduction to Justice, Community and Leadership
This course introduces students to program themes of justice, community and leadership. Through interactive discussions and engaged learning activities, students analyze how communities both shape and are shaped by larger social forces of race, gender, class, sexuality, culture, and the environment. The course gives special emphasis to the theme of social justice in U.S. society exploring possible avenues to create the kind of "Beloved Community" envisioned by Dr. Martin Luther King, Jr. To enhance learning, students are required to complete 20 hours of service-learning with a community-based organization and participate in 6 additional labs (e.g. service at Glide Memorial Church). *This course satisfies the American Diversity, Common Good and Community Engagement requirements of the Core Curriculum. Offered in fall and spring.*

120 Theory and Inquiry in Justice, Community and Leadership
This course is an advanced introduction to the critical social theory utilized in the JCL program to evaluate some of the political, social, economic, educational, and environmental justice issues that confront local, regional, national, and global communities. Critical social theory is distinct from other forms of critical theory (philosophical, political, literary), yet is in conversation with them. We will be exploring the relationships between oppression, power, society, education and social change through a diverse body of theory, while employing social science methodologies to collect and interpret evidence about the social world. *Prerequisite:* **JCL 10** *or permission of the instructor. This course satisfies the Social, Historical, and Cultural Understanding and Writing in the Discipline requirements of the Core Curriculum.*

130 Environmental Justice
This course focuses on the complex relationship between humans and the environment, specifically examining how our everyday choices, individual behaviors, built infrastructures, and policies and institutions affect the environment, and consequently our global human community. Drawing on theories and concepts from a variety of fields such as cultural sociology, social psychology, ethnic studies, political ecology, urban geography and economics, we will examine how power, privilege and justice relate to environmental problems and solutions. Students are required to devote time each week to community engagement and guided reflection activities, produce a literature review and advocacy presentation, and complete content examinations. Class sessions are supplemented by 6 labs over the semester. *Prerequisite:* **JCL 10** *or permission of the instructor. This course satisfies the Community Engagement and Common Good requirements of the Core Curriculum. Offered in the spring.*

140 The Global Community
"We live in an increasingly global world" is a statement most of us have encountered. But what makes this current moment in history "global"? What does it mean to be a part of a global community? The purpose of this course is to gain broad-based exposure to some of the cultural, political and economic issues related to and arising from the processes of globalization. We will analyze globalization as a philosophy, a process and a phenomenon, delving into issues of dependence and interdependence, labor, poverty, development, and the environment. We will draw on theories and empirical case studies to investigate globalization and our global community from multiple disciplinary perspectives, while honing critical writing skills through in-class writing exercises, reflections, and essays. *Prerequisite:* **JCL 10** *or permission of the instructor. This course satisfies the Global Perspectives and the Common Good requirements of the Core Curriculum. Offered fall and spring.*

150 Advanced Leadership Theory
As part of the core of the Justice, Community and Leadership Program, this course addresses the necessary connection between understanding community and becoming advocates for and agents of change. The course builds on prior JCL courses and deepens the exploration and application of leadership theory and research and addresses the question, "How does knowing leadership theory contribute to my disposition about justice and my ability to enact change with an in communities?" This course serves as the catalyst for putting together the theory and practice of leadership and social change as it emphasizes Freire's notion of praxis, action and reflection within the world in order to transform community. Students also complete their capstone community engagement projects. *Prerequisites:* **JCL 10, JCL 120,** *junior standing. This course satisfies the Community Engagement requirement of the Core Curriculum. Offered in the spring.*

123 Praxis: Anti-Racist Pedagogy (.25)
The elective praxis courses for Education concentration students read and discuss anti-racist pedagogy in conjunction with studying a Title I elementary school.

125 Text-Based Discussion in Middle School (.25)
This field-based course trains and gives students hands-on experience in facilitating seminar-style, text-based discussion groups in local middle-school classrooms. Students will learn about and practice an educational style that develops critical skills, speaking, reading, and thinking in open discussion. This course is required of all Teachers for Tomorrow and Education Studies students. *Offered in the fall and spring.*

126 Praxis: Special Topics (.25)
This elective special topics course varies for education concentration students. Topics include: Public Education and Physical Health, Education and the Arts, Education and Music.

127 Praxis: Community Service (.25)
The Praxis course offered every semester, this course enables students to involve themselves in structured community service, environmental, or public policy. In addition to fieldwork, students meet to discuss their experiences and produce a culminating paper or project. This course may be repeated for credit as content varies. *This course satisfies Community Engagement requirement of the Core Curriculum. Offered in the fall and spring.*

129 Praxis: Education (.25)
The Praxis course offered every semester, this course enables students to involve themselves in structured community service and education-related fieldwork. In addition to fieldwork, students meet to discuss their experiences and produce a culminating paper or project. *This course satisfies Community Engagement requirement of the Core Curriculum. Offered in the fall and spring.*

196 Senior Capstone I
This is the capstone course of the Justice, Community and Leadership Program. Students complete an individual thesis that is designed to integrate JCL core courses with a group community engagement project, culminating in a group presentation to the SMC community. *Prerequisites: all JCL core classes and senior standing. Offered in the fall.*

190 Senior Capstone II (.25)
JCL majors take this course in the semester immediately after Senior Capstone I. The course, which consists of eight sessions, assists students in preparing their academic portfolios and a conference style presentation on their theses, which occurs in the latter part of the *semester. Prerequisites:* **Senior Capstone I.** *Offered in the spring.*

197 Independent Study
An independent study or research course in subject matter not offered by the department. See Program Director for details and forms.

EDUC 20 Education: The Teaching Profession
This course introduces prospective teachers (Teachers for Tomorrow) as well as other Education Track and interested undergraduate students (in all majors) to the teaching profession. The course provides the social foundations for understanding schooling in the United States. Presenting both historical and current views of education, this course encourages students to think more deeply, critically, and systematically about what teaching is, what teachers do, and the complex relationship between society, policy, and classroom and school culture. To compliment student learning around the multicultural contexts of schools and the diverse students they serve, students will be required to complete 20 hours of service-learning within a Bay Area school. This course is open to all undergraduate students and is a requirement for students in the Teachers for Tomorrow program. *The completion of* **JCL 10** *is strongly recommended prior to entering this course. This course satisfies the Community Engagement requirement for the Core Curriculum. Offered in the spring.*

KINESIOLOGY

FACULTY
Claire Williams, Ph.D., *Associate Professor, Chair*
Velina Brackebusch, Ph.D., *Assistant Professor*
Robin Dunn, Ph.D., *Assistant Professor*
Chi-An Emhoff, Ph.D., *Assistant Professor*
Craig Johnson, Ph.D., *Associate Professor*
Deane Lamont, Ph.D., *Professor*
Derek Marks, Ph.D., *Assistant Professor*
Steve Miller, Ph.D., *Associate Professor*

LEARNING OUTCOMES
Department of Kinesiology undergraduates will be able to demonstrate:

- a knowledge of the field's subdisciplines, their theoretical and knowledge bases, and major research foci and implications.
- the ability to analyze, interpret, synthesize, and integrate scholarly material.
- critical thinking through high level written and verbal communication.
- knowledge of the human body and its relevance to physical activity and health.
- knowledge of and ability to effectively utilize contemporary information literacy practices.
- the ability to engage in cogent, in-depth dialogue concerning the value of the field to contemporary society through analyses of historical and current issues and problems.
- professional decision making skills grounded in sound philosophical and theoretical principles.
- an understanding and respect for the value of individuals, communities, and perspectives of difference.

MAJOR REQUIREMENTS

The kinesiology major at Saint Mary's College is a four-year course of study leading to a bachelor of arts degree. The major is designed for students with interests in the field of human movement. The major requires rigorous study of the human being in motion. We examine the whole person—anatomically, physiologically, biomechanically, psychologically, sociologically, and historically—across the lifespan. Our domains are health, sport, and physical activity. Students select one area within which to study: sport and recreation management, health promotion, or health and human performance. Students may not transfer more than two upper-division courses from another institution for credit in the kinesiology major. Online courses are generally not accepted for credit in the major.

A minimum 2.0 GPA within the major is required for graduation.

Any course listed in this department with a prerequisite assumes a grade of C– or better in the prerequisite course.

SPORT AND RECREATION MANAGEMENT

This emphasis serves students interested in leadership roles in the fields of sport, fitness, and athletics. Coursework provides the philosophical grounding and administrative skills necessary for success in these domains.

Students in the sport and recreation management track are required to complete the following coursework:

LOWER DIVISION
Kinesiology 10, 12, 15, 20
Accounting 1
Economics 3

UPPER DIVISION
Kinesiology 105, 108, 111, 112, 114, 195
Business Administration 120, 130
Economics 180
Psychology 180

HEALTH PROMOTION

This emphasis prepares students with interests in the field of public health, health education and promotion, and wellness. Course work has been designed to meet the four Critical Component Elements for undergraduate health education programs.

LOWER DIVISION
Kinesiology 10, 14, 15

UPPER DIVISION
Kinesiology 108, 118, 127, 195, and two of the following:
106, 111, 112, 114, TRS 142 Medical Ethics

A minimum of six additional upper-division courses are required. Students will select two courses from each of the three foci: Environmental Health, Health & Human Diversity, and Health Communication & Advocacy. The courses have been identified from relevant academic units including anthropology, communication, economics, environmental & earth science, political science, psychology, and sociology. Coursework samples are available from the Department of Kinesiology.

HEALTH AND HUMAN PERFORMANCE

This is an individualized course of study constructed to meet the needs of students with varied career and graduate school goals, e.g., sports medicine, exercise physiology, health education, or community health. The interdisciplinary coursework is designed in consultation with a faculty advisor to meet the individual interests of the student.

Students in the health and human performance track are required to complete the following coursework:

LOWER DIVISION
Kinesiology 10, 15
Biology 10/11, 13/14, 25/26
Chemistry 2/3

UPPER DIVISION
Kinesiology 110, 110L, and one of the following:
Kinesiology 106, 111, 112, or **114**

A minimum of seven additional upper-division courses are required. These courses are selected from the offerings of the Department of Kinesiology and those of other academic units such as: anthropology, sociology, biology, chemistry, communication, physics, and psychology. These classes should be relevant to the health and human performance emphasis. Coursework samples are available from the Department of Kinesiology.

MINOR REQUIREMENTS

There are three areas of study that lead to a kinesiology minor:

SPORT & RECREATION MANAGEMENT EMPHASIS

Kinesiology 10, 15, 20, 105, 108, 111, and **114**

ATHLETIC TRAINING EMPHASIS

Kinesiology 10, 15, 102, 109, 110, 112, and **122**

HEALTH EDUCATION EMPHASIS

Kinesiology 10, 12, 15, 107, 109, 115, 118, and **127**

COURSES

LOWER DIVISION ACADEMIC COURSES

10 Introduction to Kinesiology
This course introduces students to the academic discipline and profession of Kinesiology. It examines the historical events, philosophical positions, sociological theories, and contemporary science that concern the human being in motion. Particular attention is devoted to the cultural place and developmental potential of the corporeal actions known as play, game, sport, athletics, and exercise. American health behaviors (especially physical activity and food decisions) and how they relate to major U.S. public health issues are examined. The fundamentals of the major's three tracks—human performance, sport management, and health promotion—are introduced and explored. Students will be familiarized with Kinesiology's main subdisciplines, their major research themes, and current career opportunities in the profession and the allied medical field.

12 Fitness and Health Education
Examines the principles of physical fitness and components of personal health. The body's response and adaptation to regular exercise will be discussed; programs will then be designed to improve cardio-respiratory endurance, muscular fitness, flexibility, body composition and low back health. Key topics in personal health will include: nutrition and weight management, stress, substance abuse, sexually transmitted diseases, aging, and personal safety.

14 Introduction to Health Promotion
Health promotion is a discipline that seeks to improve the health of individuals and communities through education, behavioral change, and environmental improvement. This course provides students with an introduction to the principles of health promotion by exposing students to strategies used to promote health to individuals, to groups in specific settings such as schools and work places, and to entire communities. The course will develop and extend students' understanding of public health principles, human behavior, and determinants of health in order to explore recent advances in the science and art of health promotion. Specific attention is paid to health disparities and determinants of health. Students will be involved in health promotion program development and/or delivery as part of their community engagement project. *This course satisfies the Community Engagement requirement of the Core Curriculum.*

15 Research Methods and Writing in Kinesiology
An introductory survey of tests and measurement techniques utilized in the field's subdisciplines. This course provides students the opportunity to consider fundamental research questions in Kinesiology and explore issues related to evaluation. Investigation into the field's research literature including an analysis of the research methods and statistical tests used is a major focus of the course. *Prerequisite:* **Kinesiology 10.** *This course satisfies the Writing in the Disciplines requirement of the Core Curriculum.*

20 Introduction to Sport and Recreation Management
A survey of key topics associated with sport management during which students will analyze the concepts and methods of administering sport and recreation service organizations. Course components include: A survey of sport management systems in the US, including legislative authorization and controls; strategic management; sport-sales and revenue; sport communication; sport marketing and branding; consumer behavior; and human resource management. This course also includes an integrative, sport management-related field experience. *Prerequisites:* **Kinesiology 10** *and* **15** *—concurrent enrollment in* **Kinesiology 15** *is allowed (or for non-majors, permission of the instructor). This course satisfies the Community Engagement requirement of the Core Curriculum.*

UPPER DIVISION COURSES

102 Structural Biomechanics
The study of human movement from the point of view of the physical sciences. Fundamentals of human motion are examined from the anatomical, physiological and biomechanical perspectives with an emphasis on motor skill application. *Prerequisites:* **Kinesiology 10** *and* **Biology 13/14** *(or for non-majors, permission of the instructor).*

105 Facility and Event Management
A study of the organization and supervision of recreation facilities as well as the concepts and methods of planning/producing sporting events. Course components include: facility operations and management, policies and procedures, budgeting, staffing, event planning/management, crowd control and security, programming/scheduling, maintenance, and risk management. Trends influencing the design and operations of sport facilities will be discussed. *Prerequisites:* **Kinesiology 10, 15,** *and* **20** *(or for non-majors, permission of the instructor).*

106 Women in Sport
This course will analyze the relationship between gender and sport from multiple perspectives. Emphasis will be placed on exploring the changing roles in sports for women, as well as how past and current beliefs regarding gender equity, health, and women's role in society shape the experiences of women in sports in our society today. Topics will include: the history of women in sport, structural constraints facing women in sport, race and ethnicity, women's health issues, sexuality and homophobia as they pertain to sport, the role of the media, the sporting body, Title IX and career opportunities for women, and the future of sports for women in our society. *Prerequisite:* **Kinesiology 10** *and* **15** *(or for non-majors, permission of the instructor). Satisfies the American Diversity requirement and the Common Good requirement of the Core Curriculum.*

107 Nutrition for Sport and Physical Activity
Integrates the scientific foundations of nutrition and exercise. Focus is on the application of nutrition principles in order to achieve optimal health and performance. Special topics include optimizing wellness, physical fitness and performance through diet, the use of ergogenic aids, weight loss and gain techniques, eating disorders and sport-specific nutrition planning. *Prerequisite:* **Kinesiology 10** *(or for non-majors, permission of the instructor).*

108 Legal and Administrative Issues
Provides each student with a broad analysis of the United States' legal system and to the major cases and laws that make up the legal aspects of sport, recreation, and physical activity. Particular attention will be paid to proactive risk management strategies for teachers, coaches, and administrators that will minimize their organizations' legal liability. Topics include: an overview of the legal system, negligence, intentional torts, risk management, contracts, constitutional law, and intellectual property law. *Prerequisites:* **Kinesiology 10, 15,** *and* **20** *(or for non-majors, permission of the instructor).*

109 Care and Prevention of Athletic Injuries
Provides students with a broad foundation of sports medicine concepts. While the focus is on injury prevention, students will develop a greater understanding of the terminology and concepts related to acute injury recognition and the care, evaluation and treatment of common sport and fitness related injuries/conditions. Administration concepts will also be covered. Students will learn to demonstrate various taping applications and practice clinical skills. Students must complete observation hours with local certified athletic trainers. *Course fee $50. Prerequisites:* **Kinesiology 10** *and* **15** *(or for non-majors, permission of the instructor),* **Biology 13/14.**

110 Exercise Physiology
A study of physiological parameters and mechanisms that determine the adaptations of the physiological systems of humans in response to exercise (e.g., exercise metabolism, work and fatigue; development of strength and flexibility; cardiorespiratory effects of exercise and training; sport activity in extreme environmental conditions—high altitudes, heat, cold; measurement of factors determining sport fitness). This course includes a three-hour lab in addition to the three hours of lecture. *Prerequisites:* **Kinesiology 10** *and* **15** *(or for non-majors, permission of the instructor),* **Biology 25/26.**

110L Exercise Physiology Laboratory (.25 credit)
Laboratory to accompany **KINES 110 Exercise Physiology.** One lab per week for three hours. Must be concurrently enrolled in **KINES 110.** *Lab fee $100.*

111 History of Sport
Examines the sportive and exercise cultures of selected past societies. We begin by exploring the place of sport and exercise in ancient Sumer, Egypt, Mesoamerica, and (in more depth) Greece and Rome. During the second half of the semester the focus is on sporting experiences in North America. Our investigations center on physical activity among native Americans and early colonists and during the revolutionary and antebellum periods; the rise of rationalized sport during the Gilded Age and Progressive Era, the arrival of the so called Golden Age of Sport, and the intersections between sport, the mass media, and the Civil Rights Movement. We close with a brief history and analysis of athletics at Saint Mary's College of California. *Prerequisites:* **Kinesiology 10** *and* **15** *(or for non-majors, permission of the instructor).*

112 Sport and Exercise Psychology
Examines contemporary psychological principles as they apply to the domains of sport and exercise. The course seeks to utilize relevant theories and empirical research in psychology, education, and allied health fields in order to inform best practices in sport and exercises as they related to motivation, leadership, group dynamics, performance enhancement, exercise and well-being, moral and social development, and career transitioning. *Prerequisites:* **Kinesiology 10** *and* **15** *(or for non-majors, permission of the instructor).*

114 Sociology of Sport and Physical Activity
Examines the contemporary issues in sport and physical activity from a sociological perspective. Students will explore current sociological theories/paradigms, research techniques and analyze empirical research in sociology, education and related fields while focusing on the social and cultural structures, patterns and organizations associated with sport. Topics include the in-depth study of sport as it relates to: the socialization process, racial and gender equity, upward social mobility, politics, economics, and our educational system in North America. *Prerequisites:* **Kinesiology 10** *and* **15** *(or for non-majors, permission of the instructor). This course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum*

115 Fitness Assessment and Exercise Prescription
A course of study that covers laboratory and field tests used to assess physical fitness components as well as principles of exercise prescription. Test results are used to develop individualized exercise prescriptions to improve cardiorespiratory fitness, muscular fitness, body weight and body composition, flexibility and stress levels. Creation of a comprehensive fitness assessment binder and participation in the GaelFit program are included, along with instruction on health screening, cardiovascular, muscular and flexibility assessment and program design. This course includes a weekly three-hour lab in addition to the three hours of lecture. *Prerequisite:* **Kinesiology 110/110L.**

115L Fitness Assessment and Exercise Prescription Laboratory (.25 credit)
Laboratory to accompany **KINES 115 Fitness Assessment and Exercise Prescription.** One lab per week for three hours. Must be concurrently enrolled in **KINES 115**. *Lab fee $75.*

117 Human Motor Performance
A neurophysical approach to understanding the sensory and perceptual mechanisms that allow for efficient physical activity. An examination of various factors that affect human development, motor performance and motor learning (motor development, timing, practice, transfer, etc.). *Prerequisites:* **Kinesiology 10** *and* **15** *(or for non-majors, permission of the instructor).*

118 Issues in Community and Peer Health
Investigates the history, concepts and institutions that constitute the field of community health and community organizing. The demographic, socio-economic and epidemiological conditions of urban and rural regions are examined as well as the processes by which communities and organizations work together to identify common problems and objectives, acquire and mobilize resources, and create and implement actions to achieve their goals. Student will gain field experience with community-based organizations and develop practical skills to promote community health issues. *Prerequisites:* **Kinesiology 10, 14** *and* **15** *(or for non-majors, permission of the instructor). Generally offered in alternate years.*

122 Principles of Strength and Conditioning
This course will provide the student with an advanced understanding of the principles and methods necessary to design comprehensive strength and conditioning programs that enhance fitness and athletic performance. Students will use an evidence-based approach to critically analyze current research to develop and justify conditioning programs and techniques for a broad range of sports and activities. This course will also prepare the student for certifications in personal training and strength and conditioning. *Prerequisites:* **Kinesiology 10** *and* **15, Bio 13/14.**

122L Principles in Strength and Conditioning Laboratory (.25 credit)
Laboratory to accompany **KINES 122 Principles of Strength and Conditioning.** One lab per week for three hours. Must be concurrently enrolled in **KINES 122.** *Lab fee $50.*

127 Health Promotion: Planning and Evaluation
This course explores the systematic approach to planning, implementing, and evaluating health promotion programs in public agencies, community settings, worksites, educational settings, and health care settings. Various planning models and theories in health promotion will be covered. Students will utilize these methodologies to develop a health promotion program. *Prerequisites:* **Kinesiology 10, 14** *and* **15** *(or for non-majors, permission of the instructor). Generally offered in alternate years.*

128 Global Impact of Physical Inactivity
Examines the global impact of physical inactivity on the world's major non-communicable diseases, including cardiovascular disease, type 2 diabetes, cancer, and neurodegenerative disorders. Topics include current levels of physical activity and trends worldwide, why some people are active and why some are not, evidence-based strategies for effective physical activity promotion, and how a multi-sector and systems-wide approach that goes far beyond medicine will be critical to increase population-levels of activity worldwide. *Prerequisites:* **Kinesiology 10** *and* **15** *(or for non-majors, permission of the instructor).*

195 Internship
Work practice in the field of sport and recreation management, health promotion, or sports medicine. The internship experience is planned in close consultation with and supervised by a Department of Kinesiology faculty member. *Prerequisites:* **Kinesiology 10** *and* **15.**

197 Special Study
An independent study or research course for students whose needs are not met by the Department of Kinesiology's regular course offerings. *Permission of instructor and department chair are required. Prerequisites:* **Kinesiology 10** *and* **15.**

199 Special Study – Honors
An independent study or research course for upper-division majors with a B average or better in Kinesiology coursework. *Permission of instructor and department chair are required. Prerequisites:* **Kinesiology 10** *and* **15.**

MATHEMATICS AND COMPUTER SCIENCE

Mathematics is a liberal art fundamental to a true education. Its study trains students in analytical thinking. Graduates of the department are active in an extraordinarily wide range of careers. The department offers a bachelor of science degree in mathematics with a pure, applied, and computer science track. A minor in mathematics is available.

FACULTY
Jim Sauerberg, Ph.D., *Professor, Chair*
Kristen Beck, Ph.D., *Assistant Professor*
Andrew Conner, Ph.D., *Assistant Professor*
Charles R. Hamaker, Ph.D., *Professor*
Chris Jones, Ph.D., *Professor*
Brendan Kneale, FSC, M.A., M.S., *Associate Professor Emeritus*
Lidia R. Luquet, Ph.D., *Professor Emerita*
Michael Nathanson, Ph.D., *Associate Professor*
Brother Raphael Patton, FSC, Ph.D., *Professor Emeritus*
Kathryn F. Porter, Ph.D., *Professor*
Jane R. Sangwine-Yager, Ph.D., *Professor Emerita*
Ellen Veomett, Ph.D., *Associate Professor*

LEARNING OUTCOMES
When they have completed a mathematics major, students will be able to:

- DEMONSTRATE a mastery of the core SMC undergraduate mathematics curriculum.
- COMMUNICATE mathematical ideas and concepts correctly and clearly in both oral and written forms using mathematical reasoning and terminology and symbolic representation.
- UNDERTAKE scholarly investigations using appropriate mathematical resources.
- INTEGRATE the use of technological tools into their investigations.
- DEMONSTRATE knowledge of connections within mathematics and applications to other fields.

MAJOR REQUIREMENTS

The Department of Mathematics and Computer Science offers three tracks within the mathematics major: Pure, Applied, and Computer Science. Each is a Bachelor of Science degree.

A student wishing to major in mathematics should have a strong interest in the field and normally a background of four years of high school mathematics (two years of algebra, one year of geometry and one year of pre-calculus or equivalent).

LOWER DIVISION
The following lower-division classes are required for all tracks in the mathematics major.
Math 27, Math 38, Math 39, Computer Science 21

Plus either **Physics 1-4** or **Chemistry 8-11**

PURE TRACK

The pure track is designed primarily for students considering graduate study in mathematics or secondary mathematics teaching. It consists of ten (10) upper division courses. Required upper division courses:

Required upper division courses:
Math 103, 111, 120, 150 and **193**

Plus two additional courses from:
Math 115, 131 and **185**

Plus three upper division mathematics electives.

APPLIED TRACK

The applied track is designed for students planning on entering industry directly from college. It consists of nine (9) upper division courses.

Required upper division courses:
Math 103, 120, and **193**

Plus either **Math 111** or **150**

Plus three additional courses from:
Math 113, 114, 134 and **CS 102**

Plus two upper division electives at most one of which is a Computer Science course.

COMPUTER SCIENCE TRACK

The Computer Science track is designed for students interested in an emphasis in Computer Science.
It consists of nine (9) upper-division courses.

Plus either **Math 111** or **150**

Plus three upper-division electives at least two of which are Computer Science courses.

SUGGESTED FOUR-YEAR PROGRAM

First-year students should take **Math 27** and **Math 38** and **CS 21.** Failure to take these courses in the first year may make it impossible to complete the major in four years. It is also recommended for first-year students enroll in **Physics 1, 2, 3, 4** or **Chemistry 8, 9, 10, 11.** Those interested in developing four-year program of study toward a major in mathematics may consult any department faculty member.

MINOR REQUIREMENTS

The minor in mathematics requires **Math 27, Math 28** or **Math 38, Math 103** and two additional upper-division courses in mathematics. **Math 39** and **Math 120** are recommended.

SECONDARY TEACHING

All students in California planning to enroll in a teaching credential program in mathematics after earning their undergraduate degree are required to demonstrate subject matter competency in mathematics prior to enrolling. Students at Saint Mary's College exhibit this competency by taking and passing the CSET (California Subject Exam for Teachers) in mathematics. Students interested in becoming a secondary mathematics teacher are advised to complete the following upper-division courses to prepare for the CSET: **Math 103, 111, 113, 115, 120, 131, 150, 193.**

The California Commission on Teacher Credentialing (CCTC) also requires students to obtain "pre-professional field experience" before entering a credential program. This requirement is satisfied by **EDUC 122: Field Experience,** offered in the January Term. Students are required to contact the School of Education in September of their sophomore or junior year to meet with the faculty member teaching **EDUC 122.** Students should also speak with a representative of the School of Education to learn of any other requirements of the state of California for prospective secondary teachers.

COURSES

PREREQUISITE GRADE

Any course listed in this department with a prerequisite requires a grade of C– or better in the prerequisite course.

LOWER DIVISION

2 Mathematics Readiness

This course covers basic algebra and geometry concepts including number systems, polynomials, solving equations and inequalities, graphs, functions, lines, systems of equations, sets and operations, ratios, proportions, measurement and percentages. Emphasis is on problem solving, critical thinking and mathematical reasoning. *Prerequisites: Level One placement, or permission of Placement Coordinator. This course does NOT satisfy the Mathematical Understanding requirement of the Core Curriculum. Offered each fall and spring.*

3 Finite Mathematics

Topics and applications may include linear equations and matrices, linear programming, probability, finance, Markov chains, game theory and graphs. The emphasis is on applications to business and management sciences. *Prerequisites:* **Math 2** *or Level Two placement, or permission of Placement Coordinator. This course satisfies the Mathematical Understanding requirement of the Core Curriculum. Offered each fall and spring.*

4 Introduction to Probability and Statistics

This course covers the study of combinations and permutations, descriptive and inferential statistics, probability and probability distributions, hypothesis testing, regression and correlation, and applications in a variety of practical settings. Students may not receive credit for both this course and **Business Administration 40.** Students should not take both **Math 4** and **Psychology 103** unless specifically directed by their advisor. *Prerequisite:* **Math 2** *or Level Two placement, or permission of Placement Coordinator. This couse satisfies the Mathematical Understanding requirement of the Core Curriculum. Offered each fall and spring.*

5 Mathematics Concepts for the Elementary School Teacher I
The first in a two-course sequence designed for the mathematical preparation of the future elementary school teachers. Covers three of the five California Mathematics Standards; (i) Number and Quantity, (ii) Algebra and Functions, and (iii) Modeling and Problem Solving. Emphasis is on connecting the mathematical content with the Standards of Mathematical Practice from the California Common Core State Standards of Mathematics. This course is only for education track and Teacher for Tomorrow program students in the Justice, Community, and Leadership program. *Prerequisites:* **Math 2** *or Level Two placement, or permission of Placement Coordinator. This course does NOT satisfy the Mathematical Understanding requirement of the Core Curriculum. Offered every fall.*

6 Mathematics Concepts for the Elementary School Teacher II
This is the second course in the two-course sequence. The content addressed covers two of the five California Mathematics Standards; (iv) Geometry and (v) Probability and Statistics. Emphasis will be placed on connecting the content with the Standards of Mathematical Practice from the California Common Core State Standards of Mathematics and mathematical reasoning. This course is only for education track and Teacher for Tomorrow program students in the Justice, Community, and Leadership program. *Prerequisites:* **Math 5.** *Satisfies the Mathematical Understanding requirement of the Core Curriculum. Offered every spring.*

10 The Art and Practice of Mathematics
A reflective examination of basic mathematical ideas and patterns. Through participation in the discovery and development of mathematical ideas the student will view the subject as a vehicle for human creativity. The course traces the historical and contemporary role of appropriate mathematical topics. *Prerequisites:* **English 5** *and* **Collegiate Seminar 2.** *Satisfies the Mathematical Understanding learning goal of the Core Curriculum. Offered each fall and spring.*

12 Mathematics Readiness for Calculus
This course includes the basic study of number systems, linear equations and inequalities, quadratic equations and inequalities, polynomials, rational expressions, radicals, exponentials, functions, inverse functions, logarithmic and exponential functions, angles, triangles, surface area, volume and applications. Emphasis will be placed on problem solving, critical thinking and mathematical reasoning. Meets four days a week. *Prerequisites: Level Two placement, or permission of Placement Coordinator. Does NOT satisfy the Mathematical Understanding requirement of the Core Curriculum. Offered every fall.*

13 Calculus with Elementary Functions I
The differential calculus of polynomial, rational and algebraic functions, combined with the necessary pre-calculus background review. The **Math 13-14** sequence is equivalent to **Math 27,** and is intended for students needing calculus as part of their major who need to strengthen their pre-calculus skills. Meets four days a week. *Prerequisite:* **Math 12** *or Level Three placement, or permission of Placement Coordinator. This course satisfies the Mathematical Understanding requirement of the Core Curriculum. Offered each fall and spring, and in Jan Term.*

14 Calculus with Elementary Functions II
The differential calculus of trigonometric, logarithmic and exponential functions combined with the necessary pre-calculus background review. The **Math 13-14** sequence is equivalent to **Math 27,** and is intended for students needing calculus as part of their major who need to strengthen their pre-calculus skills. Meets four days a week. *Prerequisite:* **Math 13** *or permission of Placement Coordinator. Offered each fall and spring, and in Jan Term.*

27 Calculus I
Limits, continuity, mathematical reasoning, the derivative, applications of the derivative, antiderivatives and the integral. *Prerequisites: Level Four placement, or permission of Placement Coordinator. This course satisfies the Mathematical Understanding requirement of the Core Curriculum. Offered each fall and spring.*

28 Calculus II with Applications
Topics include techniques and applications of integration, first order differential equations, functions of several variables, double integrals and applications. This course is designed for students majoring in the life sciences, health sciences, business administration, psychology and accounting. *Prerequisite:* **Math 27** *or equivalent. Offered each fall and spring.*

38 Calculus II
Topics include techniques and applications of integration, infinite sequences and series, power series, polar coordinates and inverse trigonometric functions. This course is designed for mathematics, physics, computer science, engineering, and chemistry majors. *Prerequisite:* **Math 27** *or equivalent. Offered every spring.*

39 Calculus III
A rigorous treatment of limits for functions of one and several variables, differentiation and integration of functions of several variables, coordinate systems, vectors, line and surface integrals, Green's, Stokes' and the divergence theorem. Meets four days a week. *Prerequisites:* **Math 38** *or equivalent. Offered every fall.*

UPPER DIVISION
Most upper-division courses are offered on a biannual rotation. See the departmental webpage for the schedule.

103 Introduction to Upper Division Mathematics
An introduction to mathematical logic and proofs. Includes an introduction to Abstract Algebra. Students will learn to write proofs using standard proof- writing organization and terminology. Topics from algebra will include the division algorithm, modular arithmetic, and groups. *Prerequisites:* **English 5** *and* **Math 28** *or* **Math 38.** *Completion of* **Math 103** *and* **Math 193** *satisfies the Writing in the Disciplines requirement of the Core Curriculum. Offered every fall.*

111 Abstract Algebra I
Topics covered include Modules, vector spaces, fields and Galois theory. *Prerequisites:* **Math 103** *and* **120.**

113 Probability and Statistics
Discrete and continuous random variables, expectation and variance, independence, distributions and the Central Limit Theorem. Survey of statistical methods: estimation, sampling, hypothesis testing, linear regression and confidence intervals. *Prerequisites:* **Math 28** *or* **Math 38.**

114 Mathematical Modeling
An introduction to the formulation, analysis and interpretation of results of mathematical models in the study of real-life problems chosen from the various areas of natural sciences, social sciences, economics and business. *Prerequisites:* **Math 28** *or* **Math 39,** *and* **Computer Science 21.**

115 Number Theory
Results studied include the Fundamental Theorem of Arithmetic, the Euclidean algorithm, Fermat's Little Theorem and Euler's generalization, Diophantine equations and the Law of Quadratic Reciprocity. *Prerequisite:* **Math 103.**

120 Linear Algebra with Applications
Matrices, simultaneous linear equations, linear transformations, vector spaces, bases, determinants, eigenvectors, Gram-Schmidt orthonormalization, techniques of mathematical proof and applications of linear algebra. Meets four times a week. *Prerequisites:* **Math 28** *or* **Math 38.** *Offered every spring.*

131 Topology
This course covers the fundamentals of point-set topology including topological spaces, metric spaces, continuous maps, separation axioms, connectedness, and compactness. *Prerequisite:* **Math 103.**

134 Differential Equations
Ordinary differential equations, existence and uniqueness theorems, some numerical methods, Laplace transforms, series solutions, linear systems with constant coefficients, partial differential equations, separation of variables, Fourier series. *Prerequisites:* **Math 39,** *or* **Math 38** *and* **Math 120.** *Offered every spring.*

140 Combinatorics and Discrete Mathematics
This course focuses on discrete structures and their relations. Topics may include counting techniques, relations, graph theory and logic. *Prerequisites:* **Math 28** *or* **Math 38.**

150 Advanced Calculus
A rigorous review of the theory of single variable calculus, topology of n-space, integration and differentiation, improper integrals, differential forms, the theorems of Stokes and Gauss. *Prerequisites:* **Math 39** *and* **Math 103.**

185 Complex Variables
Differentiation and integration of analytic functions of a complex variable, power series, residues, conformal mappings. *Prerequisites:* **Math 39** *and* **Math 103.**

190 Special Topics in Mathematics
An upper division mathematics course not listed above, such as differential geometry, numerical analysis, topology or real analysis. May be repeated for credit as topics vary. *Prerequisites: vary with topics.*

193 Senior Seminar
An in-depth critical examination of a topic or topics in contemporary mathematics. The course consists of directed reading, presentations, research and the writing of a final essay under the supervision of the instructor. At the conclusion of the semester students are expected to present their work at a departmental colloquium of faculty and students. *Prerequisites:* **Math 103** *and* **Math 193** *satisfies the Writing in the Disciplines requirement of the Core Curriculum. Offered in the spring.*

197 Special Study
Independent research of topics not covered in listed courses. *Permission of the chair is required.*

199 Special Study – Honors
Independent study or research for majors with at least a B average in mathematics. *Permission of the chair is required.*

COMPUTER SCIENCE

The courses in computer science emphasize fundamental principles and computer structure. They introduce students to the design and applications of computer systems, and prepare students to use computers as tools in solving complex problems. For 3+2 Computer Science, see 3+2 Engineering Program.

PREREQUISITE GRADES
Any course listed in this department with a prerequisite assumes a grade of C– or better in the prerequisite course.

C O U R S E S

LOWER DIVISION

MA/CS 002 Digital Literacy, Introduction to Web Design
This course introduces students in an accessible way to the basics of digital literacy through web design as a stepping-stone to computer programming concepts and applications. Students are introduced to web development including (1) design principles, (2) information architecture, and (3) interactivity design. Primary development tools include HTML5 and CSS3. Class projects develop knowledge, research and problem solving skills needed for the design, development, and testing of interactive media projects. This course does not fulfill the mathematics core curriculum requirement, nor does it count towards a mathematics major or the 3+2 Engineering Program.

21 Programming
An introduction to problem-solving concepts and program design. Topics covered include top-down design with a structured programming language, bottom-up testing, control statements and structured data types. No prior knowledge of programming is required. The language for the course is Python; students with knowledge of another programming language will find the course valuable. *Prerequisites:* **Math 27.** *Offered each spring.*

UPPER DIVISION
Consult the department chair for the schedule of offerings.

102 Advanced Programming
A continuation of **Computer Science 21.** Topics include recursion, an introduction to data structures, analysis of algorithms and object-oriented programming. Programming style and large program development are emphasized. *Prerequisites:* **Computer Science 21.**

110 Computer Systems
Computer structure and machine languages, assembly language macros, file I/O, program linkage and segmentation. *Prerequisites:* **Computer Science 102.**

174 Analysis of Algorithms
Basic notions of the design and efficiency of computer algorithms, nonnumerical algorithms for sorting and searching and numerical algorithms. Underlying data structures are examined. *Prerequisites:* **Computer Science 102** *and* **Math 28.**

190 Topics in Computer Science
This course presents connections among different disciplines which apply the principles of computer science. The theme varies. Students are required to complete a significant project involving their primary discipline. *Prerequisites: varies with topic.*

MA/CS 192 Digital Literacy: Web Programming
This course is a continuation of **MA/CS-002** that introduces students to the basics of digital literacy through web design as a stepping-stone to computer programming concepts and applications. **MA/CS-192** refines & builds upon this knowledge studying JavaScript, jQuery, Web API's and simple mobile applications while implementing a team-oriented project development approach. Other topics include responsive web design, CSS grid systems and HTML5 Canvas. *Prerequisite:* **MA/CS 002.** *This course does NOT satisfy the Mathematical Understanding requirement of the Core Curriculum, nor does it count towards a mathematics major or the 3+2 Engineering Program.*

197 Special Study
Independent study in topics not covered in listed courses. *Permission of the department chair is required.*

PERFORMING ARTS: DANCE, MUSIC, AND THEATRE

The Performing Arts Department offers a unique approach to the study of dance, music and theatre within a Liberal Arts context. Students receive conservatory-calibre training that prepares them for graduate studies or a career in the performing arts, while developing the critical thinking and communication skills that are the hallmark of a liberally educated person. All majors and minors take a sequence of courses in their chosen discipline—emphasizing performance practice, history and theory, criticism and analysis—as well as breadth courses in the other two areas. Students are also encouraged to explore interdisciplinary pathways, through classes and performance opportunities beyond their home program.

The Performing Arts Department offers four distinct majors and minors::
- Dance
- Music
- Theatre: Performance and Theatre Studies
- Theatre: Design and Technical Theatre

The Performing Arts Department builds creative artists with strong foundational skills and adventuresome spirits. A team-taught core course cultivates thoughtful perception of the arts and introduces the distinctive languages of each medium. Rigorous studio and lab courses build technique, while classes in history, theory and analysis foster critical engagement with the substance and styles of dance, music and theatre. Students learn to discuss and analyze both classic and contemporary works, and to understand the arts in the context of the history of great ideas and artistic achievements that have shaped our world.

The capstone of the Performing Arts degree is the senior project, for which students produce a substantial original research paper or artistic work demonstrating their command of artistic and intellectual skills appropriate to the undertaking.

Performing Arts' signature values include:
- Mentoring by faculty members who are both outstanding teachers and accomplished artists.
- Frequent attendance at world-class dance, music, and theatre performances around the Bay Area.
- Multiple and varied performance opportunities, beginning with the first year.
- Challenging standards that help students achieve artistic excellence and professionalism.
- Master classes, guest lectures and informal contact with professional artists, connecting classroom learning with the real world.
- A welcoming and inclusive student cohort experience, in which students of all levels are supported and encouraged in their individual development.
- Stimulating creative collaborations and intellectual exchange between programs.

FACULTY

Dana Lawton, M.F.A., *Associate Professor, Dance, Chair (Dance Technique, Choreography, Dance Appreciation)*

Rosana Barragán, M.A., *Adjunct Assistant Professor, Director, MFA Dance: Creative Practice (Dance History and Appreciation, Somatic Movement Therapies)*

Dan Cawthon, Ph.D., *Professor Emeritus, Theatre*

CatherineMarie Davalos, M.F.A., *Professor, Dance Program Director (Dance Technique, Dance History and Theory, Choreography)*

Rebecca Engle, M.A., *Professor, Theatre Program Director (Acting, Directing, Contemporary Theatre)*

Julie Ford, D.M.A., *Music Program Director, Vocal/Choral Arts Director (SIght Singing, Lyric Diction, Conducting)*

Rogelio Lopez, M.F.A., *Adjunct Assistant Professor, Resident Dance Costume Designer (Dance Technique, Choreography, Costume and Set Design)*

Frank Murray, Ph.D., *Associate Professor (Greek Theatre, Modern Theatre, Theatre Theory)*

Elizebeth Randall Rains, M.F.A., *Adjunct Assistant Professor (Ballet, Dance History, Dance Science)*

Lino Rivera, D.M.A., *Professor (Piano, Music History, Music Fundamentals, Chamber Music)*

Martin Rokeach, Ph.D., *Professor (Composition, Orchestration, Music Theory, Music History)*

Shaunna Vella, M.F.A., *Adjunct Assistant Professor (Dance Technique, Dance and Social Justice, Repertory)*

Jia Wu, M.F.A., *Associate Professor, (Dance Technique, Chinese Dance and Diaspora Studies, Dance for the Camera)*

Deanna Zibello, M.F.A., *Assistant Professor, Head of Design and Technical Theatre (Scenic Design)*

LEARNING OUTCOMES

When they have completed the Performing Arts Program, students will be able to:

- EMPLOY appropriately the basic technical terms generally used in an art form when discussing individual works, and identify specific elements of the aesthetic, historical and cultural context of a work of art by comparing it to others from the same context.
- UTILIZE a cross-disciplinary perspective in the arts and a familiarity with the Great Books/liberal arts tradition to identify the ways performing artists draw inspiration from nature, history, imagination, and the creative ideas and influences of others.
- RECOGNIZE similarities in structure (such as elements of phrasing) shared by all three performing arts and be able to articulate the significance of structural elements in the analysis of a work's form and meaning.
- ENGAGE in critical discourse that transcends personal opinion and acknowledges, respects and integrates the insights of other students from diverse cultural backgrounds.
- DEMONSTRATE the capacity for sustained and focused rehearsal efforts and for working collaboratively with different directors and performers.
- PERFORM the works of great choreographers, composers, and playwrights, as well as original/contemporary works of living artists.
- ADAPT performance skills both in rehearsal and performance to the technical demands of specific masterworks of various styles and eras, as well as to original/contemporary works.
- EXHIBIT performance skills beyond the foundational to professional level while effectively negotiating the anxiety/excitement of live performance, and be conversant with advanced techniques of the discipline.
- USE discipline-specific writing strategies appropriate to the writer's purpose and audience. [Examples: personal reflection; observation and description; critical analysis; evaluation; generating performance texts]
- IDENTIFY, locate and evaluate discipline-specific scholarly sources. Demonstrate competency in selecting, summarizing, synthesizing and ordering research findings.
- EMPLOY discipline-specific skills and methods, and demonstrate a capacity for goal-setting, time/resource management, problem-solving and self-reflection, in the realization of a capstone creative or research-based project.

MAJOR REQUIREMENTS

DANCE (GENERAL STUDIES)

Perfa 1 Perceiving the Performing Arts
Perfa 75 Dance Company I: Ballet and Modern (.25 x 4)
Perfa 75 Dance Company II: Modern (.25 x 2)
Perfa 76/176 Ballet II (.25 required for performance)
Perfa 80 Dance Science
Perfa 90 Choreography I and Lab (.50 x 2)
Perfa 115 Music in Performance *or*
Perfa 180 and **180L Laban and Bartenieff Movement Studies and Lab**
Perfa 143 Production Management for Dance (.25 required with choreography senior project)
Perfa 144 Design for Dance (.25 required with choreography senior project)
Perfa 135 Theater in Performance: Bay Area Theatre *or*
Perfa 160 Special Topics: Asian Dance *or*
Perfa 175 Dance Company III/IV (.25 x 4)
Perfa 176 Advanced Ballet and Pointe (.25 required for performance)
Perfa 177 Technique Workshop (.25 required for performance)
Perfa 180 and **180L Laban and Bartenieff Movement Studies and Lab** (Choreography and Performance concentration) *recommended*
Perfa 181 Special Topics: Asian Dance in the Contemporary World
Perfa 182 Dance History I
Perfa 183 Dance History II
Perfa 184 Dance in Performance
Perfa 185 Dance Pedagogy (Choreography and Performance concentration) *recommended*
Perfa 190 Choreography II
Perfa 191 Advanced Choreography (.25 recommended)
Perfa 194 Dance Production (.25 or .50 for a total of 3x minimum)
Perfa 198 Senior Project

The Dance program also offers a concentration in Choreography and Performance and a concentration in Dance Science; consult the Director of the Dance Program, Professor Davalos.

MUSIC
Perfa 1 Perceiving the Performing Arts
Perfa 11 Music Fundamentals
Perfa 12 Applied Music*
(.25 x 2: 1 Beginning and 1 Intermediate Piano)

A choice of EITHER
Perfa 14 World Music and Dance *or*
Perfa 113 Jazz and Blues in America

And, a choice of EITHER
Perfa 115 Music in Performance
Perfa 197 Independent Study In Orchestration

And
Perfa 19 Performing Ensembles* (.25 x 6)
Perfa 110 Medieval and Renaissance Music (.5)
Perfa 111 Music and Romanticism
Perfa 112 Private Music Instruction Lab* (.25 x 6)
Perfa 114 Music Theory/Ear Training
Perfa 117 Form and Analysis
Perfa 118 Twentieth Century Composers
Perfa 119 Music and the Enlightenment (.5)
Perfa 135 Theater in Performance: Bay Area Theatre
Perfa 184 Dance In Performance
Perfa 198 Senior Project
**Does not satisfy an Area requirement.*

THEATRE: PERFORMANCE AND THEATRE STUDIES TRACK
LOWER DIVISION
Perfa 1 Perceiving the Performing Arts
Perfa 30 Foundations of Theatre I
Perfa 33 Acting I: Principles of Performance
Perfa 35 Theatre Masterpieces: Western Drama (.5)
Perfa 36 Theatre Masterpieces: Modern Drama (.5)
Perfa 37 Theatre Lab – Performance
(.25 x 4, a total of 1.0 units)
Perfa 42 Introduction to Technical Theatre (.5)

UPPER DIVISION
Perfa 115 Music in Performance
Perfa 130 Foundations of Theatre II
Perfa 132 Play in Production
(.25, .5 or 1.0, for a total of 1.0)
Perfa 133 Acting II
Perfa 136 Theatre: Special Studies
Perfa 137 Acting III (.5 x 2)
Perfa 138 Portfolio Preparation (.25)
Perfa 142 Theatre Production Practicum (.5)

Any one of the following courses:
Perfa 140 Stage Management (.5) *or*
Perfa 147 Costume Design (.5) *or*
Perfa 148 Stage Lighting Design (.5) *or*
Perfa 149 Scenic Design

Two upper-division electives from the following options:
Perfa 135 Theatre in Performance: Bay Area Theatre
Perfa 152 Making Theatre: One-acts
Perfa 160 Special Topics in Performing Arts
Perfa 161 Theatre and American Cultures (Multicultural Performance)
Perfa 162 Directing for the Stage
Perfa 185 Dance in Performance
Perfa 198 Senior Project

THEATRE: DESIGN AND TECHNICAL THEATRE TRACK
LOWER DIVISION
Perfa 1 Perceiving the Performing Arts
Perfa 30 Foundations of Theatre I
Perfa 33 Acting I: Principles of Performance
Perfa 35 Theatre Masterpieces: Western Drama (.5)
Perfa 36 Theatre Masterpieces: Modern Drama (.5)
Perfa 47 Design/ Technical Theatre Lab
(.25 x 4, a total of 1.0 units)
Perfa 48 Stagecraft (.5)

UPPER DIVISION
Perfa 115 Music in Performance
Perfa 130 Foundations of Theatre II
Perfa 136 Theatre: Special Studies
Perfa 138 Portfolio Preparation (.25)
Perfa 142 Theatre Production Practicum
(once for 1.0, once for 5.)

Any three of the following:
Perfa 140 Stage Management (.5) *or*
Perfa 147 Costume Design (.5) *or*
Perfa 148 Stage Lighting Design (.5) *or*
Perfa 149 Scenic Design

One upper-division elective from the following options:
Perfa 135 Theatre in Performance: Bay Area Theatre
Perfa 152 Making Theatre: One-acts
Perfa 160 Special Topics in Performing Arts
Perfa 161 Theatre and American Cultures (Multicultural Performance)
Perfa 162 Directing for the Stage
Perfa 185 Dance in Performance
Perfa 197 Internship *or* **Special Study**
Perfa 198 Senior Project

SPLIT MAJOR AGREEMENTS

Dance and Biology
Dance and Communication
Dance and English
Dance and Kinesiology
Dance and Studio Art
Musical Theatre
Theatre and Studio Art
Theatre and English
Theatre and Social Justice (Sociology)

Students considering a split major or independent major must have a curricular plan approved and on file with the department and the Registrar's Office by the time they have accumulated 22 graduation units. For further information on these or other split or individualized majors, contact Department Chair Dana Lawton at dlawton@stmarys-ca.edu.

MINOR REQUIREMENTS

DANCE

Perfa 1 Perceiving the Performing Arts
Perfa 75 Dance Company I: Ballet and Modern (.25 x 2)
Perfa 75/175 Dance Company II/III/IV: Modern (.25 x2)
Perfa 76/176 Ballet II/III/IV
(.25 required for performance)
Perfa 80 Dance Science
Perfa 90 Choreography I and **Lab**
or **Jan Term Choreography course**
Perfa 177 Technique Workshop
(.25 required for performance)
Perfa 182 Dance History I
Perfa 183 Dance History II
Perfa 184 Dance In Performance
Perfa 194 Dance Production

MUSIC

Perfa 1 Perceiving the Performing Arts
Perfa 10 Rock to Bach: Introduction to Music
Perfa 11 Music Fundamentals
Perfa 114 Music Theory and Ear Training

A choice of EITHER:
Perfa 12 Applied Music (.25 x 2) *or*
Perfa 112 Private Music Instruction Lab* (.25 x 4)

A choice of EITHER:
Perfa 14 World Music and Dance *or*
Perfa 113 Jazz and Blues in America

A choice of EITHER:
Perfa 111 Music and Romanticism *or*
Perfa 115 Music in Performance *or*
Perfa 118 20th Century Composers

Minors are strongly encouraged to audition for **Perfa 19** *ensembles.*

THEATRE

LOWER DIVISION (3.0 units total):
Perfa 1 Perceiving the Performing Arts
Perfa 30 Foundations I
Perfa 35 Theatre Masterpieces: Western Drama (.5) *or*
Perfa 36 Theatre Masterpieces: Modern Drama (.5)
Perfa 42 Introduction to Technical Theatre (.5) *or*
Perfa 48 Stagecraft (.5)

AND FOUR ADDITIONAL UNITS (4.0 units total)
IN THE FOLLOWING AREAS:
Acting (1 unit)
Production/design (1 unit)
Theatre theory/history/criticism (1 unit)
Elective (1 unit) pre-approval by Program Director required

PREREQUISITE GRADE
Any course listed in this department with a prerequisite assumes a grade of C– or better in the prerequisite course or the permission of the chair to waive that provision.

COURSES

DEPARTMENTAL

1 Perceiving the Performing Arts
Professional artists in the fields of dance, music and theatre introduce students to the fundamental concepts of their respective disciplines. Students go to Bay Area performances in each art form studied. Team taught. *This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

60/160 Special Topics in Performing Arts
Offered every other year, this course covers in depth a specific aspect of the performing arts only touched on in other classes. Rotating topics include such things as: African-American Dance, Great Composers, and Acting on Stage and Screen. Although this upper-division class is open to all interested students without prerequisite, prior completion of **Performing Arts 1** is strongly recommended.

197 Special Study
An independent study, internship or research course for students whose needs are not met by the regular course offerings of the department. *Permission of the chair and instructor required.*

198 Senior Project
During their senior year, majors in dance, music or theatre, under the supervision of a faculty member, are required to develop a project that demonstrates their expertise and creativity. The project may take the form of a solo performance, involvement with a performing arts group off campus, a substantive research essay, or directing/choreographing a student production. A written proposal must be approved by the appropriate program director prior to registration for the academic year in which the project will occur. *Prerequisite: Completion of all lower-division major courses.*

DANCE

70/170 Commercial Dance Courses (.25)
Beginning through advanced studio instruction in dance including, Jazz, Tap, Hip-hop, Ballroom, and Social Dance. *This course satisfies the Artistic Understanding (Creative Practice) requirement of the Core Curriculum.*

71/171 Somatic Dance Courses (.25)
Beginning through advanced studio instruction in Somatics, Yoga and Pilates.

72/172 World Dance Courses (.25)
Beginning through advanced studio instruction in non-Western traditions including but not limited to West African Dance, Ballet Folklorico (Mexican Folk Dance), Chinese Dance, Latin Dance, and Tai Chi. *This course satisfies the Artistic Understanding (Creative Practice) requirement of the Core Curriculum.*

DANCE TECHNIQUE COURSES REQUIRED OF THE MAJOR OR MINOR IN DANCE

75/175 Modern/Contemporary Dance Courses (.25)
Beginning through advanced studio instruction in Modern/Contemporary Dance, also listed as **Dance Company I, II, III,** or **IV.** *This course satisfies the Artistic Understanding (Creative Practice) requirement of the Core Curriculum.*

76/176 Ballet Technique Courses (.25)
Beginning through advanced studio instruction in Ballet and Pointe. *This course satisfies the Artistic Understanding (Creative Practice) requirement of the Core Curriculum.*

77/177 Technique Lab (.25)
Beginning through advanced studio instruction in Contact Improvisation, Gaga, Improvisation, Partnering or Modern/Contemporary Dance in a workshop setting. *This course satisfies the Artistic Understanding (Creative Practice) requirement of the Core Curriculum.*

CHOREOGRAPHY AND PERFORMANCE COURSES

90 Choreography I (.5) and **Choreography I Lab** (.5)
This course begins the study of making dances while focusing on the solo and duet form. Students will learn the basic tools of choreography including: symmetry and asymmetry, phrasing, dynamics, rhythm, motivation, and music. Through intense use of structured improvisation, and movement assignments, students will discover further ways to generate movement and expand their own movement vocabulary. Students will learn to take risks and create challenges to enable experimentation and innovation. *This course satisfies the Artistic Understanding (Creative Practice) requirement of the Core Curriculum.*

190 Choreography II (.25)
This course explores how to make group dances. Through intense use of improvisation, and movement assignments, students will discover further ways to generate movement and expand their own movement vocabulary. Students will be asked to take risks and create challenges to enable experimentation and innovation. The course will encourage the student to make conscious choices to clearly deliver their messages through dance. This course will also discuss the use of metaphor, music, and theme development. *Prerequisite:* **Perfa 90** *or a Jan Term Choreography class.*

191 Advanced Choreography (.25)
The advanced choreography class continues the study of how to make dances. Based on the basic design elements of dance making, the students will discover further choreographic strategies to create solo and group dances. Students will be asked to take risks and create challenges to enable experimentation and innovation. The subject matter for this course will vary depending on the professor. Possible topics of study include but are not limited to site-specific work, dance and video/film, Laban movement concepts. *Prerequisite:* **Perfa 190.**

192 Dance Company Rehearsal/Repertory (.25)
This course prepares students for the annual spring dance concert through weekly rehearsals. Open to Saint Mary's College Dance Company members only, the students will have the opportunity to learn new works created for the company and/or existing repertory pieces by current dance faculty and/or guest artists. *Enrollment is by audition only.*

194 Dance Production (.25 or .50)
Onstage and backstage preparation for the fall and spring dance concerts including all informal showings, technical and dress rehearsals, and final performances both on and off campus.

DANCE HISTORY AND THEORY COURSES

80 Dance Science
This course is an introductory overview of the basic principles of human anatomy and kinesiology and their applications within the context of dance training and practice. It will emphasize comprehension of the structure and function of the skeletal and muscular systems with an approach that is somatic and experiential. Basic Bartenieff Fundamentals will be studied as a framework for developing an embodied understanding of the structure and movement of the human body. Movement analysis, principles of conditioning and injury prevention, and basic nutrition will also be addressed.

180 Laban and Bartenieff Movement Studies
This course is an introduction to the theoretical system of Laban Movement Analysis that provides a framework for observing, describing and analyzing human movement patterns and understanding non-verbal actions and communication, as developed by movement pioneer Rudolph Laban. Laban Movement Analysis (LMA) is a comprehensive and holistic system that examines the fundamental elements and layers embedded in all patterns of human movement, providing a language for movement description and inquiry. The study of LMA, including the physical study of the Bartenieff Fundamentals exercises, not only increases awareness of the basic principles of human movement, but can also provide a connective framework for how we as embodied beings create and communicate knowledge. The class has two parts: 1) lecture and discussion, 2) experiential lab. This course must be taken concurrently with **Perfa 180L.** The prerequisite for this course is **Perfa 80 Dance Science** or the equivalent.

180L Laban and Bartenieff Movement Studies Lab
In this class students will approach inquiry as a creative process through which cognitive and kinesthetic abilities continually and integrally evolve. Through observations, experiential explorations, class discussions, group projects/presentations, individual movement practice, and a final synthesis project, students will be immersed in the perspective on human movement that the LMA system provides, and the inquiries towards which it can be applied. The Laban systems of Body (Bartenieff movement studies), Effort, Shape, and Space will be the basis of the experience. The class has two parts: 1) lecture and discussion, 2) experiential lab. This course must be taken concurrently with **Perfa 180**. The prerequisite for this course is **Perfa 80 Dance Science** or the equivalent.

181 Asian Dance in the Contemporary World
Classical dance is a significant symbol for contemporary Asian nation states and their diasporas. This course investigates the category of "classical dance" and its performative value as a concept. Students will examine the key sources upon which the dances are based; survey the histories of the forms that comprise the canon; and situate the revival, reconstruction, and institutionalization of classical dance as a symbol of national identity and heritage in four nations. The course also examines the relationship between dance, transformation, cultural exchange, colonialism, nationalism, religion, and social history. *This course satisfies the Artistic Understanding (Analysis) and Global Perspectives of the Core Curriculum.*

182 Dance History I
This course examines the emergence of ballet as an art form in the West from its roots in Greek drama and theatre, to court dancing of the 16th and 17th centuries, the Romantic period of the 19th century, to the development of modern dance in the early 20th century. Students take a close look at the socio-political, historical, and feminist context of the history of dance. A lab fee is charged to cover the performances required for this class. This class is a requirement for Dance majors and minors. *Prerequisite:* **Perfa 1.**

183 Dance History II
This course examines the emergence and development of modern dance in the 20th Century in the United States and Europe. The class will study the early roots of modern dance, the subsequent generations of modern dance choreographers, the postmodern movement and contemporary forms in the late 20th and early 21st centuries. We will study significant choreographers, performers and companies, paying close attention to the role women played in the history of modern dance. We will draw from social, cultural and feminist theories of dance to construct a historical understanding of modern dance. A lab fee is charged to cover the performances required for this class. This course is a requirement for Dance majors and minors.

184 Dance in Performance
This course examines dance from a critical and intersectional perspective through the lenses of power and privilege, using the medium to explore race, ethnicity, gender, class, sexuality, ability, age, etc. The class attends dance concerts around the Bay Area; the concerts are selected to engage with a variety of dance styles, venues, and ideas and the class dialogue about them is at the central work of the course. This course is writing intensive. A lab fee of $200 will cover the cost of concert tickets. This class is a requirement for all Dance majors and minors and Music and Theatre majors. *Prerequisite:* **Eng 5.** *This course satisfies the Artistic Understanding (Analysis), the American Diversity requirement and the Writing in the Disciplines requirement of the Core Curriculum.*

185 Dance Pedagody
Dance Pedagogy is the study of the art and instructional methods of teaching dance. The class will focus on teaching dance to students in grades 6-12. The course addresses curriculum writing, lesson planning, class structure, assessment/grading, and practice in dance pedagogy, including preparation of syllabi and studio teaching practice. Students will gain an understanding of how particular topics, problems, or issues within the dance curriculum are organized, represented and adapted to the diverse interests and abilities of learners, and presented in the dance studio/classroom. *Prerequisite:* Perfa 80 Dance Science. *This course satisfies the Community Engagement requirement of the Core Curriculum.*

MUSIC

10 Introduction to Music: Rock to Bach:
Students in this class cultivate the ability to listen more deeply. They study the evolution of classical music from its beginnings to modern times as it leads to jazz, blues and early rock developments. Students are exposed to more than three dozen composers. *This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

11 Music Fundamentals
Students learn to read musical notation and study the basic construction of music through scales, key signatures, chords, and the relationship between melody and harmony. *This course satisfies both Artistic Understanding (Analysis and Creative Practice) requirements of the Core Curriculum.*

12 Applied Music: Group Instruction, Sections 1-5 (.25)
We offer group instruction for guitar and piano. Open to music and non-music majors/minors for beginning and intermediate levels. May be repeated for credit every semester. *These courses satisfy the Artistic Understanding (Creative Practice) requirement of the Core Curriculum.*

12-01 & 02 Beginning & Intermediate Piano
This course provides a basic through intermediate knowledge of the keyboard, music-reading skills, rhythmic development, and piano technique. Topics include transposition, improvisation, and composition. Class time is composed of group time and individual time and culminates with in-class performances of beginning-intermediate level repertoire.

12-04 & 05 Beginning & Intermediate Guitar
This course introduces students to fundamental-intermediate level guitar techniques with an emphasis on reading and performing as a soloist and in an ensemble. Classical and folk styles include basic single note melodies, scales, arpeggio patterns, and chords. Activities include some solo/ensemble performance, plus individualized repertoire depending on abilities.

14 World Music and Dance
A survey of music and dance from China, Japan, India, Indonesia, Africa, the Middle East, and Latin America. *This course satisfies both of the Artistic Understanding (Analysis and Creative Practice) requirements of the Core Curriculum.*

18 Lyric Diction
This course explores pronunciation and articulation that enables vocalists to realize discernable and rhetorically expressive singing (and acting) in four different languages (English, German, Italian, and French). Study focuses on learning and utilizing The International Phonetic Alphabet (a universal phonetic alphabet) to express musical lyrics from classical solo or choral music. *Offered in the fall on odd-numbered years.*

19 Performing Ensembles (.25)
Glee Club and Chamber Singers, Jazz Band, Chamber Musicians, Orchestra or Wind Symphony. Admitted by audition. May be repeated for credit every semester. *This course satisfies the Artistic Understanding (Creative Practice) requirement of the Core Curriculum.*

19-01 & 19-08 Glee Club
This ensemble focuses on developing intermediate-advanced ensemble musicianship and artistry in performance of mostly a cappella choral arrangements in contemporary music styles (pop, jazz, funk, rock, etc.). Study includes vocal technique, diction, movement, rhythmic development, and the discernment of intervals, complex harmonies, and modes. Performs 5–8 times each semester, participates in festivals and competitions, and tours regionally and internationally. Admitted by audition only. *Suggested prerequisites: Beginning Piano, Extreme Musicianship, Music Fundamentals.*

19-02 Chamber Musicians
This group includes players of most orchestral instruments organized into a variety of small ensembles (ranging in size from duos to quintets), with each student playing one-on-a-part. Study focuses on developing technical, musical, and expressive skills as students also hone their ability to be communicative and responsive in small group settings. Performs 3–4 times each semester on campus. *Admitted by audition.*

19-03 & 19-07 Jazz Band
This widely acclaimed ensemble prepares charts from a wide variety of jazz styles with a focus on developing musicianship and artistry. The group performances 4–5 each semester with some off campus activity including participating in festivals. Although non-audition, experience is preferred.

19-04 Orchestra
St. Mary's students with experience on orchestral instruments are invited to play (and earn course credit) as part of the Contra Costa Chamber Orchestra—the resident chamber orchestra for the Lesher Center for the Arts in Walnut Creek. The orchestra performs the great canon of classical orchestral repertoire 2–3 times each semester. SMC students arrange carpools together to attend weekly, off-campus rehearsals. In the course of the year, the orchestra presents five concerts concerts at the Lesher and also the beautiful El Campanil Theatre in Antioch. *Admitted by audition.*

19-05 Wind Symphony
St. Mary's students who are experienced players of wind, brass, and percussion instruments are invited to play (and earn course credit) as part of the dynamic Diablo Wind Symphony, which is made up of 46 outstanding high school and college musicians in the area. SMC students arrange carpools together to attend weekly, off-campus rehearsals. The ensemble presents two concerts (at the Lesher Center for the Arts in Walnut Creek, and the theaters of Los Medanos College and Campolindo High School). *Admitted by audition.*

19-06 Chamber Singers
This ensemble focuses on developing advanced ensemble musicianship and artistry in performance, with classic choral repertoire spanning the centuries in a variety of languages. Study includes vocal technique, diction, movement, rhythmic development, and the discernment of intervals, complex harmonies, and modes. Performs 5–8 times each semester, participates in festivals and competitions, and occasionally tours regionally and internationally. Admitted by audition, with concurrent enrollment in Glee Club required. *Suggested prerequisites: Beginning and Intermediate Voice, Beginning Piano, Extreme Musicianship, Music Fundamentals.*

110 Medieval and Renaissance Music (.5)
An examination of various aspects of music from the Middle Ages through the 16th century, with a focus on musical forms, vocal and instrumental technique, and performance contexts.

111 Music and Romanticism
The evolution of symphony, concerto, opera, solo repertoire, and other nineteenth-century musical developments are examined through the major works of Beethoven, Berlioz, Chopin, Brahms, Wagner, Mahler, Dvorak, and other composers. All the music is examined through the lens of Romanticism, a cultural movement that swept through the entire nineteenth century and informed all the art. *This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

112-01 Private Music Instruction Lab: Instrumental (.25)
Private instruction is offered for most orchestral instruments, piano, guitar, bass, and drums (classical and jazz styles). Activity includes participation in a weekly music instruction lab plus weekly individually scheduled lessons. Concurrent enrollment in a performing ensemble (**Perfa 19**) is required. May be repeated for credit every semester. *Prerequisite for piano and guitar lessons: completion of two semesters of group instruction (**Perfa 12**). May be repeated for credit every semester. This course satisfies the Artistic Understanding (Creative Practice) requirements of the Core Curriculum.*

112 Jazz and Blues in America
An examination of the development of jazz and blues in the United States from 19th-century precursors to the present. Major artists and trends are studied through directed listening and analysis of the cultural context from which they arose. *This course satisfies the Artistic Understanding (Analysis) requirement and the American Diversity requirement of the Core Curriculum.*

113 Music in Performance
This course emphasizes the history and aesthetics of music by attending live concerts throughout the Bay Area. Students hear music from all historical periods performed by outstanding orchestras, opera companies, chamber ensembles, and soloists in a variety of concert halls. *Prerequisite:* **Performing Arts 1.**

114 Music Theory/Ear Training
Students learn basic principles of harmony (chords) and voice-leading, improve their music-reading skills, learn how to notate simple melodies, and identify types of chords and intervals by ear. Ability to read music is required before enrolling in this class. *Prerequisite:* **Perfa 11** *or permission of instructor.*

114L Sight Singing I
Study will be focused on learning to visually and aurally identify musical intervals to develop skills in music-reading. Class and homework activity will include analyzing and singing simple melodies with increasing difficulty (from beginning to intermediate levels). *Prerequisite course is* **Perfa 11 Music Fundamentals,** *or the equivalent (students must have the ability to read music before enrolling in this class). Students must be concurrently enrolled in* **Perfa 114.**

116 Keyboard Harmony (.25)
Oriented for music majors and other advanced musicians, Keyboard Harmony teaches students to apply their knowledge of music theory to the keyboard. They learn to play common chord progressions and accompaniment patterns in all twenty-four major and minor keys, and are introduced to open score reading (such as playing a choral or string quartet score), and learning to transpose easy melodies at sight into various keys. Prerequisites: *Two semesters of* **Perfa 012.**

117 Form and Analysis
Combines the study of chromatic harmony with analysis of scores to determine the unity of form and content in selected compositions: e.g., a Bach fugue, a Mozart concerto, a Brahms symphony, a 20th-century atonal work. *Prerequisites:* **Perfa 114.**

117L Sight Singing II
Study will be focused on learning to visibility and aurally identify musical intervals to develop intermediate-advanced skills in music-reading. Class and homework activity will include analyzing and singing melodies with increasing difficulty (from intermediate to advanced levels). *Prerequisite:* **Perfa 114 Music Theory/ Ear-Training** *and* **114L Sight Singing I.** *Students must be concurrently enrolled in* **Perfa 117.**

118 Twentieth-Century Composers
Students will become familiar with the 20th century's most important classical music composers such as Stravinsky, Bartok, Copland, Debussy and Cage, as well as the music and aesthetics of living composers. *This course satisfies the Artistic Understanding and the Writing in the Disciplines requirements of the Core Curriculum.*

119 Music and the Enlightenment (.5)
This course examines the evolution of opera, fugue, symphony, and other forms through the works of Bach, Handel, Mozart, Beethoven and other composers. It explores how the intellectual and political values of the 17th and 18th centuries were conveyed through music.

120 Conducting
The study of conducting includes learning the basic gestural beat-patterns for various meters, tempi, cues, phrasing, cut-offs, and dynamic variance. The course also involves learning to analyze musical scores to determine the inherent characteristics (melody, harmony, form, texture, and rhythm) that inform performance decisions and one's artistic vision. *Prerequisite:* **Perfa 11 Music Fundamentals***; one semester of* **Perfa 19** *(performing ensemble; any section).*

121 Orchestration
Students in Orchestration will become familiar with the ranges, functioning, and basic playing techniques of strings, woodwinds, brass and percussion, i.e. the standard instruments of the orchestra. They will acquire an understanding of the basic principles of blending, doubling, and highlighting, as well as comfort writing for transposing instruments. In addition, they will learn how to prepare professional quality scores and parts. *Prerequisite:* **Perfa 114.**

THEATRE: PERFORMANCE AND THEATRE STUDIES

30 Foundations of Theatre I
Through this course, students acquire a solid foundational knowledge of theater history, theatre literature, and theatre theory, from the ancient Greeks through the end of the 18th century. While centered primarily on Western European theatre developments, the course also offers a look at important Asian theatre developments during the same span, such as Noh and Kabuki.

33 Acting I: Principles of Performance
An introduction to the theory, history, and styles of realistic acting with emphasis on personalization, script analysis and the dynamics of performance. *This course satisfies both Artistic Understanding (Analysis and Creative Practice) requirements of the Core Curriculum.*

35 Theatre Masterpieces: Western Drama (.5)
Discussion and analysis of masterworks of dramatic literature. A global perspective, showcasing playwrights working in diverse styles, eras and genres, helps students discover the richness and complexity of the Western theatrical tradition, from the classical world to the present. May be repeated as play selection varies.

36 Theatre Masterpieces: Modern Drama (.5)
Discussion and analysis of masterworks of dramatic literature. This course focuses on the modern era in playwriting, beginning with the emergence of the style called realism in the 1880s. Students then encounter key playwrights of the 20th C., including those who challenged realism's concern with "likeness to life" through such styles as Expressionism and Theatre of the Absurd. May be repeated as play selection varies.

37 Performance Lab (.25)
Introductory hands-on training in specific performance skills: for example, audition techniques, stage combat, clown and physical theatre or voice for the actor. May be repeated for credit as topic varies. *This course satisfies the Artistic Understanding (Creative Practice) requirement of the Core Curriculum.*

50 Theatre for Social Justice: Interactive Theatre
An introduction for actors and non-actors to the performance practice and underlying philosophy of the radical theatre-maker Augusto Boal. Through games, exercises, and performance projects, students will question and critique the dynamics of power, class, and privilege in contemporary society, and rehearse alternative actions aimed at social transformation. The course builds confidence and a sense of broader possibilities for improvisation, both on stage and in life. *This course satisfies the following Core Curriculum requirements: Artistic Understanding (both Artistic Analysis and Creative Practice); the Common Good; and Community Engagement.*

61 World Theatre Experience
The course explores theatrical and performance traditions from Asia, Africa, and South America—with a focus on the relationship between theatre and identity, the impacts of racism/colonialism/nationalism, and the specific social and artistic history of each culture. Students approach these topics from two perspectives: through the eyes of the artist (to see how he/she captures and conveys the lived experience and core values of his/her culture); and through the eyes of the audience (who can discover in an artwork expressions of specific national identities and traditions.) Across the semester, students are encouraged to explore "difference" and to expand beyond the horizons of their own assumptions. *This course satisfies both the Artistic Understanding (Artistic Analysis) and Global Perspectives requirements of the Core Curriculum..*

130 Foundations of Theatre II
A continuation of the survey of major developments in theatre begun in Foundations I. This course pays special attention to the rise of modern theatre, contemporary forms of theatre and various performance theories. Weekly analysis of specific social, historical, and cultural components provides opportunities for students to develop and broaden their understanding of how theatre arises out of, and is embedded within, a given time period. *Prerequisite:* **Foundations I [Perfa 30]** *or consent of instructor. This course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum.*

132 Play in Production (.25, .5 or 1.0)
Quarter, half or full credit is available for participation in theatre mainstage productions and workshop projects as a performer. Open to all interested students; audition and consent of instructor are required to enroll. *This course satisfies the Artistic Understanding (Creative Practice) requirement of the Core Curriculum.*

133 Acting II: Characterization and Scene Study
A continuing exploration of the tools and techniques used to bring a character to life onstage. Emphasis is given to the development of the actor's instrument—body, voice, emotion and imagination—while partner and ensemble exercises build toward the performance of scripted scenes. *Prerequisite:* **Acting I [Perfa 33]** *or consent of instructor. This course satisfies both Artistic Understanding (Analysis and Creative Practice) requirements of the Core Curriculum.*

135 Theatre in Performance: Bay Area Theatre
A critical engagement with current theatre productions and practices. Students attend performances throughout the Bay Area, while studying the contributions made to each production by the playwright, director, designers and actors. *Prerequisite:* **English 5** *or equivalent. This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

136 Theatre: Special Studies
An intensive study of a selected era, genre or movement particularly rich in theatrical significance. Analysis, research and concentrated writing practice are key components of the course. Recent topics have included Modern Theories of Acting, Contemporary Women Playwrights and History of American Musical Theatre. May be repeated as content changes. *Prerequisite:* **Foundations II [Perfa 130]** *or consent of instructor. This course satisfies the Writing in the Disciplines requirement of the Core Curriculum.*

137-1 Acting III (.5)
Students learn advanced performance skills through focused work on topics such as: Shakespearean scene study; heightened and stylized genres (contemporary tragedy, theatre of the absurd); and the challenges of period style. May be repeated for credit as topics vary. *Prerequisites:* **Acting I [Perfa 33]** *and* **Acting II [Perfa 133]** *or consent of instructor.*

137-2 Acting III Lab (.5)
Acting III students co-enroll in this required lab.

138 Portfolio Preparation (.25)
Through peer and faculty feedback, students receive assistance in preparing for their required portfolio review forum at the end of the senior year. Topics addressed include preparing an artist's statement, organizing an e-portfolio, and crafting written reflections. Normally taken in the spring of the junior year, this course is a requirement both for theatre majors and theatre scholarship students, whether majors or minors.

152 Making Theatre: One Act Plays (1.0 or .25)
This course creates opportunities to act, direct, dramaturg, design and/or serve as stage crew in an evening-length program of short plays. Students receive individual mentoring and production support, while working as part of a creative ensemble to bring a script from the page to public performance. For full-credit students, a weekly roundtable (with assigned readings and a research project) deepens the studio-based investigations of rehearsals. The course culminates in an annual festival of one-act plays, performed for a campus audience. Open to all interested students; an audition or interview is required. *This course satisfies the Artistic Understanding (Creative Practice) requirement of the Core Curriculum.*

161 Theatre and American Cultures (Multicultural Performance)
By studying the contributions of theatre and performance artists, this course addresses the shared cultural legacies of the United States. The theory of intersectionality is used to examine the ways that gender, sexual orientation, race, class, religious affiliation, and physical ability impact individual and collective identities. While increasing their awareness of major contemporary artists, students also use theoretical models from dance/movement/spoken work composition to explore family histories and individual experiences. *Prerequisites: Sophomore standing.*

162 Directing for the Stage
This course offers an experiential investigation of the art of directing for the stage. The focus is on the development of such skills as composition and the use of theatrical space; picturization and stage imagery; dramaturgy and historical research; and script analysis and textual interpretation. Students also gain experience in developing of a production concept, casting, collaboration and communication, ensemble development, and the creation of "style." The course asks students to think as directors and to bring diverse aspects of their own identities to the work. *Prerequisites:* **Perceiving the Performing Arts [Perfa 1]**, **Acting I [Perfa 33]** *or* **Foundations I [Perfa 30]** *or consent of instructor.*

THEATRE: DESIGN AND TECHNICAL THEATRE

42 Introduction to Technical Theatre (.5)
This course is for students with little or no prior experience in technical theatre. In it, students learn the basics of the theatrical production process, including: roles of the production process; basics of tool use and scene shop safety; introduction to carpentry and stagecraft; basics of electrics, sound and costume/wardrobe; and fundamentals of working on a stage crew. In addition to weekly class meetings, students have assigned readings, and hands-on assignments to be completed during lab hours, addressing each of the areas noted above. *This course satisfies the Artistic Understanding (Creative Practice) requirement of the Core Curriculum.*

47 Technical Theatre/Design Lab (.25)
An introductory hands-on training in specific technical theatre/design skills: for example, Lighting Lab, Scenic Painting, Stage Makeup, Historical Periods and Styles, and Professional Issues. May be repeated for credit as topic varies. *This course satisfies the Artistic Understanding (Creative Practice) requirement of the Core Curriculum.*

48 Stagecraft (.5)
Students learn the fundamentals of stagecraft from the first design meetings to the closing of a show, with emphasis on the responsibilities of each member of the production staff. Instruction is given in the use of theatrical equipment, and both hand and power tools, as lab hours are spent building sets and props for a mainstage production.

140 Stage Management (.5)
A course in the responsibilities and functions of a stage manager, from the first rehearsal through opening night and beyond. Students develop the skills to run a show in an efficient and positive manner. *Prerequisite:* **Perfa 42** *or* **Perfa 48.**

142 Theatre Production Practicum (.25, .5 or 1.0)
Full or partial course credit is available for participation in the technical support of Performing Arts productions and events. Students will be introduced to elements of stage carpentry, lighting, costuming, marketing, or front of house. All enrolled students will also serve as members of the backstage crew for one or more Performing Arts productions. Required for majors and minors, but open to all interested students. *Prerequisite:* **Introduction to Technical Theatre [Perfa 42]** *or* **Stagecraft [Perfa 48]** *(concurrent enrollment acceptable); or demonstrated production experience with permission of instructor. This course satisfies the Artistic Understanding (Creative Practice) requirement of the Core Curriculum.*

143 Production Management for Dance (.25)
In this course students are taught the basics of dance production from the point of view of producer and production manager. The main objective is to give choreographers the tools to produce their own concerts. From selecting a venue to writing a press release, students will not only fully produce and manage the fall dance concert but will also be prepared to put forward their own work after graduation. Open to all interested students.

144 Lighting Design for Dance (.25)
In this course students learn the basics of lighting technology and design for dance. The main objective of the course is to give choreographers a vocabulary for communicating with designers, stage managers, and production crews. By the end of the semester, students will be able to light the work of other choreographers as well as their own, and will develop all designs for the fall mainstage dance concert. Open to all interested students.

147 Costume Design (.5)
A concentrated study of costume design for the theatre. Students in this course explore costume design as a visual language, comprised of character traits, color, silhouette and sociological cues. Special focus is placed on play analysis, concept development, and visual communication skills. *Prerequisite:* **Masterpieces: Western Drama [Perfa 35]** *or* **Masterpieces: Modern Drama [Perfa 36]** *or permission of instructor.*

148 Stage Lighting Design (.5)
A concentrated study of lighting for the theatre. Students in this course explore lighting design as a visual language, while also learning about the technology of stage lighting. Special focus is placed on the development of a design concept and a light plot through parallel processes. *Prerequisite:* **Stagecraft [Perfa 48]** *or* **Introduction to Technical Theatre [Perfa 42].**

149 Scenic Design (.5)
A concentrated study of scenic design for the theatre. Students dive deeply into the design process, taking a single play from concept to completed model during the semester. Special focus is placed on the creative process, visual research, model building, and development of the ground plan. *Prerequisite:* **Masterpieces: Western Drama [Perfa 35]** *or* **Masterpieces: Modern Drama [Perfa 36]** *or permission of instructor.*

PHILOSOPHY

The Department of Philosophy provides an opportunity for every student to continue, in more structured, critical terms, the spontaneous inquiry into basic questions man has raised from the beginning of time—questions about himself, about God, about the world in which he lives, and the way in which he ought to live.

The word "philosophy" itself, love of wisdom, indicates that the search is not concerned with superficial explanations, but probes beyond appearances for fundamental principles and causes.

Hence courses are offered not only to satisfy a major but also to provide an opportunity for students who are interested in a closer examination of one or more areas of philosophical inquiry as a worthwhile supplement and broadening factor to their specialized field of study.

FACULTY

Wayne H. Harter, Ph.D., *Associate Professor, Chair*
Patrick Downey, Ph.D., *Professor*
Steven Cortright, M.A., *Professor*
Deepak Sawhney, Ph.D., *Associate Professor*

LEARNING OUTCOMES

The Philosophy Department seeks to cultivate a unique virtue in its students and faculty. This intellectual virtue we have called the Philosophical Habit of Mind. It consists, at least, of the following abilities:

- An ability to situate oneself in the Western philosophical tradition of ethical and metaphysical questions and reasoning.
- An ability to account to oneself and to others for the bases of one's actions.
- An ability to reckon with the consequences of one's own and other's practical reasoning in various contexts, both personal and political.
- An ability to raise metaphysical questions in various concrete, lived, literary and political contexts.
- An ability to distinguish and relate the architectonic questions of metaphysics from and to the specialized questions of the sciences and other disciplines.
- An ability to discern the interconnection between various modes of ethical and political reflection and distinct metaphysical positions.
- An ability to pose to oneself the questions raised by the claims of the Christian faith on one's own ethical and metaphysical reasoning.
- An ability to read new or contemporary works in the ongoing tradition of dialectical philosophy with all these abilities at one's disposal.

JOHN F. HENNING INSTITUTE

The Department of Philosophy hosts the John F. Henning Institute, a center for the study of Catholic social thought, with special emphasis on the question of human work and its centrality to the common good. Students are invited to take part in the institute's program of academic conferences and lectures, publications and seminars.

MAJOR REQUIREMENTS

LOWER DIVISION
Philosophy 10 or **11** is required of all students.

UPPER DIVISION
The major in philosophy requires eight upper-division courses. The **130-131** and **135-136** sequences are required of all majors. In addition, all majors elect at least one course from **Philosophical Topics: 108, 109, 110, 111, 113, 114, 115, 116, 117, 118, 120, 133, 134, 161,** and from **Authors/Schools: 160, 170, 172, 174, 176, 178,** and elect one further course from either category or undertake an approved **197 Special Study** or **199 Honors** course. In the senior year, candidates for the degree undertake an approved **196/198 Senior Thesis.**

Majors planning graduate study are advised to take French or German (for study in modern philosophy), Latin (for study in medieval philosophy), or Greek and Latin (for study in classical philosophy).

MINOR REQUIREMENTS

The minor in philosophy requires one lower- (**10** or **11**), and four upper-division courses (the **130-131** sequence or the **135-136** sequence), and one course from each of the categories, Philosophical Topics and Authors/Schools).

PREREQUISITE GRADE
Any course listed in this department with a prerequisite assumes a grade of C– or better in the prerequisite course.

C O U R S E S

LOWER DIVISION

5 Practical Logic
A course in the analysis and evaluation of everyday arguments. Recognition of patterns of argumentation, fallacies and ambiguities in English is stressed. This course aims primarily at refining and disciplining the student's natural ability to think critically. May not be counted for major credit.

10 Plato and Philosophical Inquiry
Study of Plato's *Republic* or of selected Platonic Dialogues with a view to such questions as: What is philosophy? What is the act of philosophical inquiry? What makes for a philosophical question, or for a philosophical answer? *This course satisfies the Common Good requirement of the Core Curriculum.*

11 Aristotle and Philosophical Method
Study of selected texts of Aristotle with a view to such questions as: What are the objects and associated methods of philosophical inquiry? Are there distinct kinds or divisions of philosophy? In what sense or senses may philosophy qualify as science? *This course satisfies the Common Good requirement of the Core Curriculum.*

UPPER DIVISION

PHILOSOPHICAL TOPICS

110 Philosophy of Religion
A phenomenological study of man that seeks to discover the essential structure of the human phenomenon of religion through its various manifestations. Consideration is given to the ultimate meaning of human existence and those common principles rooted in man that give rise to religion. The orientation of the course is philosophical and considers religion as involving both man and God. *This course satisfies the Theological Understanding (Explorations) requirement of the Core Curriculum.*

111 Philosophy of Art
An analysis of doing and making, of truth, good, beauty, the visible and invisible, of figure and finality, as these reveal the intellectual and spiritual universes disclosed by painters, sculptors, poets, etc. *This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

113 Contemporary Problems in Ethics
A study of the ethical aspects of such contemporary problems as personal freedom, personal rights, civil disobedience and situation ethics.

114 Philosophy of Law
A study of the philosophy of law from Sophocles' *Antigone* through the great thinkers of the Middle Ages, giving particular attention to the notion of natural law of Thomas Aquinas.

115 Modern Legal Philosophy
The philosophy of law from Thomas Hobbes and John Locke to Marxism and contemporary legal positivism.

116 Political Philosophy
An investigation of the philosophical development of the notion of the "state," "man's relationship to the state," and "forms of government."

117 Philosophy of Nature
Raises the question of the possibility of a knowledge of nature that is independent of the quantification and mathematical methods of the "physical" sciences.

118 Theory of Knowledge
A study of the human approach to the nature of being, through an analysis of the works of Sartre, Descartes, Kant, Hegel, Aristotle and Thomas Aquinas. Particular emphasis on the philosophical method and the practice of reflection.

120 The Bible and Philosophy
An investigation of interpretative principles in general and the specific issues that arise from interpreting the Bible in the normative context of the Catholic Church. *This course satisfies the Theological Understanding (Christian Foundations) requirement of the Core Curriculum.*

130-131 Ethics
An investigation of the difference between good and evil and between virtue and vice; of the relationship of virtue to choice, to knowledge, to power, to pleasure, to happiness; of the relationship of the human person to God, to nature, to society; of the relationship of responsibility to freedom and necessity. Texts include Plato and Aristotle, the Bible, and Aquinas (**130**) and Machiavelli, Hobbes, Locke, Rousseau, Hegel, Kant and Nietzsche (**131**). *The first course,* **Philosophy 130,** *satisfies the Theological Understanding (Explorations) requirement and the Common Good requirement of the Core Curriculum.*

133 The Art of Logic
A study of classical logic with reference to primary texts. Logic is approached as the art of attending to and refining the acts of the discursive intellect—definition, predication, and argument (reasoning—in its coming to know). Among the major topics considered: signification, categories, predicables, categorical and complex propositions, syllogistic, induction, formal and informal fallacies.

135-136 Metaphysics
A study, through close reading, discussing and writing, of "metaphysical" texts of (**135**) Plato and Aristotle (and, through them, of Parmenides and Heraclitus); and (**136**) of Thomas Aquinas and Hegel (with some attention, as time permits and inclination prompts, to texts of one or more of the following: Descartes, Kant, Wittgenstein, Heidegger).

161 Philosophy of History
A study of the various "philosophies" of history from Augustine, through Vico, Hegel Marx and Löwith.

AUTHORS AND SCHOOLS

160 A Critical Reading of the Principal Works of a Single Major Author or School of Philosophy
Such philosophers will be chosen as Plato, Aristotle, Thomas Aquinas, Descartes, Hume, Kant, Hegel and Heidegger. A "school" of philosophy, e.g., Empiricism, Rationalism, Idealism, is offered from time to time. May be repeated for credit as content varies.

170 Contemporary Philosophy
A study of a major philosopher or "school" of the contemporary period. Course may be repeated for credit as content varies.

172 Existentialism
Readings and discussions of some of the principal existential philosophers of the Continent, such as Kierkegaard, Camus, Sartre and Heidegger.

174 Greek Philosophy
A study of the full range of Greek philosophical thought from its pre-Socratic origins to its Neoplatonic conclusion. Platonic, Aristotelian, Cynic, Sceptic, Stoic and Epicurean Schools are examined through their texts, in historical context and evolution.

176 Medieval Philosophers
A consideration of the metaphysical and world view of major philosophers of the medieval period such as Saint Augustine and Thomas Aquinas. Course may be repeated for credit as content varies.

178 Renaissance Philosophers
A survey of major thinkers and artists from early 14th century to 16th century. The concern will be with questions of God, man and the world, and the contrast of the world of the Middle Ages and the beginning of the modern world.

196 Senior Thesis/198 Senior Thesis – Honors
Candidates for the degree arrange, in the fall or spring of the senior year, a program of reading and research on a topic in modern/contemporary philosophy under a department director, and compose a lengthy senior thesis, which is presented publicly at a departmental meeting. Directions for proposing the thesis and a catalog of library resources are available from the chair.

197 Special Study
An independent study or research course for students whose needs are not met by the regular course offerings of the department. *Permission of the department chair and instructor required.*

199 Special Study – Honors
An independent study or research course for upper-division majors with a B average in philosophy. *Permission of the department chair and instructor required.*

PHYSICS AND ASTRONOMY

Physics in this century has become a complex endeavor reflecting many centuries of experimentation and theory. It is an enterprise conducted by men and women who are stimulated by hopes and purposes that are universal: to understand and describe nature in its most elementary form. Physics and astronomy courses train students to carefully observe physical phenomena and to interpret the phenomena using synthesis, mathematical modeling and analysis. These methods represent a way of knowing that is central to the scientific method. The department is dedicated to teaching students with majors in science as well as general science education in the liberal arts tradition.

FACULTY
Jessica C. Kintner, Ph.D., *Professor*
Ronald P. Olowin, Ph.D., *Professor*
Chris M. Ray, Ph.D., *Professor*
Mari-Anne M. Rosario, Ph.D., *Professor, Chair*
John Waddell, M.S., *Associate Professor, Emeritus*
Roy J. Wensley, Ph.D., *Professor*

LEARNING OUTCOMES
Students who graduate with a major in physics will be able to analyze complex and subtle physical phenomena and systems. The successful student will be able to identify the physical and mathematical principles relevant to a system—even principles that are addressed in separate courses and disciplines. Using the principles they identify, students will be able to carry out the necessary analysis and synthesis to model the system accurately, and will be able to effectively communicate their results.

MAJOR REQUIREMENTS

BACHELOR OF SCIENCE
The bachelor in science (B.S.) degree in physics is designed for students who wish to pursue careers or graduate study in scientific and technically intensive fields.

LOWER DIVISION
Physics 1, 2 (lab), **3, 4** (lab), and **60**
Math 27, 38, and **39**

UPPER DIVISION
Physics 102, 105, 110, 115, 125, 181, and three elective upper division physics courses, and **Math 134.**

BACHELOR OF ARTS
The bachelor of arts (B.A.) degree provides students the flexibility to pursue additional academic interests, such as undertaking a minor, completing courses for medical school, or preparing for law school.

LOWER DIVISION
Physics 1, 2 (lab), **3, 4** (lab), and **60**
Math 27, 38, and **39**

UPPER DIVISION
Physics 102, 105, 110, 115, 125, 181, and two elective upper-division physics courses.

MINOR REQUIREMENTS

Physics 1, 2 (lab), **3, 4** (lab), and **60; Mathematics 27, 38,** and **39;** and three elective upper-division physics courses.

PREREQUISITE GRADE
Any course listed in this department with a prerequisite assumes a grade of C– or better in the prerequisite course.

COURSES

LOWER DIVISION

1 Introduction to Physics I
This course is the first in a two-part sequence and is designed for students majoring in physics, chemistry and mathematics, and for students preparing for an engineering program. The sequence introduces students to topics in Newtonian mechanics, vibrations and oscillations, waves and sound, thermodynamics, electricity, magnetism, simple circuits and optics (geometrical and wave). Four lectures weekly. Concurrent enrollment in **Physics 2 (lab)** is required. *Prerequisite:* **Math 27** *(may be taken concurrently). This course satisfies the Scientific Understanding requirement of the Core Curriculum.*

2 Introduction to Physics I Laboratory (.25)
Students gain hands-on experience with the topics discussed in **Physics I.** Additionally, students are introduced to methods of experimentation in physics including good measurement techniques, simple data analysis and scientific writing. Concurrent enrollment in **Physics I** is required. *Laboratory fee required.*

3 Introduction to Physics II
Continuation of **Physics I.** Four lectures weekly. Concurrent enrollment in **Physics 4 (lab)** is required. *Prerequisites:* **Physics I** *and* **Math 38** *(may be taken concurrently).*

4 Introduction to Physics II Laboratory (.25)
Students explore the concepts of **Physics 3** in a laboratory setting. Concurrent enrollment in **Physics 3** is required. *Laboratory fee required.*

10 General Physics I
This course is the first in a two-part sequence. The sequence introduces the student to the conceptual framework of physics, and the phenomenology of mechanics, fluids, waves, thermal physics, electricity, magnetism, optics and modern physics. In comparison with the Introduction to Physics sequence this course chooses breadth over depth, and is expected to be more suited to needs of life science students. Three lecture hours and one lab per week. *Laboratory fee required. Prerequisite:* **Math 27.**

11 General Physics II
Continuation of **Physics 10.** Three lecture hours and one lab per week. *Laboratory fee required. Prerequisite:* **Physics 10.**

40 Revolutions in Science
This course is intended to introduce the methods and ideas of science. Students gain an appreciation for the scientific "way of knowing" by learning how phenomena in nature are observed and catalogued, and how general principles are deduced from observations. Concurrent enrollment in **Physics 41** is required. *This course satisfies the Scientific Understanding requirement of the Core Curriculum.*

41 Revolutions in Science Laboratory
Laboratory to accompany **Physics 40.** Must be taken concurrently with that course. Meets every other week. *Laboratory fee required.*

60 Modern Physics
The discoveries and methods of physics developed in the 20th century will be studied. Relativity, quantum mechanics, and statistical physics are the main topics. Applications including molecular, condensed matter, nuclear and particle physics are stressed. *Prerequisite:* **Physics 3.**

90 Introduction to Astronomy
This introductory course presents a comprehensive and balanced view of what is known about the heavens. Aimed at the non-specialist, the course gives a description of astronomical phenomena using the laws of physics. The course treats many standard topics including planets, stars and galaxies to more esoteric questions concerning the origin of the universe and the search for extraterrestrial intelligence. *Prerequisites: One year each of high school algebra I, II and geometry. Concurrent enrollment in* **Physics 91** *is required. This course satisfies the Scientific Understanding requirement of the Core Curriculum.*

91 Astronomy Laboratory (.25)
Laboratory to accompany **Physics 90.** Exercises include experiments in a laboratory setting, nighttime observations using the campus observatory and telescopes, and trips to local observatories and planetariums. *Laboratory fee required.*

UPPER DIVISION

Physics 3 *and* **Math 39** *are prerequisites for all upper-division physics courses.*

102 Computational Physics
This course will be an introduction to the use of computational techniques to understand physical systems that are unapproachable via analytical methods. The class will also be an introduction to effective programming in Matlab. Topics will include applications of numerical integration, numerical solutions to transcendental equations, ordinary differential equations and partial differential equations, and the use of Fourier analysis.

105 Analytical Mechanics
This course covers the principles of particle dynamics. Topics include rigid body dynamics, Lagrange's equations, Hamilton's principle, wave propagation, and normal modes of vibration in oscillating systems.

110 Electricity and Magnetism
Electrical and magnetic concepts are studied using static and dynamical field concepts. Maxwell's equations are emphasized. Topics include electrostatics, electrodynamics, magnetism and electromagnetic waves.

115 Thermal and Statistical Physics
This course covers the laws of thermodynamics and statistical physics. Topics include temperature, work, heat transfer, entropy, phase transitions, Maxwell's relations, the kinetic theory of gases, partition functions and particle statistics.

125 Quantum Mechanics
Introduction to the theoretical foundations of quantum theory. Using the Schrödinger and Heisenberg formulations of the harmonic oscillator, the hydrogen atom, the theory of quantized angular momentum and scattering are studied. The concepts of Hilbert space, operators, commutation relations and the Heisenberg uncertainty principle are included. *Prerequisites:* **Mathematics 134** *and* **Physics 60.**

140 Special Topics in Advanced Physics
Focus on variable topics such as particle physics, solid state physics, and optics. May be repeated for credit as content varies.

170 Astrophysics
A study of the internal constitution of stars and stellar systems from the point of view of atomic and nuclear physics. The basic equations of Saha and Boltzman are used to solve the appearance of observed stellar spectra and the differential equations of continuity and state to interpret the physical properties of stellar structures.

173 Cosmology
Using a historical approach, this course studies how humankind has come to understand the origin and structure of the universe. The course begins with studies of ancient cosmologies, such as those from Egypt, Ancient Greece, Pre-Columbian America and the Orient. This sets the stage for the revolution in understanding brought about by Copernicus, Kepler, Galileo and Newton. This fascinating journey is carried through to the present by studying modern astrophysics including topics such as relativity, black holes, stellar evolution and the Big Bang.

180 Experiments in Modern Physics
Students discuss and perform the experiments that demonstrate and investigate the principles of 20th-century physics. Experimental topics include the photoelectric effect, the Franck-Hertz experiment, x-ray diffraction, solid state materials, nuclear spectroscopy and holography. This course meets for two laboratory sessions and one lecture session each week. Laboratory fee required. *Prerequisite:* **Physics 60.**

181 Electronics and Instrumentation
Students study the properties of various circuit components and use them in scientific applications. Topics include linear DC and AC circuits, diodes, transistors, operational amplifiers and photoelectronic devices. Meets for two laboratory sessions and one lecture session each week. *Laboratory fee required. This course satisfies the Writing in the Disciplines requirement of the Core Curriculum.*

185 Observational Astronomy and Astrophysics
A laboratory course based on the attempt to model, simulate and interpret observational data derived from astronomical observations. Included are interpretations of stellar photographs and spectra, measurements of various stellar parameters and quantities that give rise to our understanding of stars as physical systems. *Laboratory fee required.*

196 Senior Essay (.25)
Independent study of a topic beyond the common course content. Open only to majors in the spring term of their junior year or fall term of their senior year. The essay is evaluated by a committee consisting of the faculty supervisor and two other faculty chosen in consultation with the student. *Permission of the department chair is required.*

197 Special Study
Independent study or research of topics not covered in listed courses. *Permission of the department chair is required.*

199 Special Study – Honors
Independent study or research for majors with at least a B average in physics. *Permission of the department chair is required.*

POLITICS

The politics major is designed to provide a systematic understanding of political power, political processes and political institutions, both in the United States and the world at large. Politics majors gain insight into public affairs; improve their conceptual, analytical, critical and communication skills; and explore normative questions concerning the relation of individuals to governments and of governments to one another. The curriculum offers courses in four fields: American government, political theory, international relations, and comparative politics. The department advises students to divide their work among the four fields, although a concentrated major may be advised in a particular case. The department also recommends substantial coursework in related disciplines such as economics, history, communication or philosophy.

The politics major provides a liberal arts education that fosters responsible civic engagement and an appreciation of diverse political cultures and identities. It prepares students for fulfilling careers in government service, international affairs, education, journalism, community service and business. It also serves the needs of students who seek postgraduate education in political science, the law, public policy and international studies. Students seeking a career in the legal profession will find that the Politics Department's law-related courses will prepare them with a broad background and specific tools with which to undertake their legal education. See also the Law and Society minor, described below.

Students who expect to pursue graduate study in politics should note that knowledge of foreign languages and/or quantitative reasoning is usually required for a graduate degree. Knowledge of world languages is also particularly important for careers in international affairs. Department faculty advisors assist students in the selection of appropriate courses.

The department participates in several off-campus programs that allow students to combine study with practical experience in public life. Students may arrange to receive academic credit for internships with local agencies, officials or political groups. Students interested in American politics can spend a semester studying at American University in Washington, D.C., which includes an internship with a government agency or interest group.

FACULTY

Ronald Ahnen, Ph.D., *Associate Professor, Chair*
Hisham Ahmed, Ph.D., *Professor*
Patrizia Longo, Ph.D., *Professor*
Stephen Sloane, Ph.D., *Associate Professor Emeritus*
Melinda R. Thomas, J.D., *Associate Professor*
Susan C. Weissman, Ph.D., *Professor*
Steven Woolpert, Ph.D., *Professor*

LEARNING OUTCOMES

Students who graduate with a politics major will be able to:

- DEMONSTRATE knowledge of institutions, principles and theories of American constitutional democracy.
- DEMONSTRATE substantive knowledge of: a) political theory and structure, b) dynamics of political conflict, and c) historical and cultural contexts of political events.
- PRODUCE clear and effective analysis of significant political issues.
- DEMONSTRATE understanding of, and proficiency in, use of research techniques relevant to political science issues.
- DEVELOP a commitment to civic engagement.

MAJOR REQUIREMENTS (13 COURSES)

The Politics major consists of 13 courses.

LOWER DIVISION
Politics 1, 2, 3, 4

UPPER DIVISION
Politics 100 (students are advised to take **Poltics 100** in their sophomore year). One course in American politics, one course in political theory, one course in international politics, and one course in comparative politics to be selected only from the corresponding lists below. In addition, students must take any four additional politics courses.

Group I American Politics: **101, 102, 103, 104, 105, 106, 107, 108, 109, 110 A/B, 130, 131, 133,135, 136**
Group II Political Theory: **111, 112, 113, 114, 115, 116, 117**
Group III International Politics: **120, 121, 122, 123, 124, 125, 126/127, 128, 129**
Group IV Comparative Politics: **140 A/B, 141, 143, 144, 145, 146, 147, 148, 149**

The department faculty recommend that students taking an upper-division course in comparative politics complete **Politics 1** first; for international politics, **Politics 4** is recommended first; for American politics, **Politics 2** is recommended first; and for political theory, **Politics 3** is recommended first.

MINOR REQUIREMENTS (6 COURSES)

The minor in politics requires six (6) courses: any two of the four lower-division politics courses (**Politics 1, Politics 2, Politics 3, Politics 4**); and four upper-division politics courses—one course in American politics; one course in comparative politics; one course in international politics; one course in political theory.

PREREQUISITE GRADE
Any course listed in this department with a prerequisite assumes a grade of C– or better in the prerequisite course.

LAW & SOCIETY MINOR (6 COURSES)

See end of Politics section for requirements.

C O U R S E S

LOWER DIVISION

1 Introduction to Comparative Politics
A comparative survey of politics in countries and regions other than the United States. Focus is on political culture and socialization, socio-economic structure and class interests, government institutions and electoral processes, political parties, and major shifts in public policy. Themes of globalization, social justice and democratization are emphasized. Case studies vary, but may include Great Britain, Japan, Russia, Mexico and Nigeria. *This course satisfies the Social, Historical, Cultural Understanding requirement and the Common Good requirement of the Core Curriculum.*

2 Introduction to American Politics
Survey of the principal institutions and processes of the American political system. Topics include constitutional origins and development, political parties, interest groups, elections, Congress, presidency, bureaucracy and the federal courts. Students explore critical questions about how America is governed.

3 Introduction to Political Thought
A survey of the great political ideas and ideologies that have shaped the history of politics. Topics include core political concepts such as liberty, justice and equality, as well as organized belief systems such as liberalism, conservatism and socialism. Students learn to analyze and evaluate political values and to apply them to practical political problems. *This course satisfies the Common Good requirement of the Core Curriculum.*

4 Introduction to International Politics
In this introductory course, we will explore the different theoretical frameworks for the study of international politics. We examine how, why, and where the national interests of some actors collide and those of other actors coalesce.

UPPER DIVISION

100 Writing, Research and Analysis for the Politics Major
Being able to do effective college research, analysis, and writing does not depend solely on skills we are born with—it also involves learned skills that are acquired through practice. This course will help students master these skills and related concepts in a 'building blocks" system that moves from practicing basic skills and concepts to practicing complex skills and concepts. The class is taught in a small-group setting with lots of individual support, and it aims to foster the students' transition from lower division to upper division research, writing and analysis. The course provides insights into all four areas of the politics major by examining such subjects as: the nature of political and legal justice, the legitimate basis of democratic government, gay marriage, conspiracy, terrorism, human rights, immigration, government corruption, and the effect of drugs, guns, and money on national and international politics. *This course satisfies the Writing in the Disciplines requirement of the Core Curriculum.*

101 State and Urban Politics
Survey of current issues and problems in state and city government. Analysis of the evolutionary nature of such issues and problems through a comparison of the historical and contemporary experiences of cities and states. Topics include the distribution of power in the community; the organization of city government; state executive and legislative processes; and community responses to law enforcement, social welfare, education and taxation. *This course satisfies the American Diversity requirement of the Core Curriculum.*

102 Political Parties and Pressure Groups
An investigation into the theory and practice of political groups. Analysis of the nature of political behavior within and among groups through reading and discussion of classic texts on groups. Topics include the influence of the political environment on group activity; the roles of leaders and followers; the identification and pursuit of group goals; the organization and function of American political parties; and the phenomenon of party loyalty.

103 Elections and Voting Behavior
A study of the electoral process in America with emphases on the organization and conduct of elections, and the behavior of the electorate. Topics include campaign organization, primaries and nominations, the role of the media, the impact of issues and personalities, and electoral realignment. Depending on the year, the course will focus on presidential elections or the midterm congressional elections. **Politics 102** is not a prerequisite for this course.

104 United States Public and Constitutional Law
A study of landmark opinions of the United States Supreme Court in the context of the constitutional and political structures of American democracy. Significant topics of traditional and contemporary concern covered include the tension between authority of the federal government and states' rights, politics of the Supreme Court, issues arising out of the balance or imbalance of powers among branches of government, the right of judicial review, government regulation, and protections and limitations on civil rights. Legal analysis and legal reasoning are taught, as well as case analysis and application. *This course satisfies the Common Good requirement of the Core Curriculum.*

105 Presidency and Congress
An investigation of the institutional and behavioral characteristics of the presidency and the Congress. The course focuses upon the development of the office of the presidency, the nature and scope of presidential power, and the interaction of the presidency with the cabinet, bureaucracy, media, political parties and public opinion. It also considers the operation of the modern Congress through an examination of the committee system, congressional procedures and customs, and the relationship between the representative and the constituency.

106 Politics of Labor
A study of the American labor movement from its early economic militancy through its later political passivity to its renewed vigor amidst unprecedented attack in the present time. Topics include de-industrialization and the transformation of work, the changing gender, ethnic and racial composition of the work force, the plight of immigrants and undocumented workers, and how the employer offensive and labor laws affect unionization. A special feature of this course is a series of speakers from the Labor Movement who address the issues they face.

107 American Legal Institutions
This course addresses what the United States Constitution, courts, judges, attorneys, and scholars tell us about such profoundly complex legal, political, and moral issues as whether California can ban same-sex marriage, whether Arizona can regulate immigration, what the proper and improper role of the court system is in forming public policy, and how political power is distributed in America. We explore the meaning, and the price, of full citizenship in our democratic and pluralist American republic. This course examines the story of how our government and "We the People" have struggled, and still struggle, to fulfill the common good and realize the American dream of liberty and justice for all. *This course satisfies the American Diversity requirement of the Core Curriculum.*

108 CIA and the Intelligence Community
An investigation into the role of the intelligence community in the formulation and conduct of American foreign policy. The course focuses on the Central Intelligence Agency but also considers other members of the intelligence community such as the National Security Agency and the Defense Intelligence Agency. Topics include covert operations, intelligence collection and analysis, counterintelligence, and oversight and control of intelligence activities. *Offered in alternate years.*

109 Topics in American Politics
A detailed analysis of selected problems in American politics involving the investigation of such contemporary issues as campaign reform, morality in politics, executive-legislative relationships, the military in American politics, and legal-political issues of the intelligence apparatus. May be repeated for credit as content varies.

110 Politics of Race (1.25)
An examination of the racial and ethnic dimensions of American politics. Topics include the growing diversity of the American population; government policies on civil rights, affirmative action and immigration; political participation by, and political conflicts among, racial and ethnic groups; and the impact of ethnic and racial subcultures on contemporary politics. Includes Community-Based Research (the equivalent of a lab) (.25 credit). *Offered in alternate years. This course satisfies the American Diversity, the Common Good, and the Community Engagement requirements of the Core Curriculum.*

111 Modern Political Thought
Works by modern masters of political theory from the Protestant reformation up to the contemporary era are discussed. Topics include the theoretical foundations of modern political movements and regimes. Students learn to evaluate and criticize political ideas and gain insight into contemporary political problems. *Offered in alternate years.*

112 American Political Thought
This course seeks to illuminate the philosophical antecedents to the foundations of the American government as well as the thought of the Founders themselves, and concludes with a review of some of the diverse views regarding the American political order. *Offered in alternate years.*

113 Just and Unjust Wars
Ann examination of various religious and secular theoretical approaches to the ethics of war and peace. We study just war theory comparatively including from the Catholic natural law, Jewish, Muslim, Realist, Feminist, and Pacifist traditions. We apply these theories to real instances of current and past uses of military force, while also considering new challenges to the morality of modern warfare including the use of drones, cyberwarfare, and the ethics of the war on terrorism. Offered in alternate years. Not open to freshmen. *This course satisfies the Common Good requirement of the Core Curriculum.*

114 Topics in Political Thought
A detailed investigation of selected problems in political thought. Topics such as freedom, equality, fairness, justice, democracy, authority, and nonviolence are explored. May be repeated for credit as content varies. *Offered in alternate years. This course satisfies the Common Good requirement of the Core Curriculum.*

115 Theories of Justice
The course examines different theories of justice based on concepts such as "fairness," "equal treatment," and "getting one's due." These alternative theories are then applied to contemporary controversies concerning economic, racial, sexual and environmental justice and to current debates about such issues as immigration, euthanasia, abortion, and capital punishment. *This course satisfies the Common Good requirement of the Core Curriculum.*

116 Political Polling and Survey Research
This course explores the theoretical basis of modern empirical methods of investigating political behavior. The course stresses the development of empirical theories of politics through the formation and testing of hypotheses. Emphasis is on the use of survey instruments, polling techniques and data analysis. Throughout the semester, students work in groups to complete a research project for a local nonprofit organization. *This course satisfies the Community Engagement requirement of the Core Curriculum.*

117 Theory of Law
This course examines development of American legal theory from the pre-revolutionary period to the post-modern period. These theories are studied and discussed in the context of key historical developments and United States Supreme Court cases that illustrate historical and practical consequences of various formulations of legal theory. The course focuses on the intersection of law and politics in issues around social justice in America and also teaches the student to develop and apply critical legal analysis in order to understand the role of law and legal theory in American democracy. *Prerequisites:* **Politics 2** *and any two of the following:* **Politics 1, Politics 3,** *or* **Politics 4**. *Offered in alternate years.*

120 International Relations
Although the phenomenon of conflict and war has been the primary focus of international relations, the global political system remains lacking in organization and stability. Interstate violence and involvement of non-state actors and sub-state actors in armed conflict seems to be on the rise. On the other hand, attempts at political, economic, social, and environmental co-operation among states also continue, albeit at a slower pace. The course addresses this complex and mixed nature of modern international relations. The course examines schools of thought that have impacted analysis of international relations, including realism, liberalism, constructivism and feminism. The course explores theoretical frameworks of international relations in an attempt to understand how, why, and where the national interests of some actors collide and others coalesce.

121 Governing the Global Economy
This course addresses the growing integration of national economies and financial systems worldwide and its consequence for national political institutions, policymaking, sovereignty and democracy. The course will focus on the evolution of international trade theory and policies since 1945, trends in foreign direct investment and the "securitization" revolution in international finance, and the evolution of transnational institutions (WTO, World Bank, IMF, etc.) and free trade mega-blocs (NAFTA-CAFTA, EU, etc.). Special focus is given to current and recent international financial crises and the impact of globalization on U.S. domestic economic policy, economic growth, income distribution, and the evolution of the corporate form of business. The course concludes with a review of the different responses and challenges to global economic integration today by environmentalist, worker-union, and other grass-roots civil society-based organizations.

122 Topics in International Politics
A detailed analysis of selected problems in international politics, involving case studies of major geographical regions such as Western Europe, Southeast Asia and the Middle East, together with a critical examination of the influence of contemporary ideologies on the behavior of nation states. May be repeated for credit as content varies. *Offered in alternate years.*

123 American Foreign Policy
An investigation of United States foreign policy since WWII. Consideration of current political, economic, social and ecological problems that challenge the direction of foreign policy in the post-cold war world, with special attention paid to examining political and military policy priorities post 9-11-2001. Topics include military intervention, eco and cyber threats, empire and decline, and the changing role of the US in the world.

124 Defense Policy
The course examines U.S. national security policy objectives, the military strategies and institutions that have been designed to achieve these objectives and the defense capabilities that can be used to accomplish political and economic goals. The focus of readings and class discussion is on the following topics: the international environment as the setting for the making of American defense policy; the evolution of U.S. strategy; World War II, the Korean War and Vietnam as case studies; arms control; the institutional structure and processes of defense policy; military professionalism; reform and appraisal.

125 Human Rights
Three main areas of human rights are examined: 1) human rights theory and the philosophical foundation of human rights, 2) the international institutions, international law, and regional mechanisms for protecting rights, 3) an overview of major empirical theories of rights, identifying economic, political, and social factors and actors that shape present-day human rights conditions. *This course satisfies the Common Good and Social, Historical, and Cultural Understanding requirements of the Core Curriculum.*

126 Food Politics
Food is not just food, and this course is not just about food. We all connect with food: it is a great catalyst, a starting point for exploring many kinds of issues—from changing agricultural practices to shifting patterns of consumption. We not only grow, make and buy food; it also shapes us—physically, personally, and culturally. We will examine why something as innocuous as choosing certain foods can be a political act with global consequences. We will cover the major influences on the food system in terms of globalization, McDonaldization and agribusiness by focusing on world hunger, the environment, the development of genetically modified foods and the power of supermarkets in the food commodity chain. *Offered in alternate years. This course satisfies the Community Engagement requirement and the Common Good requirement of the Core Curriculum.*

127 Field Work for POL 126: Food Politics (.25)
This course is a Community-based research course. The students engage with food justice grassroots organizations such as the Urban Farmers outside of class (this is equivalent of a lab in a science class). Students must enroll in both **Politics 126** and **127,** and receive 1.25 course credit.

128 Dynamics of Terrorism
This course intends to investigate the different meanings and definitions of terrorism. A good portion of the course will be devoted to understanding ideological, social, cultural, economic, and religious causes of terrorism. In addition, several case studies will be analyzed, inasmuch as they pertain to acts of terrorism committed by non-state actors and groups, as well as those that are state-sponsored.

129 Politics of Developing Countries
This course is expected to provide a better understanding of the complex array of developing countries of the world. More specifically, this course will look at the political history, successes and setbacks of several countries and regions which can be classified as developing, so as to be better equipped to understand the cultures of the peoples and the prospects of development for some of the political systems.

130 Introduction to Public Administration
An examination and analysis of public organizations, agencies, and departments that implement the laws and policies of political bodies at the federal as well as state and local level. Case studies dealing with the role of organizations ranging from the Washington DC bureaucracy to those that manage the activities of local cities and towns will be studied and discussed.

131 Politics of Imprisonment
An examination of the factors behind the prison boom of the last decodes and its timid retraction. This course integrates academic studies on incarceration with tours of incarcerating institutions (San Quentin State Prison, a county jail, and a juvenile justice center) and direct interaction with present and formerly incarcerated individuals, criminal justice professionals, and activists working for prisoner rights. Major themes include the relation of incarceration to race, poverty, gender, and the links between government policy, for-profit businesses, and human rights organizations. Offered in alternate years. Course is not open to freshmen. Course fee $40.

135 Environmental Politics
A political analysis of environmental problems such as pollution, energy shortages, population growth, climate change and the destruction of wilderness areas. Public policies to address these problems both here and in other countries are examined. Ethical aspects of environmental issues are explored.

136 Environmental Law and Regulation
Examination of alternative legal mechanisms for protecting the environment. Topics include environmental torts and remedies; environmental criminal law; private property rights and the "public trust" doctrine; administrative regulations and standards; economic incentive statuses; federal vs. state environmental jurisdiction; and international environmental agreements.

140 Gender Politics A/B (1.25)
A study of the social, economic, political and legal status of women in contemporary America and in other countries. The course examines the dynamic changes taking place in the relationship between women and men. Topics include the history of women's liberation movements, contemporary battles on workplace equality, parental leave, equal pay, reproductive justice, etc. Includes Community-Based Research (the equivalent of a lab). (.25 credit). *Offered in alternate years. This course satisfies the Community Engagement requirement of the Core Curriculum.*

141 Contemporary Revolutions
A comparative study of successful and failed revolutions of the 20th Century, examining revolutionary theory and the debates between revolutionaries. 21st Century revolutionary processes (the Arab Spring uprisings, revolts, protests and occupations of public spaces throughout Southern Europe, the US, Brazil, Turkey and beyond) are also considered. Using primary texts, students read the theorists and practitioners of each revolution studied, exploring the causes of social conflict and the way rebellions, riots and insurrections can turn into revolutions.

143 Middle East Politics
An introductory comparative politics course in the Middle East, the course analyzes such specific problems as the role of the military, the process of modernization, the impact of state proliferation, and the consequences of socioeconomic disparities resulting from the influx of oil wealth. In addition to providing a brief survey of major historical developments since World War I and their impact on current issues, the course examines intra-Arab and Israeli-Arab conflicts. *Offered in alternate years. This course satisfies the Global Perspectives requirement of the Core Curriculum.*

144 Asian Politics
A survey of political systems in northeast Asia (including China, Japan, Korean peninsula) and southeast Asia (including Vietnam, Indonesia, Philippines). Emphasis on modern history, economic development, democratization, political culture and international relations. *Offered in alternate years.*

145 Latin American Politics
An examination of the historical evolution and present state of political systems in Mexico, Central America and Southern Cone countries. Alternative theoretical explanations of democratization, democratic consolidation, and the links between public policy and socio-economic development are emphasized. Major themes of the course include measuring and explaining the quality of democratic governance, institutional variations, social justice, human rights, ideologies and US policy toward the region. *Offered in alternate years. This course satisfies the Common Good and Social, Historical, and Cultural Understanding requirements of the Core Curriculum.*

146 West European Politics
Examination of politics, institutions, ideologies, patterns of stability and change in selected countries such as Great Britain, France and Germany. Theory of comparative studies. *Offered in alternate years.*

147 Russian Politics from Lenin to Putin
A survey of the historical, political, social and economic development, disintegration and demise of the Soviet Union, from the revolution to the present, taking an interdisciplinary and theoretical approach. Examining the problems confronting post-Soviet development, the course asks the question, "What was the USSR, what became of it, and what is Russia today?"

148 East European Politics
East Europeans have lived through all the great 'isms' of the last century, ending up with post-soviet, global neo-liberal capitalism today. The course focuses on the creation and evolution of the Soviet bloc, the attempts at reform in Eastern Europe, looking at case histories of Hungary, Poland, the former Czechoslovakia and Yugoslavia, the absorption of East Germany by West Germany, and the process of integration into the world economy. Topical issues raised by ongoing changes are explored in some detail.

149 Topics in Comparative Politics
Examination of political systems not covered in other courses, investigating selected areas such as African, Canadian, or Pacific Rim countries. May be repeated for credit as content varies.

190 Social Justice Speakers Series (.25)
This quarter-credit course focuses on different aspects of social justice in conjunction with the "social justice speakers" who are invited to speak on our campus. The course helps the students explore the topics presented by the speakers through pertinent readings and follow-up written responses and reflections.

191 Remembrance and Resistance (.25)
This quarter-credit course is offered in conjunction with a trip to Fort Benning, Georgia, to participate in the vigil that remembers victims of human rights atrocities in Latin America and to protest against training that may induce Latin American military officers to commit such atrocities. Requires six weekly discussion sessions and participation in the vigil and protest during the third weekend of November.

195 Internship in Government
Offers the student the opportunity to earn credit while learning about the day-to-day functioning of government by working part-time in the office of a government agency or elected official. Internships in local, state and federal offices may be arranged to fit the interests of the student. Student must be in good academic standing.

196 Capstone Course (.25 credit)
This course in the Politics Department provides students the opportunity to demonstrate their mastery of political research and analysis. The final outcome is a senior thesis (15–20 pages) that contributes to new political knowledge and understanding. Topic areas vary by instructor according to the major subfields of the discipline: American Politics, Political Theory, International Politics, and Comparative Politics. *Prerequisites: The student must have completed at least three of the Introduction to Politics courses (***Politics1, 2, 3,** *and* **4***), at least 3 upper- division politics electives, and have senior status.*

197 Special Study
An independent study or research course for students whose needs are not met by the regular course offerings of the department. *Permission of instructor and department chairperson required.*

199 Honors-Special Study
An independent study or research course for upper-division majors with a B average in government. *Permission of the instructor and department chair required.*

LAW & SOCIETY MINOR

The Law & Society Minor is an interdisciplinary approach to the study of law and its impact on society. It is designed for students who wish to study how social forces influence the legal system and how the law affects society. The Law & Society minor is open to all undergraduates. Offered by the Department of Politics, the minor helps prepare students for a wide range of professional opportunities in justice-related careers in law and related professions. Courses taken to satisfy students' major requirements may not also count towards completion of this minor.

LEARNING OUTCOMES

Students who successfully complete this minor will:

- DEMONSTRATE understanding of the interrelationships among legal, social, and ethical issues
- DEMONSTRATE understanding of the legal process
- CRITICALLY ANALYZE the role of law in its political, economic and social context;
- DEMONSTRATE skill in oral and written expression and critical thinking
- INTEGRATE theoretical and practical understanding of law and society concepts

Requirements: Students must complete 6 courses, which may be double-counted towards core curriculum requirements. Courses taken to satisfy students' major requirements may not also count towards completion of this minor. At least 4 courses must be upper-division. The 6 courses shall include the Overview course, one Domestic Justice course, one Global Justice course, one Skills course, one Field Placement course, and one Elective course. The elective may be satisfied preferably by choosing an additional course in either Domestic Justice or Global Justice, or by choosing a course from the list of additional electives. Courses may be taken in any order. Some listed courses have a prerequisite or require instructor's permission. January Term courses do not count towards the minor requirements.

Curriculum: The Law & Society minor offers students a breadth of courses from which to choose.

Overview course (Required):
POL 107 American Legal Institutions

Domestic Justice Courses (Select one):
BUSAD 120 Law and Business
COMM 118 Media Law
JC&L 120 Theory and Inquiry in Justice, Community and Leadership
KINES 108 Legal and Administrative Issues
POL 104 Constitutional Law
POL 112 American Political Thought
POL 117 American Legal Theory (new course)
POL 136 Environmental Law
SOC 124 Justice and Community
SOC 128 Crime and Delinquency

Global Justice Courses (Select one):
BUSAD 10 Global Perspectives in Business and Society
GRS 1 Introduction to Global and Regional Studies
JCL 140 Justice in the Global Community
PHIL 114 Philosophy of Law
PHIL 115 Modern Legal Philosophy
POL 115 Theories of Justice
POL 125 Human Rights
SOC 135 Globalization
TRS 117 Wealth and Poverty in the Bible

Skills Courses (Select One):
COMM 10 Argument and Advocacy
ENG 100 Advanced Composition
ES 50 Creating Community: Introduction to Skills for Building a Socially Just Society
PHIL 5 Practical Logic
PHIL 133 The Art of Logic

Field Placement Courses (Select One):
COM 161 Communication and Social Justice*
ECON 100 Wealth, Poverty and Social Justice*
JC&L 10 Introduction to Justice Community and Leadership*
POL 110 Politics and Race*
POL 140 Gender Politics*
POL 195 Internship (in a law-related public or private organization)
SOC 126 Field Experience (in a law-related public or private organization)
SOC 195 Internship (in a law-related public or private organization)
TRS 143 Catholic Social Teaching*
*Community-engagement designated courses

Elective courses (Select one):
Either a second course from the list of American or Global Justice courses, or:
BUSAD 121 Advanced Legal Topics in Business
COMM 107 Political Communication
COMM 100 Communication Theory
COMM 113 Rhetorical Criticism
COMM 116 Advertising and Civic Engagement
ES 1 Introduction to Ethnic Studies
POL 3 Introduction to Political Thought
SOC 4 Social Problems
SOC 112 Race and Identity
SOC 115 Wealth and Poverty
SOC 123 Ethnic Groups in the United States
SOC 125 Gender and Society
WGS 1 Introduction to Women's and Gender Studies

PRE-PROFESSIONAL CURRICULA

PRE-LAW

The Association of American Law Schools and the Law School Admissions Council (LSAC) do not recommend any specific undergraduate major or program for students planning to study law. While they consider the prescription of particular courses unwise, the LSAC does believe that the Council can call attention to the quality of undergraduate instruction it believes fundamental to the subsequent attainment of legal competence. The three general aspects of education stressed are:

Interpretive and expressive mastery of language: Language is the lawyer's primary tool. Courses (in English or other disciplines) that stress sound writing, or oral discussion, presentation or debate, and courses (for example, in communication, foreign language or linguistics) that illuminate the workings of language are recommended.

Critical understanding of institutions and values: Legal counsel and advocacy are among the most powerful influences shaping institutions and affecting the quality of lives lived within them. Hence, courses (in history, economics, politics, sociology or anthropology, for example) that illuminate institutions' structure, functions and potentials are recommended. Attorneys' professional influence is matched by their moral influence, since legal questions inevitably implicate fundamental notions of equity and fairness. Courses (in theology and religious studies, philosophy or psychology, for example) that examine the sources and meaning of normative values are therefore recommended.

Sound and creative thinking: Above all, attorneys are problem-solvers and advisors in unendingly various, complex circumstances that demand rigorous, comprehensive analysis (grasp the law and the facts), sensitivity and imagination (know the people) and sound practical judgment (match the end desired to the limits imposed by law, facts and people). Courses (in mathematics, logic or natural science, for example) that promote rigorous analytic thinking or creative synthetic thinking are recommended. (For prospective law students, the LSAC recommends, by name, some study of accounting, since accounting shapes the language of business.)

In sum, legal studies demand liberal artistry of the kind Saint Mary's College promotes throughout its curriculum, but perhaps most directly in the Integral program.

The College's pre-law advisor is located in the Career and Professional Development Services, Filippi Academic Hall. Information on, and advice about, specific law schools and the Law School Admissions Test (LSAT) are available at the center.

HEALTH PROFESSIONS

Saint Mary's offers an excellent preparation for professional study in a variety of health care fields. Graduates have successfully entered such professions as dentistry, medicine, nursing, optometry, physical therapy, physician assistant, pharmacy, chiropractic medicine and veterinary medicine. Saint Mary's has a full-time health professions advisor to assist students with preparation for these careers and with the application process.

NURSING

Students are welcome to come to Saint Mary's to complete a 4 year Baccalaureate degree with which they could apply for an Accelerated BSN program or Entry level Masters Program. These programs are offered at many colleges. Students are encourage to research these programs and consider coming to Saint Mary's to obtain a strong foundation in the sciences and liberal arts as preparation for post baccalaureate study in Nursing. Students with an interest in nursing or related fields should consult the Allied Health Sciences advisor. (See Allied Health Science).

MEDICINE

Traditionally, Saint Mary's students intending to enter the medical profession have majored in biology, biochemistry or chemistry. These majors are recommended because they are the most scientifically rigorous and it is difficult to complete the prerequisite coursework with a different major. However, a student interested in medicine should consider such factors as personal interest, aptitude and alternative career goals when choosing a major.

Regardless of choice of major, there are certain courses that are required by virtually all allopathic and osteopathic medical schools. These include one-year sequential courses in general chemistry (**Chemistry 8, 9 (lab) 10, 11 (lab)**), organic chemistry (**Chemistry 104, 105, 106, 107**), general biology (**Biology 1 and 1L, 2** and **2L**), general physics (**Physics 10, 10L, 11, 11L**), two semesters of math (**Math 27** and **28,** or **Math 27** and **4**), physics, and English. All these courses should be completed before taking the Medical College Admission Test (MCAT). Additional courses recommended for the MCAT include sociology, psychology, genetics, and biochemistry. If the student wants to enter medical school after graduation, he or she should take the MCAT during his or her junior year. Some medical schools suggest or require additional courses in microbiology, or a foreign language. Thus, the student is advised to check the specific requirements of prospective medical schools. All pre-medical students, regardless of academic major, should seek counseling from the health professions advisor in the School of Science upon entering Saint Mary's and thereafter on a regular basis to learn about the formal process of applying through Saint Mary's.

DENTISTRY

The general course requirements are similar to those for pre-medical students and should be completed prior to taking the Dental Admission Test (DAT). Each pre-dental student should plan his or her curriculum through close consultation with his or her academic advisor and the health professions advisor in the School of Science. Additional work in biochemistry, anatomy, physiology or biological sciences may be recommended or required. Students should check the professional school websites for detailed admission requirements.

PHYSICAL THERAPY

The allied health science major is designed to include those courses that are required for entrance into most physical therapy doctoral programs. These courses include general chemistry (**Chemistry 8, 9 (lab), 10, 11 (lab)**), general biology (**Biology 1** and **1L, 2** and **2L**), and general physics (**Physics 10, 20, 11, 21**), plus courses in human anatomy (**Biology 15, 16**), human physiology (**Biology 25, 26**), psychology (**139, 152**) and statistics (**Psychology 3** and **4, Math 4,** or **Biostatistics 119**). Additional courses may be needed, depending upon the entrance requirements of a particular physical therapy program. For further information, contact the allied health advisor.

OCCCUPATIONAL THERAPY

The allied health science major is designed to include those courses that are required for entrance into most occupational therapy master's programs. These courses include human anatomy (**Biology 15, 16**), human physiology (**Biology 25, 26**), psychology (**139, 152**), statistics (**Psychology 3, Math 4,** or **Biostatistics 119**), general chemistry (**Chemistry 8, 9, 10, 11**), general biology (**Biology 1** and **1L, 2** and **2L**) and general physics (**Physics 10, 20, 11, 21**). Additional courses may be needed, depending upon the entrance requirements of a particular occupational therapy program. For further information, contact the allied health advisor.

PHYSICIAN ASSISTANT

Students interested in pursuing a profession as a physician assistant are encouraged to follow the allied health science major. Additional course work in microbiology is usually required and 100 hours of patient contact is recommended. For further information, contact the allied health advisor.

PHARMACY

Students planning to enter the field of pharmacy could follow the biology, chemistry, biochemistry, or allied health science major. Students should check the prerequisites with individual pharmacy schools in which they are interested as they do vary. Some schools of pharmacy allow students to enroll after three years of pre-professional education. Pre-pharmacy students should consult closely with the allied health advisor in the School of Science.

VETERINARY MEDICINE

Students interested in pursuing veterinary medicine as a professional career have traditionally majored in either biology or chemistry (or a split major between these two disciplines). However, schools of veterinary medicine may consider students from any major providing they have completed the prerequisite coursework. Veterinary medicine requires the same courses in biology, chemistry, mathematics and physics as are required in pre-medicine (see under Medicine). Many veterinary schools have other specific core requirements, such as embryology or statistics. In addition, actual experience in the field of veterinary medicine or extensive experience with animals is required, as well as taking the Graduate Record Exam (GRE). Students are advised to obtain a copy of the catalog from prospective schools, and should also seek counseling from the health professions advisor in the School of Science upon entering Saint Mary's and throughout their stay at the College.

OTHER HEALTH PROFESSIONS

Saint Mary's College provides pre-professional preparation for a number of other health care fields such as physician assistant, optometry, podiatry, chiropractic medicine and public health. Students should contact the allied health advisor in the School of Science for more information.

PSYCHOLOGY

The major in psychology is a four-year program leading to a Bachelor of Science degree. Students majoring in psychology are introduced to a spectrum of psychological theories, experiments and problems within the context of a liberal arts college. Although there is considerable breadth in the Department of Psychology's course offerings, an orientation embracing both research and application is emphasized. Psychology majors having earned their Bachelor's degrees are prepared for many different endeavors. For example, they may pursue further study at the graduate level; become involved with the work of counseling centers, elementary and secondary schools, or youth authority facilities; earn a credential in early childhood education and/or in special education; or pursue a career in human resource management. Psychology is also an excellent preparation for careers in law, medicine or business.

FACULTY

Hoang J. Vu, Ph.D., *Professor, Chair*
Mark S. Barajas, Ph.D., *Assistant Professor*
Lynyonne D. Cotton, Ph.D., *Associate Professor*
Elena A. Escalera, Ph.D., *Professor*
José A. Feito, Ph.D., *Professor*
Emily Hause, Ph.D., *Professor*
Hiroko Nakano, Ph.D., *Professor*
Keith H. Ogawa, Ph.D., *Professor*
Elena Padrón, Ph.D., *Assistant Professor*
Caitlin Powell, Ph.D., *Associate Professor*
Sara K. Stampp, Ph.D., *Professor*
James A. Temple, Ph.D., *Professor*
Mary M. True, Ph.D., *Professor*
Paul Zarnoth, Ph.D., *Associate Professor*

LEARNING OUTCOMES

Upon completion of the requirements for the bachelor of science degree in psychology, students will be able to:

- DEMONSTRATE knowledge of and be able to critically analyze the theoretical approaches, research findings, and historical trends in psychology.
- UNDERSTAND multiple research methods and statistical tools and be able to use them to design research and collect, analyze, and interpret data, as well as proficiently write a research report using standard APA format.
- DEMONSTRATE an understanding of the multiple ways gender, culture, age, and sexual orientation affect psychological processes (e.g., perception, memory, learning, affect, social behavior, and development).
- APPLY psychological theory and research to real-world problems and issues.

MAJOR REQUIREMENTS

PSYCHOLOGY CORE CURRICULUM

Intended to give breadth and scope of the discipline, all psychology majors are required to fulfill the following four courses: **Psychology 1, 3, 103,** and **110.**

FULL CREDIT COURSE REQUIREMENT

All course requirements for the Psychology major must be met by full credit courses. In other words, .25 and .50 credit courses may not be used to fulfill course requirements in the Psychology major.

COURSE PREREQUISITES AND REQUIREMENTS

A minimum grade of C– in all prerequisites is required for admission to all courses. Prerequisites may be waived at the discretion of the instructor.

CONCENTRATIONS

In addition to general psychology, there are four major concentrations in the Department of Psychology. A student may elect to follow any one of these programs for a bachelor of science degree:

GENERAL PSYCHOLOGY

For the student who wants a general education in psychology, a sequence of upper-division courses in addition to the psychology core curriculum is offered which must include one of **Psychology 126, 127** or **128;** two of **Psychology 140, 150,** or **160;** one of **Psychology 100, 106,** or **195;** and six upper-division Psychology electives.

BEHAVIORAL NEUROSCIENCE CONCENTRATION

For the student with an interest in the biological bases of behavior, a sequence of courses in addition to the psychology core curriculum which must include **Psychology 106;** two of **Psychology 126, 127** or **128;** two of **Psychology 140, 150** or **160;** one Biology course with a lab; one Chemistry course with a lab; **Math 27** or equivalent; and any two upper-division Psychology electives.

CHILD/ADOLESCENT DEVELOPMENT CONCENTRATION

For the student interested in working with individuals in educational or social service settings, a sequence of upper-division courses in addition to the psychology core curriculum is offered which must include: **Psychology 140** and **142**; one of **Psychology 126, 127** or **128;** one of **Psychology 150** or **160;** and one of **Psychology 100, 106** or **195.** The sequence must also include three courses from the list of **Psychology 008, 141, 143, 144, 147, 148, 165** or **174,** at least one of which must be **Psychology 141** or **144.** Finally, the sequence must also include two additional upper-division psychology electives.

SOCIAL PSYCHOLOGY CONCENTRATION

For the student interested in community or organizational psychology, a sequence of upper-division courses in addition to the psychology core curriculum is offered which must include **Psychology 160;** one of **Psychology 140** or **150;** one of **Psychology 126, 127** or **128;** and one of **Psychology 100, 106** or **195.** The sequence must also include three of the following courses: **Psychology 115, 147, 157, 163, 165, 168, 169, 172** or **180,** at least two of which must be **Psychology 163, 165, 168, 169, 172** or **180.** Finally, the sequence must also include three additional upper-division electives.

PERSONALITY PSYCHOLOGY CONCENTRATION

For the student interested in social work or counseling/clinical psychology, a sequence of upper-division courses in addition to the psychology core curriculum is offered which must include **Psychology 150;** one of **Psychology 140** or **160;** one of **Psychology 126, 127** or **128;** and one of **Psychology 100, 106** or **195.** The sequence must also include three of the following courses: **Psychology 147, 148, 152, 157, 170,** or **174,** at least two of which must be **Psychology 152, 170** or **174.** Finally, the sequence must also include three additional upper-division psychology electives.

MINOR REQUIREMENTS

The minor in psychology requires **Psychology 1** and **3,** one upper-division elective, and three upper-division courses from the following five sets of options, no two of which are from the same set: **Psychology 110, 115, 126, 127** or **128; Psychology 140, 141, 142, 143, 144, 147** or **148; Psychology 150, 152, 170,** or **174; Psychology 172** or **180; Psychology 160, 163, 165, 168** or **169.** Minors may fulfill only one upper-division course off-campus.

TRANSFER CREDIT IN PSYCHOLOGY

Students already enrolled at Saint Mary's College who wish to transfer credit for an off-campus psychology course other than **Psychology 1** must submit a formal petition to do so to the chair of the Psychology Department before enrolling in the course. Only one online course will be accepted for credit in this department.

COURSES

LOWER DIVISION

1 Introduction to Psychology
An introduction to the science of how people think, feel, and behave. We will explore such topics as cognition, personality, culture, social interaction, development, emotion, and psychopathology. Students will learn about classic and contemporary research, a range of methods, and discover how psychology informs our understanding of what it means to be human. *This course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum.*

3 Psychological Methods and Analysis I
This course is the first part of a two-semester sequence of courses that presents a survey of the complementary methodologies frequently used within the field of psychology. An emphasis will be placed upon the collection and analysis of data, with a focus on non-experimental methods and descriptive statistics. Students who enroll in this course must register for **Psychology 103** in the following semester. *Prerequisite: competence in basic algebra.*

12 Special Topics in Psychology
Selected areas of psychology not covered by the regular department course offerings. Topics are announced prior to preregistration. Course may be repeated for credit as content varies. Potential topics include: psychology of racism; psychology in the courtroom; psychology of religion; sports psychology; environmental psychology.

13 Meditation (.25)
Students learn to use the Jose Silva theory of meditation to enhance performance and well being. Exercises are offered in stress reduction for the improvement of sports performance, for the enhancement of prayer life, and other areas of student interest. Course offered on a pass/fail basis only. Does not count toward the major.

14 Advanced Meditation (.25)
Building upon the skills and knowledge gained in **Meditation 13,** students continue with more advanced aspects of the theory and practice of meditation. Course offered on a pass/fail basis only. Does not count toward the major. *Prerequisite:* **Psychology 13.**

UPPER DIVISION

100 Seminar in Psychology
An investigation of the history and philosophical foundations of modern psychology. Emphasis is on basic issues of psychology, emerging in the long philosophical tradition of Western civilization, which ground psychology as an empirical human science. *Prerequisite: Senior psychology major or consent of instructor.*

103 Psychological Methods and Analysis II
This course is the second part of a two-semester sequence of courses that presents a survey of the complementary methodologies frequently used within the field of psychology. An emphasis will be placed upon the collection and analysis of data, with a focus on experimental methods and inferential statistics. *Prerequisite:* **Psychology 3.** *This course satisfies the Writing in the Disciplines requirement of the Core Curriculum.*

104 Special Topics in Assessment and Testing
This course will offer an examination of testing topics such as norms, reliability, validity and item analysis within the context of an applied area of psychology such as forensic, counseling or cross-cultural. Special attention will be given to the use of tests and the role of testing in society. Course may be repeated for credit as content varies. *Prerequisites:* **Psychology 3.**

105 Advanced Psychological Statistics
Advanced research methods for evaluating psychological data utilizing SPSS. Topics generally include: theoretical sampling distribution, probability, decision theory, multiple analysis of variance, multiple regression analysis and factor analysis. *Prerequisites:* **Psychology 3, 103.** *This course satisfies the Mathematical Understanding requirement of the Core Curriculum.*

106 Experimental Research
An examination of the logic of experimentation and the strength of the experiment as a research method used to address psychological questions. Topics include experimental designs, data collection and analysis, data interpretation, oral and poster presentations, and writing APA-style papers. Students will be involved in the step-by-step dissemination and critical analysis of published experimental research. Laboratory fee $50. *Prerequisites:* **Psychology 1, 3, 103.**

110 Psychobiology
The scientific study of the biology of behavior. Examines the neuroanatomical, neurochemical, and neurophysiological bases of behavior, including sensation, cognition, motivation, emotion, brain injury, and psychopathology. The course includes a laboratory component to reinforce and expand upon lecture material through the use of readings, computer models, and electrophysiology. *Laboratory fee $125. Prerequisites:* **Psychology 1.**

115 Health Psychology
A study of the relationships among mental processes, behavior and physical health with an emphasis on the role of psychology in prevention and treatment of illness as well as promoting optimum health. *Prerequisites:* **Psychology 1** *or* **Biology 15** *or* **25.** *This course satisfies the Common Good requirement of the Core Curriculum.*

126 Sensation and Perception
Examines the cognitive and physiological processes responsible for the acquisition and mental representation of sensory information. *Prerequisite:* **Psychology 1.**

127 Cognitive Science
An interdisciplinary approach to the study of the mind. What the mind is and its functions will be examined through diverse perspectives, including philosophy, cognitive psychology, neuroscience, linguistics, artificial intelligence, and robotics. Emphasis will be on cognition, with topics covering mental representation, vision, attention, memory, language, decision making, embodied cognition, and consciousness. *Prerequisite:* **Psychology 1.**

128 Neuropsychology
A comprehensive survey of the relation between behavior and brain activity across the human lifespan, examining theory and research on such topics as neurodevelopmental disorders; clinical neuropsychological assessment; and neuropharmacology, rehabilitation and functional neuroanatomy and physiology. *Prerequisites:* **Psychology 1.**

131 Transpersonal Psychology
Transpersonal Psychology explores the boundaries between spirituality and modern psychology, transcending the self to include a broader sense of spirit and cosmos. We will be exploring the mystical experience as a psychological event. Readings will include psychologists such a Jung and Maslow, as well as works from mystical traditions (such as Judaism, Islam, Christianity, and Buddhist Psychology and Shamanism). *Prerequisite:* **Psychology 1.**

140 Human Development
An examination of the major theories of and influences on human development from conception through death, including the biological, cognitive, emotional, social and cultural dimensions of development. *Prerequisite:* **Psychology 1.**

141 Infancy and Childhood
In this course students study in depth the development of infants, toddlers, and preschoolers. Topics covered include the importance of infant-caregiver attachment in brain development as well as in early social-emotional development. Cognitive, language, and personality development are examined from multiple perspectives. Recent research on autism, early trauma, and effective interventions are also addressed. *Prerequisite:* **Psychology 140.**

142 Adolescent Development
An examination of development from late childhood through adolescence, including the biological, cognitive, emotional, social and cultural dimensions of development, with discussion of special topics, e.g., identity issues, cross-cultural issues and high-risk behaviors. *Prerequisite:* **Psychology 140.**

143 Adult Development
A study of the major psychological, social and cultural factors that influence development from early adulthood through old age. Students examine in depth a public policy that affects adults or families. *Prerequisite:* **Psychology 140.**

144 Middle Childhood
The purpose of this course is to examine the key developmental tasks of middle childhood, including the development of achievement motivation, positive peer relationships, moral responsibility, self-regulation and initial mastery of the skills important to one's culture. Students will observe children in a school setting. *Prerequisite:* **Psychology 140.** *This course satisfies the Community Engagement requirement of the Core Curriculum.*

147 Psychology of Gender
A critical review of the theory and research on gender from the biological, psychological and sociological perspectives. The course explores the social construction of gender and how it impacts human development and social behavior. Throughout the course, the interaction between gender and the complexities of race, culture and sexual orientation is considered. *Prerequisite:* **Psychology 1.**

148 The Exceptional Individual
Examines individuals with special needs, be they physical, cognitive or social/emotional. Causes, consequences and treatment approaches are covered, as well as implications for development issues. Students will be required to visit facilities and interview individuals. *Prerequisite:* **Psychology 140.** *Offered in alternate years.*

150 Personality Psychology
A critical review of the traditional and modern theories of personality, including the psychoanalytic, neoanalytic, trait, behavioristic and humanistic perspectives, with a focus on personality development, assessment techniques and application of theory to everyday life. *Prerequisite:* **Psychology 1.** *This course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum.*

152 Psychopathology
An exploration of major psychological disorders in childhood and adulthood. Topics include anxiety, mood, personality, psychotic, and neurodevelopmental disorders. Treatment, etiology, and the influences of culture and social context are also considered. *Prerequisites:* **Psychology 1** *and junior or senior standing.*

156 Personal and Professional Adjustment
A research-oriented treatment of personal and vocational adjustment, including: stress and stress tolerance, defensive and constructive coping, social and job satisfaction, behavior modification and interpersonal communication. *Prerequisites:* **Psychology 1, 2.**

157 Human Sexualities
A review of the empirical evidence on human sexuality, with a focus on historical and cultural perspectives as well as the physiological, psychological and sociological basis for sexual behavior and sexual identity. *Prerequisite:* **Psychology 1.**

160 Social Psychology
An introduction to social psychology including the study of attitude formation and change, social interaction, social norms and cultural influences on personality formation. *Prerequisite:* **Psychology 1.** *This course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum.*

163 Prejudice and Stereotyping
An investigation of theories of prejudice, stereotyping, and discrimination. Students will explore how stigmatized individuals are impacted by prejudice in American society. Methods to reduce prejudice will be considered, and the inevitability of prejudice will be addressed. *Prerequisites:* **Psychology 1** *and any one of the following:* **Psychology 3, Psychology 160** *or* **Ethnic Studies 1.** *This course satisfies the American Diversity requirement of the Core Curriculum.*

165 Cross-Cultural Psychology
An analysis of cultural influences on human behavior. Topics include cross-cultural methodology, perception, cognition, motivation, development, attitudes and prejudice, gender, adaptive and maladaptive patterns, and the construction of self. This course includes a community service learning component with CILSA. Fulfills the diversity requirement. *Prerequisites:* **Psychology 1, 2.** *This course satisfies the American Diversity requirement and the Community Engagement requirement of the Core Curriculum.*

168 African American Psychology
An exploration of African American Psychology through current research, theory, and practice. An examination of the social construction of ethnicity and race, as well as the values, assumptions, and biases we hold regarding race, ethnicity, and related issues. *Prerequisite:* **Psychology 1,** *or* **Sociology 2** *or* **4,** *or* **Ethnic Studies 1.** *This course satisfies the American Diversity requirement of the Core Curriculum.*

169 Attitudes and Attitude Change
This course will examine the nature and structure of attitudes as well as the forces involved in attitude change. Applied topics such as stereotypes, group influence, marketing, and job interviews will be examined. *Prerequisites:* **Psychology 1.**

170 Theories of Counseling
A critical review of traditional and modern theories of counseling and psychotherapy. *Prerequisites:* **Psychology 1.**

172 Groups, Organizations and Societies
A discussion of organizational theory and group dynamics, always presented within a broader societal context. Topics include leadership, teamwork and productivity, group decision making, conflict resolution, culture, diversity, and globalization. *Prerequisites:* **Psychology 1** *or junior standing in psychology, business administration or sociology.*

174 Psychology of the Family
A study of family dynamics and the influences which contribute to family dysfunction. Examination includes relationships between family patterns and childhood disorders. *Prerequisites:* **Psychology 1** *and junior or senior standing.*

180 Organizational Psychology
Examines the major theoretical findings in the field concerning the relationship between the individual and the organization, including the study of motivation, leadership, training, selection, performance management,, corporate culture and organizational development. *Prerequisites:* **Psychology 1, 3** *or equivalent.*

195 Field Placement
Students work 80 hours at a field placement site of their choosing and attend weekly class sessions. A series of papers/assignments address career and personal goals as well as the relationship between the field placement work and concepts learned in the psychology major. *Prerequisites:* **Psychology 103,** *senior standing, and approval of the course instructor. This course satisfies the Community Engagement requirement of the Core Curriculum.*

197 Special Study
An independent study or research course for students whose needs are not met by the regular course offerings of the department. *Permission of the sponsoring faculty member and department chair is required.*

199 Special Study – Honors
Independent study and research on campus in an area of interest to the student culminating in a written presentation of the problem, method of analysis and findings. *Prerequisites: upper-division standing as a psychology major, B average in upper-division psychology courses already taken, consent of the instructor and department chair. May be repeated for credit if content varies.*

SOCIOLOGY

In the Sociology Department you'll learn to better understand the sometimes confusing nature of human social life. How is social life possible? What do patterns of social life tell us about the world? What is the relationship of the individual to the social order?

In the words of sociologist C. Wright Mills, sociology requires that we exercise our "sociological imagination." That is, we must understand how the issues in the lives of individuals are also the issues of the larger society. We can't understand the individual without understanding society and we can't understand society without understanding the individual. This implies that sociology is deeply personal. We seek to understand society, but in doing so we learn much about ourselves.

Sociology addresses the most pressing social issues in contemporary society: racial and ethnic tensions, gender inequality, poverty, health and illness, social movements, crime and deviance, educational inequality, immigration, globalization and problems in urban environments, just to name a few. Sociologists study everything from the social dynamics of two people in conversation to the social dynamics of political revolutions.

Sociology provides students with a theoretical framework with which to help make sense of an increasingly complex world and the place of the individual within that world. Sociology also provides students with specific methodological tools to investigate the social world and to collect and analyze data about the world we live in.

The sociology major develops research skills, analytical skills and communication skills that are well-suited to students interested in careers in teaching, public and mental health, law, counseling, social work, the criminal justice system, public policy, marketing, journalism and the non-profit sector.

FACULTY
John Ely, Ph.D., *Associate Professor, Chair*
Cynthia Ganote, Ph.D., *Associate Professor*
Zeynep Atalay, Ph.D., *Assistant Professor*
Robert Bulman, Ph.D., *Professor*
Ynez Wilson Hirst, Ph.D., *Adjunct Associate Professor*
Phylis Martinelli, Ph.D., *Professor Emerita*

LEARNING OUTCOMES
When students have completed the sociology program they will be able to:

- UNDERSTAND sociological theory and methods and be able to apply theoretical explanations to empirical examples.
- RESEARCH and analyze a sociological topic using the appropriate library resources.
- WRITE research papers with a clear thesis statement, sufficient support for that thesis, and in accordance with the standards of the American Sociological Association.
- EXERCISE their sociological imagination in order to reflect upon questions of personal and social responsibility in a complex and changing society.
- APPLY sociological knowledge as they engage with the community beyond the academy.
- EMPLOY critical reading, thinking, and writing skills as they research, analyze, and report on a social issue in a way that incorporates what they have learned on a topic of their own choosing.

MAJOR REQUIREMENTS

The sociology major is composed of 13 lower- and upper-division courses.

LOWER DIVISION
Sociology 2 Introduction to Sociology
Sociology 4 Social Problems
Mathematics 4 Introduction to Probability and Statistics

UPPER DIVISION
Sociology 101 The Sociological Imagination
Sociology 130 Sociological Theory
Sociology 132 Sociological Research Methods
Seven additional upper-division courses.

MINOR REQUIREMENTS

SOCIOLOGY
The minor in sociology requires two lower-division courses (**Sociology 2 Introduction to Sociology** and **Sociology 4 Social Problems**) and four upper-division sociology electives.

PREREQUISITE GRADE
A minimum acceptable grade of C– is required for coursework to count toward a minor or the major.

COURSES

LOWER DIVISION

2 Introduction to Sociology
Sociological theory, methods and the sociological perspective are studied. This perspective enables students to see how the self, human behavior and attitudes are shaped by social structures and institutions, e.g., social class, popular culture and the family. The social world is re-examined (social rules, deviance, gender, inequality, the economy, etc.). *This course satisfies the Social, Historical, and Cultural Understanding requirement and the American Diversity requirement of the Core Curriculum.*

4 Social Problems
An overview of the causes, characteristics and responses to social problems in the United States. Topics such as crime, substance abuse, racism, ageism and family instability are studied through the sociological framework. *This course satisfies the Social, Historical, and Cultural Understanding requirement; the American Diversity requirement; and the Common Good requirement of the Core Curriculum.*

8 Gaels 4 Justice (.25)
SOC 008 is the required course associated with the Gaels 4 Justice living-learning community for first-year students. The course provides first year students an academic context in which students make meaning of the living-learning experience and deepen their learning in leadership, spirituality, and social justice within Catholic social thought and the five Lasallian core principles. The course combines classroom learning (90 minutes, every other week) with community engagement (12-14 hours/semester), an orientation retreat, and special events. There are no prerequisites; instructor permission required for registration. *This course satisfies the Community Engagement requirement of the Core Curriculum.*

UPPER DIVISION
All upper-division courses have a prerequisite of **Sociology 2,** or **Sociology 4** or the consent of the instructor.

101 The Sociological Imagination
This course will reinforce and expand upon many of the concepts you have been introduced to in Introduction to Sociology and Social Problems. In this course we will explore the basic theoretical perspectives within sociology, the use of theory in sociological research, the logic of sociological research and an introduction to a variety of methodological approaches used by sociologists. This course will provide students with a solid base of knowledge which will serve them well in other upper division sociology courses—the Sociological Theory and Sociological Research Methods courses in particular. It is suggested that students have sophomore standing to take this course. *This course satisfies the Social, Historical, and Cultural Understanding requirement and the Writing in the Disciplines requirement of the Core Curriculum.*

107 Whiteness
There is an underlying assumption to society's understanding of race and race relations that only minorities or people of color have a racial identity; and that whites are the "norm", the referent, the 4 majority, and the mainstream, not members of a racial group. In this course, we will investigate the sociohistorical and cultural constructions of race through an exploration of whiteness. We will examine whiteness in relation to race, class, ethnicity and gender. Is "white" a "race"? How did "white" become a racial category? What is whiteness? What is white privilege? *Prerequisites:* **Sociology 2, 4,** *or* **ES 1,** *or consent of the instructor. This course satisfies the American Diversity requirement of the Core Curriculum.*

111 Sociology of Families
Families are one of our most basic social institutions. They provide the primary social and physical contexts within which we become fully human. This course begins by exploring the idea of "the traditional family" and continues by examining historical trends and empirical data about American family life over the past century; including divorce patterns, fertility rates, women entering the workforce, and marriage. The class focuses on diversity and change, particularly the ways that social trends and social categories influence family structures. *This course satisfies the American Diversity requirement of the Core Curriculum.*

112 Race and Ethnicity
This course presents sociology's key concepts and theories in the study of race and ethnicity. Focusing primarily on the U.S., this course looks at the cultural and social constructions of race and ethnicity.

114 Urban Studies
Traces the development of modern communities, ranging from suburbs to the megalopolis. Studies the benefits and problems of contemporary urban life and projects future trends based on sociological models.

115 Wealth and Poverty
This course offers an in-depth study of wealth, poverty, and the economic system in which they are grounded in the United States. Toward this end, students will apply various theoretical frameworks on economic inequality to current social problems in order to evaluate each framework's explanatory power. Further, students will critique past and current programs for lessening the impacts of poverty and use this knowledge to imagine and critique possible future policies.

116 Global Migration
Addresses the dynamics of contemporary migration and the way it is changing cultures, societies, politics, and families. The course introduces theories of assimilation, transnationalism, and multiculturalism and examines contemporary patterns of international migration flows. Among the topics covered are feminization of migration, labor migration, citizenship, human trafficking, refugee crises, and politics of asylum. *This course satisfies the Global Perspectives requirement of the Core Curriculum.*

118 Health and Illness
Presents social and cultural factors influencing health and illness. Looks at the roles of health care professionals, patients and medical settings in our society. Discusses the relationships between the current health care system and the political and economic system.

119 Global Sociology
Examines the global nature of contemporary social, economic, political, and cultural change. Reviews the multidisciplinary theoretical approaches that analyze the origins, dynamics, and consequences of globalization. Provides students with an understanding of an array of issues that stem from global changes, including global inequality, third-world poverty, labor rights violations, natural resource constraints, and environmental problems. *This course satisfies the Global Perspectives requirement of the Core Curriculum.*

120 Social Movements
The course addresses the social, political, cultural and economic factors that bring about social movements. Survey topics including how and why social movements occur, who joins and supports social movements, why some movements succeed and others fail, how social movement actors communicate with their intended audiences using slogans, art, and music, and how movements spread.

122 Education and Society
This course examines the many roles that schools play in society. In particular, we examine the ways in which schooling either reproduces social inequalities or provides resources for upward social mobility. We examine the ways schools are organized, the connection between schools and other institutions such as families and workplaces, and the ways race, class, and gender are experienced in the classroom.

123 Ethnic Groups in the United States
Each course in this series looks at one of the following American ethnic groups: Latinos, Asian Americans, African Americans. While emphasizing the contemporary period, each course focuses on the social, cultural and historical experiences of each group. Areas covered are assimilation and resistance, distribution in the social and power structure, family systems and cultural values, labor and migration, role of religion, status of women, etc. May be repeated for credit as content varies. *This course satisfies the American Diversity requirement of the Core Curriculum.*

124 Justice and Community
Addresses the use of state power in the carrying out of crime control, retribution and the overall protection of the community. The course has three main parts: a theoretical look at how we have ended up with the justice system that we have today; the practice of justice through field studies on police, courts and prisons; and an in-depth investigation into an area of criminal justice of current relevance (such as "three strikes," the expansion of prisons, or race and justice). *This course satisfies the Common Good requirement of the Core Curriculum.*

125 Gender and Society
While sex differences are biological, gender encompasses the traits that society assigns to and inculcates in males and females. This course studies the latter: the interplay between gender and society. It takes an inclusive perspective, with a focus on men and women in different cultural contexts defined by ethnic group membership, sexuality and socioeconomic status.

126 Field Experience
Opportunity for students to gain hands-on experience conducting sociological analysis in the field. Supervised work in community agencies, government bureaus, museums and political or industrial organizations.

128 Crime and Delinquency
The course addresses different theoretical and sociological approaches to crime, follows changes in these approaches over time and looks at how these changes reflect broader shifts in our comprehension of human nature and behavior. Students gain insights not only to changes in the understanding of crime but also to changes in our fundamental view of human behavior.

130 Sociological Theory
Analysis of the works of major theorists who have influenced sociology. Emphasis on explaining what is essential about particular theoretical frameworks, how they can be used and why they should be studied. Students must have completed **Sociology 2 Introduction to Sociology** and **Sociology 101 The Sociological Imagination.** It is suggested that students have junior standing to take this course.

132 Sociological Research Methods
This course will teach you the logic of social science research, teach you some specific methodological tools used by sociologists, and have you use these tools to collect data to answer a sociological research question. Students must have completed **Sociology 2 Introduction to Sociology,** and **Sociology 101 The Sociological Imagination.** It is suggested that this course be taken in the last semester of the junior year.

133 Senior Thesis
Continuation of Research Methods course where honor students undertake individual research, culminating in the senior project. This should be taken in the senior year. *A faculty sponsor is required.*

135 Special Topics
Special topics in sociology include such issues as international race relations, criminology and emotion, sociology of disaster, sociology of film and other topics. May be repeated for credit as content varies.

140 Senior Research Seminar
In this course you will take all that you have learned in sociology and weave it into an original research project of your own choosing. Using what you have learned of sociological methods you will design and conduct a research project. You will analyze the data and use sociological theory to explain it. You will also conduct a literature review in the relevant content area and integrate all of this in the final paper. The final paper will be written in the format of a sociological journal article.

195 Special Study Internship
This course is usually taken by an upper-division student who wishes to complete his/her education with related work experience and is maintaining at least a C average. In addition to work experience (6–8 hours per week), outside research and a term project are usually required. *Sponsorship by a sociology faculty member and approval of the department chair is required.*

197 Independent Study
This course entails independent study or research for students whose needs are not met by courses available in the regular offerings of the department. The course usually requires the writing of a term project. *Sponsorship by a sociology faculty member and approval of the department chair is required.*

199 Special Study – Honors
This course is only available to upper-division majors with a B average or higher and entails independent study or research under the supervision of a sociology faculty member. *Approval of the department chair is required.*

STUDIES AND CURRICULAR REQUIREMENTS FOR INTERNATIONAL STUDENTS

International students enrolled at Saint Mary's College are required to take courses or labs developed to assist them in their assimilation to the U.S. academic rigor and greater U.S. culture. The required course is **SMS 15,** a course designed to give students a working platform on which to compare their native culture to U.S. culture.

The English composition requirement for non-native speakers of English is the same as that for native English speakers with the additional requirement of the **SMS 23/24 Writing Lab**, a quarter credit lab to be taken in conjunction with **English 3** or **4**.

All non-native English-speaking students, both freshmen and transfer, regardless of visa status, must take the Writing Placement exam offered during the International Student Orientation in August. The results of this exam will determine a student's placement in Composition and the corresponding SMS Writing Lab. As a result of the Writing Placement exam, some students may be placed in **English 3,** Practice in Writing, which is a prerequisite to **English 4.** Students placed in the SMS Writing Lab must complete the full series of corresponding labs as part of their Composition requirement unless they test out of the lab through a Writing Challenge Test administered prior to the spring semester.

FACULTY COMMITTEE OVERSEEING INTERNATIONAL STUDENT CURRICULAR REQUIREMENTS
Mary Susan Miller Reid, M.A., *Director, Center of International Programs*
Jennifer Heung, Ph.D., *Chair of Anthropology*
Hilda Ma, Ph.D., *English, Director of Composition*
José Feito, *Collegiate Seminar*
Michael McKeon, *Admissions*

REQUIRED COURSE

SMS 15 American Culture and Civilization
A survey course delivered through the Anthropology Department provides the student with the tools to interpret and evaluate culture from a social science perspective. The approach is a cross-cultural comparative model using American values, life-styles and traditions within a framework of the day-to-day workings of American culture. Course work is composed of lectures, readings, discussions and fieldwork projects. The course is required of all international students and must be taken during the first semester of attendance. In certain cases, permission for exemption may be granted upon evaluation by the Faculty Committee and Registrar. *This course satisfies the Social, Historical, and Cultural Understanding requirement and the American Diversity requirement of the Core Curriculum.*

The SMS Labs help support **English 3, English 4,** and **English 5,** as well as other first-year courses that have significant writing requirements and would give non-native English speakers a better chance of succeeding in all of their courses.

Students will gain:
- greater fluency in written English.
- understanding of course expectations at Saint Mary's regarding writing.
- increased proficiency in English grammar and vocabulary.
- better understanding of the stages of assembling an essay (including thesis formation, overall essay organization, paragraph development, and effective sentence construction) through focused work on each stage.
- better writing habits gained through practice in assessing writing assignments across the disciplines, setting writing schedules, brainstorming and drafting techniques, and revising essays.

THEOLOGY & RELIGIOUS STUDIES

Religion is a fundamental dimension of human life: vital, pervasive, richly complex and multi-faceted. Its traditions, values, beliefs and practices form the basic categories of meaning for both individuals and cultures. It helps us to ask and answer essential questions about our relationship to God, self, others and the world. Theology approaches religion from the standpoint of a believer, and asks, what is the nature of God, how is this revealed to us, what does it mean to believe in God, what is the nature of the relationship between us, and how is that relationship lived and experienced?

We offer courses that systematically and critically analyze a wide range of theological perspectives and ethical questions that are central in the formation of religious identity. As an integral part of the Catholic mission of Saint Mary's College, we strive to provide students with an opportunity to know and intimately understand the Catholic tradition in all its richness and fullness: biblically, historically, theologically, ethically and aesthetically. We also offer courses in a wide array of world religions since it is crucial that future leaders and responsible citizens have an understanding of the ideologies and faiths of their dialogue partners.

Furthermore, the exploration of these essential questions occupies an important place in a liberal arts education which seeks to expand the mind and guide students to a deeper level of understanding. Our offerings continually charge students to think for themselves, to challenge preconceived notions and to remain open to learning from the perspectives of others. As part of our Lasallian heritage and our understanding of what it means to be a person in light of God's love and grace, revealed especially in Jesus Christ, we join with the Christian Brothers in being concerned for the whole person and in fostering a genuine concern for justice in the world while integrating faith and service.

FACULTY
Father David Gentry-Akin, STD, *Professor, Chair*
Brother Michael Avila, FSC, Ph.D., *Adjunct Associate Professor*
Michael Barram, Ph.D., *Professor*
Richard Carp, Ph.D., *Professor*
Anne Carpenter, Ph.D., *Assistant Professor*
Jessica Coblentz, Ph.D., *Assistant Professor*
Joseph Drexler-Dreis, Ph.D., *Assistant Professor*
David Zachariah Flanagin, Ph.D., *Professor*
Paul Giurlanda, Ph.D., *Professor*
Brother Mark McVann, FSC, Ph.D., *Professor*
Brother Michael F. Meister, FSC, Ph.D., *Assistant Professor*
Father Thomas McElligott, *Adjunct Associate Professor*
Felicidad Oberholzer, Ph.D., *Professor*
Marie Pagliarini, Ph.D., *Associate Professor*
Norris W. Palmer, Ph.D., *Professor*
Thomas J. Poundstone, Ph.D., *Associate Professor*
Brother S. Dominic Ruegg, FSC, Ph.D., *Professor Emeritus*

The Theology & Religious Studies (**TRS**) Department plays a key role in the educational experience at Saint Mary's College, offering not only a major and two minor courses of study, but also participating extensively in the College's core curriculum— by providing courses designed to meet the Theological Understanding goal of the core curriculum. As part of the process of serious academic study, members of the department hope that, in addition to meeting specific core requirements, students will join us in taking pleasure in the study of theology and religion even as they learn to converse insightfully and respectfully about it. Moreover, we hope that students will develop an appreciation for the depth and breadth of the Christian tradition while gaining an increasing awareness both of the mystery of life and of themselves as called by that mystery.

MAJOR REQUIREMENTS

The major in Theology & Religious Studies requires a minimum of ten courses, including the following:

LOWER DIVISION
TRS 97 The Bible and Its Interpretation (or its transfer equivalent, **TRS 189, The Bible and Its Interpretation: Great Themes**)

UPPER DIVISION

- **TRS 129 Foundations of Theology**
- **TRS 169 Theory and Method in the Study of Religion**
- One course, selected with guidance of one's faculty advisor, from each of the following four areas:
  - Christian History: **TRS 101, 102, 103,** or **190**
  - Gospel Exegesis: **TRS 114** or **115**
  - Ethics: **TRS 141, 142, 143,** or **194**
  - World Religions and Method: **TRS 153, 154, 155, 156,** or **195**
- Two Intensive Inquiry courses, at least one of which must be designated as WID (Writing in the Disciplines): **TRS 190-196**
- A minimum of one additional elective course

"Intensive Inquiry" courses (classes numbered **190-196,** *below) are regularly offered in the various areas of study that make up the course offerings of the department. These courses give students the opportunity to engage in the kind of in-depth thinking and research that will best prepare them for graduate work in the field.*

LEARNING OUTCOMES FOR THEOLOGY & RELIGIOUS STUDIES MAJORS

MAJORS IN THEOLOGY & RELIGIOUS STUDIES WILL:

CORE CURRICULUM

1. MEET the outcomes for both "Christian Foundations" and "Theological Explorations" of the SMC Core Curriculum.

MAJOR CONTENT

2. DEMONSTRATE an understanding of the biblical, theological, historical, and ethical components of the Christian tradition.
3. DEMONSTRATE an understanding of the implications of the Catholic concept of the fundamental dignity of the human person.
4. DEMONSTRATE an understanding of the worldview (e.g., beliefs, practices, etc.) of a non-Christian religious tradition.

MAJOR SKILLS

5. DEMONSTRATE an ability to employ contemporary theories and methods of biblical exegesis, systematic theology, and religious studies.
6. DEMONSTRATE an ability to explain, analyze, and evaluate multiple informed perspectives in debates about theological and ethical issues.

MINOR REQUIREMENTS

MINOR IN THEOLOGY & RELIGIOUS STUDIES

The minor in Theology & Religious Studies requires five courses: **TRS 97 The Bible and Its Interpretation** (or its transfer equivalent, **TRS 189, The Bible and Its Interpretation: Great Themes**); **TRS 129 Foundations of Theology** or **TRS 169 Theory and Method in the Study of Religion;** and any three upper-division courses selected with the guidance of the Chair, one of which must be an Intensive Inquiry course (**190-196**).

"Intensive Inquiry" courses (classes numbered **190-196,** *below) are regularly offered in the various areas of study that make up the course offerings of the department. These courses give students the opportunity to engage in the kind of in-depth thinking and research that will best prepare them for graduate work in the field.*

MINOR IN CATHOLIC TRADITION

The Theology & Religious Studies Department also offers a focused minor in the "Catholic Tradition." Six courses are required: **TRS 97 The Bible and Its Interpretation** (or its transfer equivalent, **TRS 189 The Bible and Its Interpretation: Great Themes**); two of the following three courses, preferably in sequence: **TRS 101 Origins of Christianity, TRS 102 Medieval Christianity,** and **TRS 103 Reformations; TRS 141 Christian Ethics** or **TRS 143 Catholic Social Teaching;** and two electives from a list of classes focusing on the Catholic tradition.

PREREQUISITE GRADE

Theology & Religious Studies 97 (or its junior transfer equivalent, **TRS 189**) *is a prerequisite for any upper-division theology and religious studies course; however, only a passing grade in* **TRS 97** *(or* **189***) is required, not a minimum grade of C–.*

COURSES

LOWER DIVISION

97 The Bible and Its Interpretation
This course focuses on the Bible, the sacred scriptures of the Jewish and Christian peoples. This diverse collection of writings has served as inspiration and catalyst for a great number of central events in human history—from the movements of liberation led by Mahatma Gandhi and Martin Luther King, Jr., to the great human tragedies of slavery in the Old South and the medieval Crusades. These texts have also had a profound influence on art, literature, philosophy, and politics for over two thousand years of history, particularly in the West. As such, an understanding of the Bible is essential for a well-informed perspective on the world. This course will introduce students to the most important biblical events and themes, raising questions of the influence and relevance of this text for the modern world. This course will also teach students to employ critical, scholarly tools for reading and interpretation, such as historical and literary criticism, as well as various lenses for the modern academic study of religion. Co-curricular lectures are an integral part of this class. *This course satisfies the Theological Understanding (Christian Foundations) requirement of the Core Curriculum.*

UPPER DIVISION

CHRISTIAN HISTORY

100 Topics in Christian History
An investigation of a topic in Christian history not covered by the regular offerings of the department. Topics are announced prior to registration each semester. May be repeated for credit when content changes. *Prerequisite:* **TRS 97** *or* **189.**

101 Origins of Christianity
The Christian religion begins its story with only a few dozen followers of a crucified man in the first century—backwater, uneducated, and unlikely to survive very long in a Mediterranean world dominated by much more powerful religious systems. Yet, within less than three centuries, Christianity would overwhelm the Roman Empire and beyond, building an elaborate theological and ecclesiastical system that would last until the present day. The course examines the rise of this Christian movement, focusing on such topics as Gnosticism, martyrdom, and the development of Christian ideas about Jesus. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

102 Medieval Christianity
The European Middle Ages was a world dominated by monks, popes, and mystics. Life was an uninterrupted struggle between heaven and hell, life and death, priests and kings. This course is an introduction to the major figures, events, and movements of this period from the fall of Rome to the dawn of modernity. Students will have the opportunity to explore the great pillars of medieval religion—monasticism, papalism, theology, and mysticism. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

103 Reformations
Every age of Christian history has been marked by the call for religious reform—renewing both the personal lives of each believer and the institutional structures that endure through the centuries. However, such a universal passion for reform took on special importance in the 15th and 16th centuries, a period that has come to be known as The Reformation. This course explores the variety of reforming voices—Protestant and Catholic—that shaped the future of Christianity, giving special attention to the major theological and political issues that dominated the time. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

SCRIPTURE

110 Topics in the Study of Scripture
An investigation of a topic in scripture not covered by the regular offerings of the department. Topics are announced prior to registration each semester. May be repeated for credit when content changes. *Prerequisite:* **TRS 97** *or* **189.**

111 The Pentateuch
A study of the first five books of the Bible, the history of their composition, and their theological contributions to Judaism and Christianity. *Prerequisite*: **TRS 97** *or* **189.**

114 The Gospel of Mark
A close study of the Gospel of Mark with an emphasis on its literary, historical, social, and political background. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

115 Jesus and His Teaching
An exploration of teachings attributed to Jesus in the Synoptic Gospels (e.g., the Sermon on the Mount, parables, and other memorable statements), emphasizing the ways in which Jesus' statements have been interpreted and appropriated. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

116 Paul's Letters and Legacy
An in-depth examination of the letters of Paul, focusing on the mission and message of the apostle in his Jewish and Greco-Roman contexts. Students develop a broad understanding of the apostle's work and thought, as well as an appreciation for the historic and continuing impact of these documents. *Prerequisite*: **TRS 97** *or* **189**. *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

117 Wealth and Poverty in the Bible
This course explores biblical and theological perspectives and values on wealth, poverty, and economic justice, paying particular attention to potential implications those issues may have for the contemporary Christian community and wider society. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement, the American Diversity requirement, and the Common Good requirement of the Core Curriculum.*

118 Women and the Bible
This course explores the current status of feminist biblical interpretation, focusing on the major female characters of the Bible and on their modern feminist interpreters. We will use the tools of academic criticism (historical, literary, rhetorical, et al.) in an attempt to understand the places, roles, and agency of women in the biblical text, in the ancient world that lies behind the text, and in the worlds formed on the belief that these biblical texts are sacred scripture. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement and the Common Good requirement of the Core Curriculum.*

119 Apocalypse and Eschatology
This course explores the life and afterlife of the Book of Revelation: its origins in contemporary Jewish and Christian literature and world-views, its meaning for a first-century Christian readership, and the long and fascinating history of its interpretation, from the early church to modern fascination with the Antichrist, the Millennium, and the Rapture. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

SYSTEMATIC THEOLOGY

120 Topics in Systematic Theology
An investigation of an area of Christian thought not covered by the regular offerings of the department. May be repeated for credit when content changes. *Prerequisite:* **TRS 97** *or* **189**.

121 Belief and Unbelief
An investigation, theoretical and existential, of the challenge of faith today with special attention to the "new atheists" and Christian responses to them. *Prerequisite:* **TRS 97** *or* **189**. *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum*

122 Jesus: Human and Divine
This course examines the traditional sources of the Christian community's understanding of Jesus of Nazareth in the light of contemporary concerns and critiques. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

126 Theology of Creation: The Incarnate Word in an Evolving Universe
It is popularly thought that Christian faith and evolutionary biology are firmly opposed to one another, and that Christians frequently underplay ecological concerns because of an excessive emphasis on a salvation from this world and into the world of heaven. This course will seek to debunk both of those assumptions by exploring a theology of Creation that understands Creation to be nothing less than the outpouring of the love of the Trinitarian God. The course will explore the emerging new scientific story of the universe, and harvest the rich insights about Creation that can be gleaned from the First and Second Testaments, the patristic and medieval traditions, and contemporary systematic theology. *Prerequisite:* **TRS 97***or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

127 In the Face of Mystery: Using Faith and Reason in the Search for God
For the Catholic intellectual, faith and reason are integrally related as two sources for coming to know about God. As St. John Paul II writes in his encyclical Fides et Ratio, "Faith and reason are like two wings on which the human spirit rises to the contemplation of truth; and God has placed in the human heart a desire to know the truth—in a word, to know Godself—so that, by knowing and loving God, men and women may also come to the fullness of truth about themselves." So the journey of understanding God is also intrinsically related to the search for truth, the search to understand the mystery of the human person, and, ultimately, the search for self-understanding. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

128 The Trinity
The heart of Christianity, its strangest and most fascinating set of beliefs, rests in the Trinity. This course explores the Christian doctrine of God through its most significant controversies, both ancient and modern. Students will acquire a more thorough context for the Christian understanding of God, as well as a more robust sense of this understanding as it continues in the present. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

129 Foundations of Theology
This is a required course for majors and minors under the revised theology major. It is meant to offer students a fundamental understanding of what academic theology is and what it does, what sources it uses, and its history. All four aspects of theology—what it is, what it does, its sources, its history—work together to teach students how to think theologically. Special emphasis is placed on learning the standards of modern academic theology. *Prerequisite:* **TRS 97** *or* **189.** *Limited to TRS majors and minors.*

131 Christian Spirituality
This course explores the experience, understanding, and living out of the Christian faith. It studies classical and contemporary texts of some of its most important figures of Christian spirituality. It examines various expressions of spirituality in architecture, poetry, painting, and music. It considers the question of religion versus spirituality as well as the question of relating to God within a universe of galaxies that seems to dwarf all human experience. *Prerequisite:* **TRS 97** *or* **189.**

132 Sexuality, Marriage and Family: A Catholic Perspective
A presentation of the teaching of the Church on all aspects of sexuality, marriage and family. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

133 Life Stories and Theology
Uses narratives of exemplary lives, ancient and modern, Christian and non-Christian, as a tool to investigate the task of authentic existence today in the light of the gospel. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

134 The Catholic Imagination
The thesis of this course is that there is a unique way of looking at the world: "the Catholic Imagination." This imagination can be discerned, not only in church teaching, but also in art and architecture, music painting, fiction, poetry, and film, in the church's concern for social justice, and in the stories of individual women and men of faith, many of whom have shown incredible vision and heroism. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

135 Christian Liturgy and Sacrament
Without a direct and living encounter with God in prayer, the Christian religion becomes little more than a collection of intellectual propositions and dead ideals. But what does it mean to encounter God in prayer? Christians have struggled greatly with this question over the course of their history. Students will have an opportunity to enter into this long conversation by exploring the practice of Christian worship from its ancient roots in Judaism to the present age and by examining the theological explanations given for the nature of that worship over time. Controversies in early and Medieval/Reformation Christianity will help frame a discussion over the role of the liturgy in our current context. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

ETHICS

140 Topics in Christian Ethics
An investigation of a topic in ethics not covered by the regular offerings of the department. Topics are announced prior to registration each semester. May be repeated for credit when content changes. *Prerequisite:* **TRS 97** *or* **189.**

141 Christian Ethics
This course introduces students to the disciplined study of ethics in the Roman Catholic tradition and the reformulation of Catholic ethics which has taken place in the spirit of Vatican II. The primary focus is on the fundamental topics of moral theology: what difference Jesus makes to moral theology, the role of scripture, virtue, the conscience, sin and conversion, the fundamental option, proportionalism, the teaching authority of the church on moral matters, and the relation of morality to civil law. Concrete issues such as contraception and homosexuality will be considered as test cases for Roman Catholic moral theology and as illustrations of the debates and tensions present in Catholic ethics since Vatican II. This course also integrates the insights of Christian ethics through a discussion of film and drama. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

142 Medical Ethics
Ethics—how we should live—is at the core of medical practice. With the dramatic changes in medical practice in recent decades, from new technologies, to changes in financing, to a changed conception of patient rights, medical ethics has rapidly moved from obscurity to become one of the most important areas of applied ethics. This course explores the relation between religious and moral values and the choices we as individuals and as a society make about health care. Basic principles and methods of contemporary medical ethics will be introduced, along with a focus on virtue ethics and competing models of the patient-physician relationship. A wide range of issues will be analyzed: informed consent, confidentiality, research on human subjects, reproductive technology, appropriate care for seriously ill newborns, abortion, gene therapy, quality-of-life assessments, terminal sedation, withdrawal of nutrition and hydration, physician-assisted suicide, and proposals for health-care reform. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

143 Catholic Social Teaching
Explores the Catholic approach to questions of social justice (e.g., the problems of poverty, exploitation, and racism). *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement, the Common Good requirement, and the Community Engagement requirement of the Core Curriculum.*

WORLD RELIGIONS

150 Topics in World Religions
An investigation of a topic in world religions not covered by the regular offerings of the department. Topics are announced prior to registration each semester. May be repeated for credit when content changes. *Prerequisite:* **TRS 97** *or* **189.**

151 Judaism
Modern Jewish life is the product of more than 3000 years of evolving thought, worship, traditions, theology, history, and civilization. This course examines these interweaving strands of Jewish civilization as it investigates the dynamic role Judaism plays for its adherents then and now. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

152 Islam: Beliefs and Practices
The course introduces the students to the ideas that shaped Islamic history, from the early pre-Islamic period and the conditions prevalent at Islam's inception all the way to the present. The basic belief system, rituals, mystical traditions and Islamic societal interaction will be studied with ample references from the Qur'an and prophetic statements. The Prophet Muhammad will be explored in depth and various sources of historical record will be examined. *Prerequisite:* **TRS 97** *or* **189**. *This course satisfies the Theological Understanding (Theological Explorations) requirement and the Global Perspective requirement of the Core Curriculum.*

153 Eastern Religions
This course is an introduction to the study of religion by way of four of the world's major traditions: Hinduism, Buddhism, and the Chinese religious field (Confucianism and Taoism). The emphasis will be on each tradition's views of the nature of ultimate reality, human nature, the highest good that life can attain, and the conduct that leads to that attainment. Attention will also be given to the difficulties of trying to cross conceptual boundaries. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement and the Global Perspective requirement of the Core Curriculum.*

154 Hinduism
This course examines the cultural/religious phenomenon of "Hinduism" in a number of its ancient and modern forms by examining how it has developed in the context of historical forces and responded to the modern world as it adapts to a global setting. It examines dimensions of Hindu theology and philosophy; the role of deities, temples, and cultural practices; investigates central myths, much-loved stories, global gurus, and Bollywood films. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement and the Global Perspective requirement of the Core Curriculum.*

155 Buddhism
This course examines the history, thought, and practice of Buddhism by studying the enduring themes and cultural adaptations of its main schools through primary and secondary texts, art, video/audio, and field trips. We trace a number of Buddhism's developments from its founding in India to its present forms around the globe by examining each of the Three Jewels, that is, Buddha, Dharma, and Sangha. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement and the Global Perspective requirement of the Core Curriculum.*

156 Religions of India
India's long and rich history of religious diversity is both well-known and highly complex. We focus our study on a number of religious traditions (Hinduism, Islam, Buddhism, Sikhism, Jainism, and/or Parsi) within a wide variety of their historical and cultural settings. Our study will examine both individual traditions and the complex history of their interaction. We'll also examine how religions interact with political, social, and economic systems as well as look at examples of religious pluralism together with its promises and problems in historic and contemporary settings within India and beyond. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement and the Global Perspective requirement of the Core Curriculum.*

157 Pluralism and Interreligious Dialogue
Theis course proceeds under the assumption that various of the world's religions are similar in enough ways to make some comparison possible and different enough to make it interesting. The history, prospects, and limitations of interreligious dialogue are considered within the context of an increasingly pluralistic world. *Prerequisite:* **TRS 097** *or* **TRS 189.**

RELIGION AND CULTURE

160 Topics in Religion and Culture
An investigation of a topic of religion and culture not covered by the regular offerings of the department. Topics are announced prior to each semester. May be repeated for credit when content changes. *Prerequisite:* **TRS 97** *or* **189.**

162 Biblical Themes in Literature
Religious and biblical themes are woven into important works of modern American fiction. This course usually features a critical reading of biblical texts like *Genesis, Exodus,* and *Maccabees* followed by a reading of plays and novels like *Inherit the Wind, A Different Drummer,* and *The Chosen. Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

163 Saints Yesterday and Today
We often think of Saints as exceptionally holy people, but they were first of all flesh-and-blood human beings like each of us. Every religious tradition has them—men and women who, beyond the ordinariness of life's circumstances, lived extraordinary lives or did extraordinary things. And so we venerate them because they have become heroes, models, examples, and mediators between ourselves and God whom they now see face to face. In this course we will encounter Saints and saints—ancient, modern, hidden, popular, unknown, heroic—and explore their lives in history, in devotion, in literature, in art, and in the tradition of the Church. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

164 Dante and The Divine Comedy
This course offers an in-depth spiritual and literary exploration of one of the greatest works of world literature: Dante's Divine Comedy. The theme of pilgrimage engages both Dante and the students in a journey to redemption by a deep acquaintance with sin (Inferno), an experience of repentance and forgiveness (Purgatorio), and a vision of eternal re-union (Paradiso). The course explores the profound and eternal consequences of choice and free will as God's greatest gift, and how our understanding and experience of love grows in clarity through the greater union of ourselves with the divine. Dante and his readers—all pilgrims—struggle toward maturity while wrestling with the disguises and even the glamor of evil, the necessity of personal honesty and introspection, and the unexpected breadth of God's mercy. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

165 Spiritual, Not Religious: Emerson to the New Age
The American tradition of individual seeking in religion is as old as the Republic, but may be said to have its serious origin in the writings of Ralph Waldo Emerson. This course seeks to situate the contemporary phrase "spiritual, not religious," in a larger historical context and to compare contemporary American understandings of spirituality without institutional borders to more traditional understandings of spirituality. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

166 Spirituality in Practice: Catholics in America
This course takes a cultural and theoretical approach to religion and focuses on Catholicism as it is experienced and practiced in everyday life. We will explore religion through concepts such as space, time, power, material culture, ritual, and the body, and use these concepts to understand more deeply the experience and practice of spirituality. Throughout the course, we will pay attention to the religious forms that develop when cultures come together, collide, or in other ways interact, and the relationship between religion and race, ethnicity, class, and gender. Students will have the opportunity to use theoretical ideas developed in the class to analyze practices such as religious pilgrimage and altar-building, and the role of material culture and the body in religious experience. The course is cross-listed with Ethnic Studies. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement and the American Diversity requirement of the Core Curriculum.*

167 Visual Theology: Christian Art and Architecture
This course examines the art and architecture that artists over the centuries have created in their attempts to give visible embodiment to their religious experiences. The course focuses on what their creations reveal of how they understood the gospel, what they saw as essential to that message, how well they gave expression to the deepest longings of the human heart, and the influence of their creations on our understanding of the Christian faith. The course also examines such things as the role and power of visual communication, mining art both Christian and secular for its theological insight. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

168 Encountering Christian Art: Rome
This quarter-credit course is an on-site introduction and exploration of the theological dimensions of the works of Christian art and architecture in the city of Rome, focusing on the churches of Rome where much of this art is housed, but also featuring study of the catacombs and the Vatican Museums. *Prerequisite:* **TRS 97** *or* **189.**

169 Theory and Method in the Study of Religion
This course focuses on the theories and methods that have been foundational to the academic study of religion. It covers classical and contemporary approaches to the study of religion and the development of religious studies as an academic discipline. *Prerequisite:* **TRS 97** *or* **189.** *Limited to TRS majors and minors.*

RELIGIOUS STUDIES

170 Topics in Religious Studies
An investigation of a topic in the field of Religious Studies not covered by the regular offerings of the department. Topics are announced prior to each semester. May be repeated for credit when content changes. *Prerequisite:* **TRS 97** *or* **189.**

171 Gender and Religion in American Culture
This course focuses on the relationship between gender and religion in North American history and culture. We will explore gender as a category of analysis for the study of religion, and the ways that religions construct and deconstruct gender norms. Religion is lived and practiced, and therefore it cannot be separated from the gendered bodies that people inhabit. We will use historical and contemporary case studies to examine the way that notions of femininity and masculinity have played a role in the religious lives of Americans. The course is cross-listed with Women's and Gender Studies. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement and the American Diversity requirement of the Core Curriculum.*

172 Religion, Media, and Culture
This course explores the relationship between religion, media, and culture, with an emphasis on the contemporary North American context. We will analyze the way that religion is experienced and practiced in everyday life and the impact of various forms of media (material, visual, digital) and cultural products/practices on religion in the modern era. Students will have the opportunity to think critically about the relationship between contemporary religious forms and capitalism, and the way that the study of religion, media, and culture challenges assumptions about the nature of "authentic" religion and spirituality. *Prerequisite:* **TRS 97** *or* **189.**

173 The Virgin Mary
This course examines the roots and rise of Christian, especially Catholic, devotion to the Virgin Mary. Thought concerning Mary as expressed in the writings of the Church Fathers as well as the growth of traditional popular Marian piety will be addressed. Doctrine (official teaching) as well as devotional practices (rosary, scapular, etc.) and phenomena (such as the apparitions at Guadalupe and Lourdes) will all be examined. Contemporary fiction and autobiography are also included as evidence of the continuing relevance of the Virgin Mary to modern life and living. *Prerequisite:* **TRS 97** *or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum.*

189 The Bible and Its Interpretation: Great Themes
Intended for junior transfers (16.0+ entering credits), this course focuses on the Bible, the sacred scriptures of the Jewish and Christian peoples, texts that have had a profound influence on religion, art, politics, and culture for over two thousand years. This course will introduce Backspace to avoid gap students to the most important biblical texts and themes, focusing especially on the Torah and the Gospels, and will teach students to employ critical, scholarly tools for reading and interpretation. In addition, each section of this course will focus on a special issue, theme, or question that appears in a diversity of biblical texts and that moves beyond the Bible to modern relevance or implications (e.g., justice, politics, liturgy, theodicy, art). Co-curricular lectures are an integral part of this class. *Prerequisite: None. May not be taken by students who have completed* **TRS 97.** *This course satisfies the Theological Understanding (Christian Foundations) requirement of the Core Curriculum.*

INTENSIVE INQUIRY COURSES

190 Intensive Inquiry in Christian History
An in-depth investigation of a topic in Christian history, designed for **TRS** majors and minors. Topics are announced prior to registration each semester. May be repeated for credit when content changes. *Prerequisite: Two* **TRS** *courses, or permission of instructor.*

191 Intensive Inquiry in Scripture
An in-depth investigation of a topic in Scripture, designed for **TRS** majors and minors. Topics are announced prior to registration each semester. May be repeated for credit when content changes. *Prerequisite: Two* **TRS** *courses, or permission of instructor. This course satisfies the Writing in the Disciplines requirement of the Core Curriculum.*

192 Intensive Inquiry in Systematic Theology
An in-depth investigation of a topic in Systematic Theology, designed for **TRS** majors and minors. Topics are announced prior to registration each semester. May be repeated for credit when content changes. *Prerequisite: Two* **TRS** *courses, or permission of instructor.*

193 Intensive Inquiry in Sacraments and Spirituality
An in-depth investigation of a topic in Sacraments and Spirituality, designed for **TRS** majors and minors. Topics are announced prior to registration each semester. May be repeated for credit when content changes. *Prerequisite: Two* **TRS** *courses, or permission of instructor.*

194 Intensive Inquiry in Ethics
An in-depth investigation of a topic in Ethics, designed for **TRS** majors and minors. Topics are announced prior to registration each semester. May be repeated for credit when content changes. *Prerequisite: Two* **TRS** *courses, or permission of instructor.*

195 Intensive Inquiry in World Religions
An in-depth investigation of a topic in World Religions, designed for **TRS** majors and minors. Topics are announced prior to registration each semester. May be repeated for credit when content changes. *Prerequisite: Two* **TRS** *courses, or permission of instructor.*

196 Intensive Inquiry in Religion and Culture
An in-depth investigation of a topic in Religion and Culture, designed for **TRS** majors and minors. Topics are announced prior to registration each semester. May be repeated for credit when content changes. *Prerequisite: Two* **TRS** *courses, or permission of instructor.*

197 Special Study
An independent study or research course for students whose needs are not met by the regular course offerings of the department. *Permission of the department Chair and instructor required.*

198 Special Study – Honors
An independent study or research course for upper-division majors with at least a B average in theology & religious studies. *Permission of the department Chair and instructor required.*

WOMEN'S AND GENDER STUDIES

Women's and Gender Studies asks fundamental questions about human existence: Are women and men born or made? Do those categories adequately express gender identity and how do we understand femininities and masculinities throughout history? How does intersectionality – racial, ethnic, class, sexual identity—affect the experience of gender? What structures and social forces are involved in shaping our ideas about gender? An interdisciplinary program that invites students to take classes in anthropology, sociology, history, literature, politics and other disciplines, Women's and Gender Studies challenges students to question what is "natural" about gender identities and roles in society; to examine the origins of such views and how they have changed over time; and to analyze how race and class intersect with sexualities and gender to construct modern society and popular culture. The program focuses on uncovering the contributions women have made to society through history and how they have envisioned social justice and the common good. True to its roots in social movements that fought for equality, Women's and Gender Studies seeks to understand how systems of oppression function and how different groups respond to and resist injustice at home and abroad. To that end, the program teaches students to think deeply, to read critically, to write clearly, and to speak convincingly. Furthermore, Women's and Gender Studies prepares students to be agents of change who take community responsibility and social justice seriously, offering them multiple opportunities to engage in service learning and similar projects. Thus the program fulfills its mission of educating the whole person for the complexities of a globalizing world.

Women's and Gender Studies courses are interdisciplinary in nature, cross-listed with a range of departments including but not limited to anthropology, biology, communication, English, ethnic studies, history, performing arts, politics, psychology, sociology, Spanish, theology and religious studies.

ADVISORY BOARD

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Claire Williams, Ph.D., *Kinesiology*
Ynez Wilson-Hirst, Ph.D., *Sociology*

LEARNING OUTCOMES

When students have completed a minor or major in the Women's and Gender Studies Program, they will be able to:

- IDENTIFY and understand assumptions and arguments about gender, race, class, and sexuality in scholarly, popular, public, and interpersonal discourses.
- EVALUATE diverse theories of feminism and debates about gender.
- DIFFERENTIATE among complex and diverse points of view regarding gender, race, class, and sexuality in a variety of academic fields.
- WRITE clear and well-reasoned prose employing appropriate methods of research in the field.
- ENGAGE in Social Justice Praxis, including intellectual or social advocacy locally or globally.

MAJOR REQUIREMENTS

The major requires 12 courses. Four are core courses in Women's and Gender Studies: one lower-division (**WGS 1**) and three upper-division (**WGS 100, WGS 177,** and **WGS 190**). Eight are upper-division electives cross-listed with Women's and Gender Studies. **WGS** majors and minors satisfy degree requirements through an interdisciplinary combination of **WGS** core courses and courses on gender in a variety of departments and programs. Majors have two options: a) a concentration in either social sciences or humanities, with the majority of courses in one of those disciplines; or b) a balanced distribution of courses, four and four, in social sciences and humanities. Students must take at least two courses each from social sciences and humanities. At least one course must focus on gender issues from transnational perspectives or ethnically and racially diverse U.S. communities. One cross-listed January Term course may be petitioned for credit. Women's and Gender Studies students may also design a double or split major with another discipline, with the approval of the director of Women's and Gender Studies and the chair of the other department.

MINOR REQUIREMENTS

The minor requires six classes: three core courses (**WGS 1, 100, 177**), and three upper-division electives cross-listed with Women's and Gender Studies. No more than two courses may be in a single discipline; one must focus on non-Western, Third World, or minority U.S. women.

SPLIT MAJORS

Split majors combine work in Women's and Gender Studies and another academic department or program. A split major must be approved by the chairs or directors of both departments. This major ordinarily comprises nine upper-division courses (six in one field and three in another), in addition to the lower-division prerequisites in **WGS** (ie., **WGS 1**) and the other department. All split majors in **WGS** must complete the four core courses (**WGS 1, WGS 100, WGS 177, WGS 190**).

COURSES

CORE COURSES

1 Introduction to Women's and Gender Studies

An introduction to the interdisciplinary field of Women's and Gender Studies. The course provides a broad perspective on research in gender in a variety of disciplines (including sociology, psychology, politics, philosophy, history, and literature). Topics include the historically changing representations of women; the history of the women's movement in the United States; globalization; contemporary feminisms, sexualities, ecology, and the intersection of gender, race, and class. A goal of the course is for each student to develop a critical perspective on the meaning of gender in our society. *This course satisfies the Social, Historical, and Cultural Understanding requirement and the Common Good requirement of the Core Curriculum.*

100 Research Seminar in Women's and Gender Studies

An exploration of a theme or problem area in the field of Women's and Gender Studies. Past topics have included: women and work; gender and science; women and religion, gender and popular culture; transnational perspectives on gender; U.S. cultural representations of gender; women and the media; masculinities; the history of sexuality. The course combines seminar discussions of texts that represent a variety of methodologies and disciplines with research papers. Research topics are designed by individual students in consultation with the instructor. *Prerequisite:* **WGS 1** *or permission of instructor.*

126 Engaging Communities

This course will examine issues in gender and social justice through community engagement. Students will be asked to address a "real world" understanding of topics ranging from violence to electoral politics, poverty to environmental sustainability, and many others, through service-learning in behalf of community partners whose work addresses a range of related social issues. This course will satisfy requirements for the major and minor in Women's and Gender Studies and is open to all students. Experience in **WGS 1: Introduction to Women's and Gender Studies** is encouraged but not required. *Prerequisites:* **English 4** *or* **WGS 1.** *This course satisfies the Common Good and the Community Engagement requirements of the Core Curriculum.*

177 Feminist and Gender Theories

This seminar provides a series of inquiries into the diverse theoretical frameworks of contemporary feminism. Critical race theory, cultural studies, post-structuralism, Marxist and postcolonial theories, gender difference and queer theories, sexualities studies, ecofeminism, and contemporary identity politics are a few of the directions in discussion and research. *Prerequisite: Limited to Juniors and Seniors Only.*

190 Senior Research Thesis
Critical examination of theories and issues in contemporary Women's and Gender Studies methodologies. Directed readings, research, and writing of a final senior paper or project under the supervision and approval of instructor. *Prerequisites: Upper-division standing;* **WGS 1; WGS 100** *and* **177.** *Open to minors upon approval of director and instructor of the course. (In the case of a split or double major,* **Women's and Gender Studies 190** *may be taken in conjunction with thesis work in the other discipline. In the case of a minor,* **WGS 190** *may be taken in conjunction with thesis work in the major.) This course satisfies the Writing in the Disciplines requirement of the Core Curriculum.*

REGULARLY OFFERED CROSS-LISTED ELECTIVES

88 Biology of Women
Biology of Women is an introduction to the structure, physiology and genetics of women across the life span. The first half of the course will explore the genetic, hormonal and developmental basis of gender. We will study physiology and development from conception, through puberty, pregnancy and aging. The latter part of the course will deal with specific health concerns of women and focus on predominantly or uniquely gender-related illnesses and their physiologic basis. The laboratory is intended to demonstrate the varied processes of science and the scientific method using women's biology as the basic subject material. Open to men and women. *Laboratory fee $185. This course satisfies the Scientific Understanding requirement of the Core Curriculum. (Cross-listed as* **Biology 88***)*

140 Gender Politics A/B (1.25)
A study of the social, economic, political and legal status of women in contemporary America and in other countries. The course examines the dynamic changes taking place in the relationship between women and men. Topics include the history of women's liberation movements, contemporary battles on workplace equality, parental leave, equal pay, reproductive justice, etc. Includes Community-Based Research (the equivalent of a lab). (.25 credit). *Offered in alternate years. This course satisfies the Community Engagement requirement of the Core Curriculum. (Cross-listed as* **Politics 140***)*

106 Women in Sports
This course will analyze the relationship between gender and sport from multiple perspectives. Emphasis will be placed on exploring the changing roles in sports for women, as well as how past and current beliefs regarding gender equity, health, and women's role in society shape the experiences of women in sports in our society today. Topics will include: the history of women in sport, structural constraints facing women in sport, race and ethnicity, women's health issues, sexuality and homophobia as they pertain to sport, the role of the media, the sporting body, Title IX and career opportunities for women, and the future of sports for women in our society. *Prerequisite:* **Kinesiology 10** *and* **15** *(or for non-majors, permission of the instructor). Satisfies the American Diversity requirement and the Common Good requirement of the Core Curriculum.(Cross-listed as* **Kinesiology 106***)*

111 Kinship, Marriage and Family
For more than a century anthropological research has focused on households, kinship relations, childhood and families across cultures and through time. The anthropological record shows us that concepts such as "marriage," "childhood" and "family" have been understood in radically different ways, and this course provides students with a historical and theoretical perspective on the anthropological study of kinship as it relates to different issues connected to the state of marriage, family and childhood throughout the world. *May be repeated for credit as content varies.*

111-1 Sociology of Families
Families are one of our most basic social institutions. They provide the primary social and physical contexts within which we become fully human. This course begins by exploring the idea of "the traditional family" and continues by examining historical trends and empirical data about American family life over the past century; including divorce patterns, fertility rates, women entering the workforce, and marriage. The class focuses on diversity and change, particularly the ways that social trends and social categories influence family structures. *(Cross-listed as* **Sociology 111***)*

115 Theories of Justice
The course examines different theories of justice based on concepts such as "fairness," "equal treatment," and "getting one's due." These alternative theories are then applied to contemporary controversies concerning economic, racial, sexual and environmental justice and to current debates about such issues as immigration, euthanasia, abortion, and capital punishment. *This course satisfies the Common Good requirement of the Core Curriculum. (Cross-listed as* **Politics 115***)*

116 Global Migration
Addresses the dynamics of contemporary migration and the way it is changing cultures, societies, politics, and families. The course introduces theories of assimilation, transnationalism, and multiculturalism and examines contemporary patterns of international migration flows. Among the topics covered are feminization of migration, labor migration, citizenship, human trafficking, refugee crises, and politics of asylum. *This course satisfies the Global Perspectives requirement of the Core Curriculum. (Cross-listed as* **Sociology 116***)*

119 Global Sociology
Examines the global nature of contemporary social, economic, political, and cultural change. Reviews the multidisciplinary theoretical approaches that analyze the origins, dynamics, and consequences of globalization. Provides students with an understanding of an array of issues that stem from global changes, including global inequality, third-world poverty, labor rights violations, natural resource constraints, and environmental problems. This course satisfies the Global Persepctives requirement of the Core Curriculum. *(Cross-listed as* **Sociology 119***)*

120 Spanish Literature: Middle Ages to Eighteenth Century
Introduction and study of the major genres and writers from the Middle Ages to the 18th century, including Cantar de mío Cid, medieval ballads, early lyric and didactic poetry and readings in medieval prose and drama; selections from lyric and mystic Renaissance poetry; the picaresque novel. Golden Age prose and poetry, including Cervantes, Góngora, Lope de Vega and Calderón. *Offered in alternate years. This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum. (Cross-listed as* **World Languages and Culture 120***)*

183 Dance History II
This course examines the emergence and development of modern dance in the 20th Century in the United States and Europe. The class will study the early roots of modern dance, the subsequent generations of modern dance choreographers, the post-modern movement and contemporary forms in the late 20th and early 21st centuries. We will study significant choreographers, performers and companies, paying close attention to the role women played in the history of modern dance. We will draw from social, cultural and feminist theories of dance to construct a historical understanding of modern dance. A lab fee is charged to cover the performances required for this class. This course is a requirement for Dance majors and minors. *Prerequisites:* **Perfa 1** *and* **Perfa 182.** *(Cross-listed as* **Performing Arts 183***)*

123 Sex and the Spirit
An exploration of a contested area in Christian thought today, setting traditional understandings in dialogue with contemporary concerns and critiques. How does our experience of ourselves as sexual beings open us to the experience of the holy; and, conversely, how might our desire for God be intimately related to our sexual desire and longings? These are the questions that will be the focus of our work. Not a course on sexual ethics, this course is an exploration of the complex interrelationship of sexual and spiritual desire as both are reflected upon in the Christian spiritual tradition and others. *Prerequisite:* **TRS 97***or* **189.** *This course satisfies the Theological Understanding (Theological Explorations) requirement of the Core Curriculum. (Cross-listed as* **Theology and Religious Studies 123***)*

125 Gender and Culture
While sex is biological, gender refers to the set of cultural expectations assigned to males and females. This course takes a four-field anthropological approach to understanding gender, investigating such topics as third and fourth gender diversity, gender among non-human primates, gender roles in prehistory and the sociolinguistics of gender usage. Special attention is paid the to the ways in which gender articulates with other social practices and institutions such as class, kinship, religion and subsistence practices. *(Cross-listed as* **Anthropology 125***)*

125-1 Gender and Society
While sex differences are biological, gender encompasses the traits that society assigns to and inculcates in males and females. This course studies the latter: the interplay between gender and society. It takes an inclusive perspective, with a focus on men and women in different cultural contexts defined by ethnic group membership, sexuality, and socioeconomic status. *(Cross-listed as* **Sociology 125)**

125-2 Women in the Christian Tradition
An introduction to the major themes and tensions that shape the study of women in the Christian tradition. *(Cross-listed as* **Theology and Religious Studies 125***)*

139 History of Women in America
A survey of American women's history from 17th century colonial encounters to the present with an emphasis on ethnic and class diversity, shifting definitions and cultural representations of womanhood, and the efforts of women to define their own roles and extend their spheres of influence. *Offered in alternate years. This course satisfies the Social, Historical, and Cultural Understanding requirement and the American Diversity requirement of the Core Curriculum. (Cross-listed as* **History 139***)*

147 Psychology of Gender
A critical review of the theory and research on gender from the biological, psychological and sociological perspectives. The course explores the social construction of gender and how it impacts human development and social behavior. Throughout the course, the interaction between gender and the complexities of race, culture and sexual orientation is considered. *Prerequisite:* **Psych 1.** *(Cross-listed as* **Psychology 147***)*

151 Women in Latin American History
An examination of the participation of women in struggles for social justice in Latin America, asking what has motivated women to abandon traditional roles and how they have shaped debates about human rights, democracy, feminism, ecology, and socialism in selected Latin American countries. *This course satisfies the Social, Historical, and Cultural Understanding requirement, the Global Perspectives requirement, and the Common Good requirement of the Core Curriculum. (Cross-listed as* **History 151***)*

153 American Ethnic Writers and Oral Traditions
Study of the literary or oral imaginative achievement of an American ethnic or cultural group such as Native Americans, Asian Americans, American Jews, specific Black cultural groups, Hispanic Americans or Chicano communities. *This course satisfies the Artistic Understanding (Analysis) requirement and the American Diversity requirement of the Core Curriculum. (Cross-listed as* **English 153***)*

173 Women Writers
Intensive study of some aspect of literature by women. Examples of possible topics are: 19th-Century British Novelists; Contemporary Women Poets; and American and Canadian Short Story Writers. May be repeated for credit as content varies. *This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum. (Cross-listed as* **English 173***)*

In addition, new courses are approved on a term-to-term basis. Examples of such electives include **English 154 Studies in African-American Literature** *or* **141 Studies in Medieval Literature.**

WORLD LANGUAGES AND CULTURES

Our language programs play a fundamental role in the College's mission to educate for a global community. We encourage students to become actively engaged learners of diverse cultural traditions and global perspectives through the study of world languages, literatures, and cultures.

The programs in the Department of World Languages and Cultures emphasize language proficiency, analysis of different kinds of complex texts, cross-cultural competence, and study abroad. This preparation allows students to use their language, critical thinking skills and artistic literacy in various professional fields. Linguistic and cultural competency in a second language also allows students to participate more fully in local and international communities, enjoying a richness of life that goes beyond national boundaries.

Saint Mary's College proposes that all of its graduates should have knowledge and understanding of another culture and its language (see below, language proficiency requirement). To this end, the department has created a lower-division curriculum whose learning outcomes meet criteria established by the American Council on Teaching of Foreign Languages (ACTFL). All students will demonstrate intermediate language skills—listening, speaking reading and writing—in the target language. Instruction balances a solid grammatical foundation with practical training, including exposure to culture and geography, in both classroom and multimedia settings.

The Department of World Languages and Cultures offers courses in French, German, Italian, Japanese, and Spanish. Students can pursue a major in Spanish or French, and/or a minor in French, Spanish, East Asian Studies, German Studies or Italian Studies. Students interested in foreign language study are encouraged to explore the options of a major in Spanish or French; a double major in a foreign language and another discipline; a language minor to complement a major in another academic area; or a language studies minor. Additionally there are many natural links between the department's course offerings and those of other departments with the same goal of global learning, such as Global and Regional Studies and History.

We strongly encourage our students to study abroad for a semester or more. Students can choose from SMC sponsored programs in China, France, Germany, Italy, Japan, Mexico, and Spain, or from many other international centers through Lasallian exchanges and independent programs.

Furthermore, proficiency in a second language is the natural complement to the local and international internships described in the internship database available through the department's website. We support our students as they apply their cultural knowledge through internships related to their language of study. Students who secure an internship gain valuable work experience, enhance their professional skills, and lay the groundwork for their future careers.

We strive to prepare our students with the communicative skills necessary to participate successfully in an increasingly globalized working environment that asks for culturally knowledgeable, multilingual citizens.

FACULTY

Frances Sweeney, Ph.D., *Professor, Chair*
David Bird, Ph.D., *Associate Professor*
Maria Grazia De Angelis, M.A., *Adjunct Associate Professor*
Jane Dilworth, Ph.D., *Adjunct Associate Professor*
Costanza G. Dopfel, Ph.D., *Professor*
Joan U. Halperin, Ph.D., *Professor Emerita*
Helga Lénárt-Cheng, Ph.D., *AssociateProfessor*
Claude-Rhéal Malary, Ph.D., *Associate Professor*
Brother Michael Murphy, Ph.D., *Visiting Associate Professor*
Alvaro Ramirez, Ph.D., *Professor*
María Luisa Ruiz, Ph.D., *Associate Professor*
Lori Spicher, Ph.D., *Associate Professor*
Naoko Uehara, M.A., *Adjunct Associate Professor*
Maureen Wesolowski, Ph.D., *Professor Emerita*

PROGRAMS OFFERED

The Department offers a major in French and Spanish, and a minor in East Asian Studies, French, German Studies, Italian Studies, or Spanish. In addition to a program of study for students who wish to major or minor in language, the Department of World Languages and Cultures plays a key role in the educational experience of all Saint Mary's students through the language requirement of the Core Curriculum.

LEARNING OUTCOMES FOR THE LANGUAGE REQUIREMENT

After completing levels 1–3, students will be able to:

- UNDERSTAND and PRODUCE speech in a variety of personal and social contexts; initiate and sustain conversations about multiple topics in the past, present and future tenses.
- READ and COMPREHEND texts with varied subject matter, multiple points of view and verb tenses.
- WRITE prose that includes description and narration on a variety of topics with appropriate vocabulary;
- PROVIDE interpretations and supporting ideas.
- EXHIBIT understanding and demonstrate knowledge of cultural, geographical, historical and sociopolitical aspects of other societies.
- DEMONSTRATE an ability to see the world from multiple perspectives and become aware of themselves as members of the global community.

LANGUAGE PLACEMENT EXAM

Incoming students are strongly encouraged to take the Foreign Language Placement Exam unless they have successfully completed three years of the same language during high school with a grade point average of 3.0 or higher each term. The placement exam should be taken online at stmarys-ca.edu/orientation prior to attending orientation. Students should print out a copy of test results for their records. Students may take the placement exam once during each academic year and results are valid for one academic year. For placement in all other languages, students must contact the Placement and Proficiency Coordinator in the Department of World Languages and Cultures.

ADVANCED PLACEMENT CREDIT

Students who have taken the AP exam in language and had a score of 3 receive course credit for level 3. For a score of 4, a student receives credit for levels 3 and 4. For a score of 5, a student receives credit for levels 4 and 9 or 10. Native speakers of Spanish who did not take the AP language exam are required to take Spanish 9. Students who have taken the AP exam in literature should consult the Placement and Proficiency Coordinator for appropriate placement.

MAJOR REQUIREMENTS FOR FRENCH

In French, students can pursue one of two options. Option A is a program for students who wish to study French but do not plan to continue to graduate school (although it does not preclude further study at the graduate level). Option B is an honors major program for students intending to continue the study of French at graduate level. For Option A, a GPA of at least 3.0 in the major is required, as is the recommendation of two instructors.

LEARNING OUTCOMES FOR THE MAJOR IN FRENCH

Students graduating with a major in French are expected to be able to:

- CONVERSE with other speakers of the target language on a variety of topics.
- READ and understand expository prose.
- WRITE coherent, grammatically correct essays on a variety of topics.
- BE familiar with the culture, history and literature of francophone countries.
- ENGAGE in literary analysis (using the correct literary terminology, grammar, and stylistic requisites) by writing clear and well-organized compositions.

COURSE REQUIREMENTS FOR FRENCH MAJOR

LOWER DIVISION

French 4, 5, and **15** (.25). Students intending to major in the department must present evidence by examination or otherwise that their preparation includes the equivalent of the courses enumerated above. **French 4** and **5** consist of a four-hour course per week: a combination of a full credit (1.00) three hour course and a required partial credit (.25) one hour course. **French 15** is a .25 course in phonetics and pronunciation.

UPPER DIVISION

Option A: A total of 10.25 courses distributed as follows: **French 100, 101, 185** and eight French courses in language, literature, or culture.

Option B: A total of 10.25 courses distributed as follows: **French 100, 101, 185**; **ML 170**; and seven French courses in language, literature, or culture.

Upper division course listings are rotated regularly to offer students the widest variety in the field. Except for world languages in translation courses, all upper- division courses are conducted in the target language. Courses in translation are not normally taken for credit toward the major.

MAJOR REQUIREMENTS FOR SPANISH AND LATIN AMERICAN STUDIES (SaLAS)

Students may pursue a major in one of three concentrations in Spanish and Latin American Studies (SaLAS): Hispanic Literary Studies, Hispanic Linguistic Studies, or Hispanic Cultural Studies. In addition to preparing students for careers, the SaLAS major assists students who wish to pursue graduate education. The program of study is vibrant, flexible, challenging and engaging. SaLAS concentrations cultivate skills in communication, research, and analysis essential for a lifetime of intellectual engagement in language, cultures and literatures of Spain and Latin America, and of Latinos in the United States.

LEARNING OUTCOMES FOR SaLAS MAJOR:
Students who complete this major will be able to:

- DEMONSTRATE a career-ready proficiency in all language modalities (listening, speaking, reading and writing) for a variety of purposes and a range of content and contexts. [language proficiency]
- DEVELOP an understanding of the linguistic nature of Spanish including its primary fields (phonology, morphology, syntax, semantics, sociolinguistics and dialectology, language acquisition, second language pedagogy, and historical linguistics). [linguistic understanding and analysis]
- DEMONSTRATE knowledge of literary texts and traditions, including major literary and intellectual movements, genres, writers, and works, and discuss and analyze literary texts from a variety of media. [literary knowledge and analysis]
- DEMONSTRATE knowledge of Hispanic cultures across time and geography, and articulate an understanding of global perspectives, practices and products of those cultures. [cultural understanding and analysis]
- DEMONSTRATE understanding of power/solidarity relations that develop among languages, cultures and literatures of multilingual societies, as well as the dynamics and tensions at play in Latin American and Spanish communities in today's world. [cultural synthesis and dissonance]

HISPANIC LITERARY STUDIES CONCENTRATION

For students wishing to gain knowledge of the literatures and cultures of the Spanish-speaking world while achieving competency in the language. Students completing this course of study will study the rich literary and cultural texts and traditions from Spain, the Americas, and the Caribbean, discuss major literary and intellectual movements, genres, writers, and works, and use literary and cultural texts from a variety of media. As students discuss works of literature, they will learn about history, politics, human rights, social activism, and gender roles through the lens of fictional and non-fictional characters, including the voices of writers who represent diverse class, gender, and ethnic backgrounds.

LEARNING OUTCOMES FOR THE CONCENTRATION IN HISPANIC LITERARY STUDIES:
In addition to achieving the outcomes for all SaLAS majors, students who complete this concentration will be able to:

- GRASP the defining characteristics of the major periods (medieval, conquest, etcetera) and movements (the baroque, romanticism, modernismo, etcetera) of Spanish and Latin American literature.
- IDENTIFY the major authors of Spanish and Latin American literature and be conversant in their most representative texts.
- APPRECIATE the distinguishing features of literary genres (i.e. poetry, prose, narrative, theater) and the ways in which they often connect and are in dialogue with each other.
- DEMONSTRATE an understanding of the appropriate literary and theoretical lexicon and use it effectively in class discussion and written assignments.

HISPANIC LINGUISTICS STUDIES CONCENTRATION

For students interested in the study of the linguistic fields of the Spanish language and an increased understanding of language use and change. This concentration is an excellent preparation for those whose career goals include graduate study in language and linguistics, work in education and teaching, interpretation and translation. This concentration is also designed for those who wish to combine language study for the professions with another discipline (e.g., Education, Health Sciences and Psychology, Business, Justice, Community and Leadership).

LEARNING OUTCOMES FOR THE CONCENTRATION IN HISPANIC LINGUISTIC STUDIES
In addition to achieving the outcomes for all SaLAS majors, students who complete this track will be able to:

- DEMONSTRATE an understanding of the main fields of linguistics (morphology, phonetics and phonology, semantics and syntax, sociolinguistics, bilingualism and applied linguistics).
- EXPLAIN and use diachronic and synchronic approaches to the study of Spanish as they relate to these fields.
- UTILIZE the understanding of these concepts to complete individual linguistic research and fieldwork.
- APPLY linguistic proficiencies in professional applications, such as interpretation, translation or Spanish for the professions.

HISPANIC CULTURAL STUDIES CONCENTRATION
For students interested in gaining a multidisciplinary understanding of the culture, languages and artistic artifacts of the Spanish-speaking world. Considering a variety of perspectives and employing diverse analytical tools, this program of study provides students with an understanding of the history, cultures, and contemporary issues of Latin America, including the presence of Latinos in the U.S. Students in this track can take courses in literature, film, music, politics, art, and history, among others. Students gain knowledge of Hispanic cultures across time and geography, the practices and products of those cultures, and explore how these interface with larger social, economic, political, and historical processes.

LEARNING OUTCOMES FOR THE CONCENTRATION IN HISPANIC CULTURAL STUDIES
In addition to achieving the outcomes for all SaLAS majors, students who complete this concentration will be able to:

- DEMONSTRATE knowledge of Hispanic cultures across time and geography.
- RECOGNIZE Hispanic cultures as a dynamic, interrelated system and employ a variety of processes to identify, analyze and evaluate cultural themes, values and ideas.
- ARTICULATE an understanding of global perspectives, practices and products of Hispanic cultures.
- DISCERN the variety and nature of cultural practices and artifacts of Spanish-speaking communities, such as art, architecture, film, literature and music.
- GRASP the political and sociological dimensions of cultural practices and artifacts classified under rubrics of race, class and gender in Spanish-speaking communities.

COURSE REQUIREMENTS FOR SaLAS MAJOR
All major concentrations require three full credit (1.00) lower division courses and their accompanying partial credit (.25) praxis, and 7.25 upper division courses (11.0 credits) as follows:

LOWER DIVISION (3.75 credits)
Spanish 4/84, 9/89 or **10/90,** and **11/91**

UPPER DIVISION—HISPANIC LITERARY STUDIES CONCENTRATION (7.25 credits)
Spanish 102; **120** or **121**; **140** or **141**
Two additional courses in Spanish literature
One course in Hispanic Linguistics
One course in Hispanic Cultural Studies
Spanish 185 (.25) senior capstone

UPPER DIVISION—HISPANIC LINGUISTIC STUDIES CONCENTRATION (7.25 credits)
Spanish 102, **100**, and **103**
Two additional courses in Spanish Linguistics
One course in Hispanic Literature
One course in Hispanic Cultural Studies
Span 185 (.25) senior capstone

UPPER DIVISION—HISPANIC CULTURAL STUDIES CONCENTRATION (7.25 credits)
Spanish 102, **160**, and **161**
Two additional courses in Hispanic Cultural Studies
One course in Hispanic Literature
One course in Hispanic Linguistics
Spanish 185 (.25) senior capstone

Upper division course listings are rotated regularly to offer students the widest variety in the field. Except for world languages in translation courses, all upper- division courses are conducted in the target language. Courses in translation are not normally taken for credit toward the major. A minimum of four upper-division courses must be taken on campus.

Students who plan to study abroad should complete the **Spanish 11/91** requirement before going abroad and before enrolling in upper division courses. The Department of World Languages and Cultures does not accept **Spanish 11** courses taken in summer school or as an online course. Students who take Spanish courses abroad, and who do not declare a Spanish major prior to leaving, cannot declare a major in Spanish upon returning until they have completed the **Spanish 11/91** prerequisite.

The split major in which Spanish is the predominant field of study requires **Spanish 9/89** or **10/90; Spanish 11/91;** 6.25 upper-division courses which must include **101; 102;** two of the following: **120, 121, 140, 141;** two electives, and **185.** The split major in which Spanish is not the predominant field requires **Spanish 9/89** or **10/90; Spanish 11/91;** three upper-division courses, one of which must be **Spanish 101** or **102;** and **Spanish 185.**

LEARNING OUTCOMES FOR A MINOR
Students graduating with a minor in East Asian Studies, French, Italian Studies, German Studies, or Spanish will be able to:

- CONVERSE using the present, past and future tenses in everyday situations.
- DEMONSTRATE satisfactory reading and writing skills.
- ENGAGE the target culture through various disciplines, including politics, economics, anthropology, history, literature and art.

MINOR REQUIREMENTS

FRENCH

The minor in French requires a total of 7.75 courses. Lower division requirements include two full credit (1.0) courses and their partial credit (.25) praxis: **French 4/84** and **5/85**, and the partial credit (.25) phonetics course. Upper division requirements are **French100**, **101**, and three additional upper division courses.

SPANISH

The minor in Spanish requires a total of 7.75 courses. Lower division requirements include three full credit (1.0) courses and their partial credit (.25) praxis: **Spanish 4/84**; **9/89** or **10/90**; and **11/91**. Upper division requirements include either **101** or **102**, and three additional full credit courses. **Spanish 11/91** is a prerequisite for many upper-division courses. Spanish minors who plan to study abroad should complete this requirement before going abroad and before enrolling in upper division courses.

EAST ASIAN STUDIES MINOR (JAPANESE LANGUAGE)

The East Asian Studies Minor requires a total of 9.75 courses. Lower division requirements include four full credit (1.0) courses and their partial credit (.25) praxis: **Japanese 1/81**, **2/82**, **3/83**, **4/84**; a minimum of one conversation course (**Japanese 6**) and one culture course (**Japanese 7**) (.25 credits each). Upper division requirements include four full credit courses focusing on aspects of East Asian culture, literature, film, history, politics, art, music, etc., and **ML 198** (a.25 capstone course).

GERMAN STUDIES MINOR

The German Studies minor requires a total of 9.75 courses. Lower division requirements include four full credit (1.0) courses and their partial credit (.25) praxis: **German 1/81**, **2/82**, **3/83**, **4/84**; and a minimum of two conversation courses **German 6** (.25 credits). Upper division requirements include four full credit courses focusing on aspects of German culture, literature, film, history, politics, art, music, etc., and **ML 198** (a .25 capstone course).

ITALIAN STUDIES MINOR

The Italian Studies Minor requires a total of 9.75 courses. Lower division requirements include four full credit (1.0) courses and their partial credit (.25) praxis: **Italian 1/81**, **2/82**, **3/83**, **4/84**; and a minimum of two conversation courses (**Italian 6**, **Italian 60**, **Italian 106**, which are .25 credits each). Upper division requirements include four full credit courses focusing on aspects of Italian culture, literature, film, history, politics, art, music, etc., and **ML 198** (a .25 capstone course). At least two upper-division courses must be taken within the Department of World Languages and Cultures.

PREREQUISITE GRADE

Any course listed in this department with a prerequisite assumes a grade of C– or better in the prerequisite course.

COURSES BY LANGUAGE

FRENCH

1 Elementary French
For students with no prior knowledge of French. With instruction in basic grammar structures and communication strategies, students begin to develop listening, speaking, reading and writing skills.

81 Elementary French Praxis (.25)
Required praxis to accompany **French 1.** One hour per week. *Must be enrolled concurrently in* **French 1.**

2 Continuing Elementary French
For students with one or two years of secondary study of French (or the equivalent). This course continues the development of listening, speaking, reading and writing, emphasizing conversation on everyday topics. *Prerequisite:* **French 1** *or equivalent.*

82 Continuing Elementary French Praxis (.25)
Required praxis to accompany **French 2.** One hour per week. *Must be enrolled concurrently in* **French 2.**

3 Intermediate French
For students with two or three years of secondary study of French (or the equivalent). This course continues the development of listening, speaking, reading and writing, fostering confidence in conversation and composition across a variety of subjects. *Prerequisite:* **French 2** *or the equivalent.*

83 Intermediate French Praxis (.25)
Required praxis to accompany **French 3.** One hour per week. *Must be enrolled concurrently in* **French 3.**

4 Continuing Intermediate French
For students with three or four years of secondary study of French (or the equivalent). This course offers an abbreviated review of primary structures and concentrates heavily on developing communicative ability through readings, music and visual resources. For students who have completed an overview of basic grammar and are ready to combine and apply their language skills in most settings. *Prerequisite:* **French 3** *or the equivalent. Offered only in the spring semester.*

84 Continuing Intermediate French Praxis (.25)
Required praxis to accompany **French 4.** One hour per week. *Must be enrolled concurrently in* **French 4.**

5 Introduction to French Studies
This course prepares students for upper-division work by developing fluency in speaking and writing. Curriculum includes study and discussion of selected texts by francophone authors from a wide range of traditions; discussion and debate of contemporary issues; written composition.A sound knowledge of French grammar is expected although particular features of the language are reviewed. Required for French majors and minors. Also open to students from other disciplines who wish to improve their mastery of the language. *Prerequisite:* **French 4** *or equivalent. Offered only in the fall semester. This course satisfies the Global Perspectives requirement of the Core Curriculum.*

85 Introduction to French Studies Praxis (.25)
Required praxis to accompany **French 5.** One hour per week. *Must be enrolled concurrently in* **French 5.**

6 Beginning/Intermediate Conversation (.25)
Conversational practice for students enrolled in first- or second-year French. Meets once a week. May be repeated for credit.

15 Phonetics (.25)
A practical course designed to instill correct pronunciation habits early in the student's career. Required for all majors and minors, except by special exemption.

17 Introduction to Business French (.25)
For students with a minimum of one year of high school French or the equivalent. The course familiarizes students with French business practices and vocabulary, aspects of the French economy, and cultural differences between France and the U.S. By building on students' knowledge of the language, the course develops the practical communication and comprehension skills needed to interact in French in professional situations. Class meets one-and-a-half hours weekly.

60 French Civilization for Travel Courses (.25)
In preparation for study in France, students are required to take this course on the history, geography and political structures of France.

100 French Literary Perspectives
This course requires close reading of literary texts with attention to historical context and various cultural lenses. The course emphasizes extensive reading and writing about literature, including theoretical texts of literary criticism. Required of majors and minors. *Prerequistes:* **French 4** *and/or* **French 5,** *or the equivalent. Offered only in the spring semester. This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

101 Advanced French Syntax and Composition
This course focuses on essential aspects of French syntax and on developing composition skills. Translation techniques and analysis of model texts serve as a means of improving self-expression and written communication. *This course satisfies the Writing in the Disciplines requirement of the Core Curriculum.*

103 Advanced Composition and Stylistics
Using literary texts as a point of departure, this course concentrates on stylistics in order to help students perfect their own writing style in French.

104 Workshop in Translation
Introduction to the linguistic and aesthetic problems of translation, with emphasis on learning through practice. Focus on various kinds of texts, both literary and technical. Equal emphasis given to translating from French into English (*version*) and from English into French (*théme*).

106 Advanced Conversation (.25)
Open to students with at least two years of French. Meets once a week. May be repeated for credit.

121 French Literature: Middle Ages to the Renaissance
Readings in medieval epic poems (*chansons de geste*), lyric poetry and courtly novels; early religious and secular theater; first historians; major writers of the Renaissance: (Rabelais, Montaigne, Marguerite de Navarre, poets of the Pléiade).

122 French Literature: Seventeenth and Eighteenth Centuries
Study of the great writers of the age of Classicism: plays by Corneille, Moliére and Racine; the fables of La Fontaine; the ideas of Descartes and Pascal; Mme de Lafayette and the birth of the psychological novel; introduction to the great philosophers of the Age of Enlightenment: Montesquieu, Voltaire, Diderot, Rousseau. The theater of Marivaux and Beaumarchais; preromanticism in the novel.

123 French Literature: Nineteenth and Twentieth Centuries
The principal literary movements of the 19th century: romanticism and symbolism in poetry and drama, realism and naturalism in the novel and short story; development of the 20th-century novel, from Proust to the nouveau roman; trends in modern drama, poetry and philosophy.

129 French Literature Outside Europe
Literature and culture of French-speaking Africa, Canada and the Antilles. May be repeated for credit as content varies.

130 Thematic and Stylistic Study of a Single French Author or Genre
May be repeated for credit as content varies. *This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

131 Exploration of a Particular Literary School or Period in French Literature
Offered according to student interest. May be repeated for credit as content varies.

150 Culture and Civilization of France
A study of the relationship between the rich culture of France and its turbulent history. Attention is given to the interchange between artistic or literary expression and the political process.

170 Business French
Commercial French for students interested in international business and finance. Students who complete this course successfully are prepared to take the internationally recognized Paris Chamber of Commerce examination, the *Certificat Pratique.*

185 Senior Capstone (.25)
Required of all French majors in the spring of their senior year. This course is designed to help seniors assess and integrate the knowledge they have acquired through their courses in French.

197 Special Study
An independent study or research course for students whose special needs cannot be met by regular courses offered by the department. *Permission of the instructor and department chair required.*

198 Honors Essay (.25)
An independent research project for senior French majors completing the Honors program, Option B.

199 Special Study – Honors
An independent study or research course for senior French majors with a B average in French. *Permission of the instructor and department chair required.*

GERMAN

1 Elementary German
For students with no prior knowledge of German. With instruction in basic grammar structures and communication strategies, students begin to develop listening, speaking, reading and writing skills.

81 Elementary German Praxis (.25)
Required praxis to accompany **German 1.** One hour per week. Must be enrolled concurrently in **German 1.**

2 Continuing Elementary German
For students with one or two years of secondary study of German (or the equivalent). This course continues the development of listening, speaking, reading and writing emphasizing conversation on everyday topics. *Prerequisite:* **German 1** *or equivalent.*

82 Continuing Elementary German Praxis (.25)
Required praxis to accompany **German 2.** One hour per week. Must be enrolled concurrently in **German 2.**

3 Intermediate German
For students with two or three years of secondary study of German (or the equivalent). This course continues the development of listening, speaking, reading and writing, fostering confidence in conversation and compositions across a variety of subjects. *Prerequisite:* **German 2** *or the equivalent.*

83 Intermediate German Praxis (.25)
Required praxis to accompany **German 3.** One hour per week. Must be enrolled concurrently in **German 3.**

4 Continuing Intermediate German
For students with three or four years of secondary study of German (or the equivalent). This course offers an abbreviated review of primary structures and concentrates heavily on developing communicative ability through readings, music and visual resources. For students who have completed an overview of basic grammar and are ready to combine and apply their language skills in most settings. *Prerequisite:* **German 3** *or the equivalent. This course satisfies the Community Engagement requirement of the Core Curriculum.*

84 Continuing Intermediate German Praxis (.25)
Required praxis to accompany **German 4.** One hour per week. Must be enrolled concurrently in **German 4.**

6 Beginning/Intermediate Conversation (.25)
Development of oral skills involving daily life and contemporary issues. May be repeated for credit.

7 Special Study
An independent study or research course for students whose special needs cannot be met by regular courses offered by the department. *Permission of the instructor and department chair required.*

8 Language Studies Capstone (.25)
An independent project integrating language and culture designed in consultation with an instructor in a student's language studies area.

ITALIAN

1 Elementary Italian
For students with no prior knowledge of Italian. With instruction in basic grammar structures and communication strategies, students begin to develop listening, speaking, reading and writing skills.

81 Elementary Italian Praxis (.25)
Required praxis to accompany **Italian 1.** One hour per week. Must be enrolled concurrently in **Italian 1.**

2 Continuing Elementary Italian
For students with one or two years of secondary study of Italian (or the equivalent). This course continues the development of listening, speaking, reading and writing, emphasizing conversation on everyday topic. *Prerequisite:* **Italian 1** *or equivalent.*

82 Continuing Elementary Italian Praxis (.25)
Required praxis to accompany **Italian 2.** One hour per week. Must be enrolled concurrently in **Italian 2.**

3 Intermediate Italian
For students with two or three years of secondary study of Italian (or the equivalent). This course continues the development of reading, writing, listening and speaking, fostering confidence in conversation and composition across a variety of subjects. *Prerequisite:* **Italian 2** *or the equivalent.*

83 Intermediate Italian Praxis (.25)
Required praxis to accompany **Italian 3.** One hour per week. Must be enrolled concurrently in **Italian 3.**

4 Continuing Intermediate Italian
For students with three or four years of secondary study of Italian (or the equivalent). This course offers an abbreviated review of primary structures and concentrates heavily on developing communicative ability through readings, music and visual resources. For students who have completed an overview of basic grammar and are ready to combine and apply their language skills in most settings. *Prerequisite:* **Italian 3** *or the equivalent. This course satisfies the Community Engagement requirement of the Core Curriculum.*

84 Continuing Intermediate Italian Praxis (.25)
Required praxis to accompany **Italian 4.** One hour per week. Must be enrolled concurrently in **Italian 4.**

6 Beginning/Intermediate Conversation (.25)
Conversational practice using the vocabulary and basic grammatical structures of **Italian 1**, **2** sequence. Topics include cooking, pastimes and hobbies, politics, the family, travel, fashions, Italian film, sports, art, etc. Meets one hour per week. May be repeated for credit.

21 Intensive Elementary Italian
An accelerated review of first-year college Italian for students with some prior study of Italian. Satisfactory completion of this course (minimum grade C–) results in credit for **Italian 2**.

82 Continuing Elementary Italian Praxis (.25)
Required praxis to accompany **Italian 21.** One hour per week. Must be enrolled concurrently in **Italian 21.**

60 Italian Civilization for Travel Courses (.25)
In preparation for travel in Italy, students will be introduced to various aspects of contemporary Italian culture, art and history so they can better appreciate the country and its people. The course will cover such topics as social manners, means of transportation, personal safety, laws and legal rights, medical resources, money and food. Students will also learn basic Italian language skills. These are the two courses:

Italian 60-01: Italian Civilization for Travel Courses
(taught in Italy during January for students who are to study in Italy in the Spring)

Italian 60-02: Italian Civilization for Travel Courses
(taught in the spring semester on campus, for students who are to study in Italy in the Fall)

106 Advanced Conversation (.25)
Conversation on contemporary issues. Meets once a week. Recommended for minors in Italian Studies and students who have studied in Italy. May be repeated for credit.

197 Special Study
An independent study or research course for students whose special needs cannot be met by regular courses offered by the department. *Permission of the instructor and department chair required.*

198 Language Studies Capstone (.25)
An independent project integrating language and culture designed in consultation with an instructor in a student's language studies area.

Note: Upper-division courses in Italian are offered as World Languages in Translation.

JAPANESE

1 Elementary Japanese
For students with no prior knowledge of Japanese. Students learn basic grammar and sentence structure and the two phonetic alphabets, as well as common Japanese expressions and vocabulary.

81 Elementary Japanese Praxis (.25)
Required praxis to accompany **Japanese 1.** One hour per week. Students must be enrolled concurrently in **Japanese 1.**

2 Continuing Elementary Japanese
For students with one or two years of secondary study of Japanese (or the equivalent). Extends the study of basic grammar and topically specific vocabulary, and introduces some Kanji characters. *Prerequisite:* **Japanese 1** *or the equivalent.*

82 Continuing Elementary Japanese Praxis (.25)
Required praxis to accompany **Japanese 2.** One hour per week. Students must be enrolled concurrently in **Japanese 2.**

3 Intermediate Japanese
For students with two or three years of secondary study of Japanese (or the equivalent). Introduction of more complex grammar and idioms, and additional Kanji characters. Emphasis on extending competence in oral and written communication. *Prerequisite:* **Japanese 2** *or the equivalent.*

83 Intermediate Japanese Praxis (.25)
Required praxis to accompany **Japanese 3.** One hour per week. Must be enrolled concurrently in **Japanese 3.**

4 Continuing Intermediate Japanese
For students with three or four years of secondary study of Japanese (or the equivalent). Along with a review of grammar structures, this course gives increased attention to improving communicative skills. Students completing this course are ready to combine and apply their language skills in most settings. *Prerequisite:* **Japanese 3** *or the equivalent. This course satisfies the Community Engagement requirement of the Core Curriculum.*

84 Continuing Intermediate Japanese Praxis (.25)
Required praxis to accompany **Japanese 4.** One hour per week. Students must be enrolled concurrently in **Japanese 4.**

6 Beginning/Intermediate Conversation (.25)
An intermediate course focused on conversational communicative skills. Students practice situationally grounded conversation and develop speech skills through discussion. May be repeated for credit as content varies.

7 Introduction to Japanese Culture (.25)
An introductory survey of interesting aspects of Japanese culture. Taught in English. Students enrolled in **Japanese 1** or **2** are expected to take **Japanese 7** concurrently with either **Japanese 1** or **2**. May be repeated twice for credit as content varies.

197 Special Study
An independent study or research course for students whose special needs cannot be met by regular courses offered by the department. *Permission of the instructor and department chair required.*

198 Language Studies Capstone (.25)
An independent project integrating language and culture designed in consultation with an instructor in a student's language studies area.

SPANISH

1 Elementary Spanish
For students with no prior knowledge of Spanish. With instruction in basic grammar structures and communication strategies, students begin to develop listening, speaking, reading and writing skills. Students who have some prior study of Spanish, but who need to review the basics, should enroll in **Spanish 2**.

81 Elementary Spanish Praxis (.25)
Required praxis to accompany **Spanish 1.** One hour per week. Must be enrolled concurrently in **Spanish 1.**

2 Continuing Elementary Spanish
For students with one or two years of secondary study of Spanish (or the equivalent). This course continues the development of listening, speaking, reading and writing, emphasizing conversation on everyday topics. *Prerequisite:* **Spanish 1** *or the equivalent.*

82 Continuing Elementary Spanish Praxis (.25)
Required praxis to accompany **Spanish 2.** One hour per week. Must be enrolled concurrently in **Spanish 2.**

3 Intermediate Spanish
For students with two or three years of secondary study of Spanish (or the equivalent). This course continues the development of listening, speaking, reading and writing, fostering confidence in conversation and composition across a variety of subjects. *Prerequisite:* **Spanish 2** *or the equivalent.*

83 Intermediate Spanish Praxis (.25)
Required praxis to accompany **Spanish 3.** One hour per week. Must be enrolled concurrently in **Spanish 3.**

4 Continuing Intermediate Spanish
For students with three or four years of secondary study of Spanish (or the equivalent). This course offers an abbreviated review of primary structures and concentrates heavily on developing communicative ability through readings, music and visual resources. For students who have completed an overview of basic grammar and are ready to combine and apply their language skills in most settings. *Prerequisite:* **Spanish 3** *or the equivalent.*

84 Continuing Intermediate Spanish Praxis (.25)
Required praxis to accompany **Spanish 4.** One hour per week. Must be enrolled concurrently in **Spanish 4.**

6 Beginning/Intermediate Conversation (.25)
Conversational practice for students enrolled in first- or second-year Spanish. Meets once a week. May be repeated for credit.

9 Spanish for Spanish Speakers
A course designed specifically for Latino students who wish to improve their written language. Differences between written and spoken Spanish are emphasized. Reading and discussion of essays and short stories by Latino and Latin American writers; regular written assignments. *This course satisfies the American Diversity requirement of the Core Curriculum.*

89 Spanish for Spanish Speakers Praxis (.25)
Required praxis to accompany **Spanish 9.** One hour per week. Must be enrolled concurrently in **Spanish 9.**

10 Conversation-Composition
This high intermediate level course prepares students for upper-division work by developing increased fluency in speaking and writing. The course uses a variety of texts, media, and film to focus on expansion of vocabulary and to explore the richness and diversity of the Spanish language and culture of which the U.S. is a part. A sound knowledge of Spanish grammar is expected, and the course targets grammatical items as needed. Required for Spanish majors and open to students from other disciplines who wish to improve their mastery of the language. *This course satisfies the Global Perspectives requirement of the Core Curriculum.*

90 Conversation-Composition Praxis (.25)
Required praxis to accompany **Spanish 10.** One hour per week. Must be enrolled concurrently in **Spanish 10.**

11 Introduction to Literature
Introduction to literary analysis. This course requires close reading of texts and emphasizes extensive writing about literature. Examination of the notion of genre, narrative devices, structure, etc. Required of majors and minors. *Prerequisite:* **Spanish 9** *or* **10***, or the equivalent. This course satisfies the Global Perspectives requirement and the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

91 Introduction to Literature Praxis (.25)
Required praxis to accompany **Spanish 11.** One hour per week. Must be enrolled concurrently in **Spanish 11.**

21 Intensive Elementary Spanish
An accelerated review of first-year college Spanish for students with some prior study of the language. Satisfactory completion of this course (minimum grade C–) gives credit for **Spanish 2**.

82 Continuing Elementary Spanish Praxis (.25)
Required praxis to accompany **Spanish 21.** One hour per week. Must be enrolled concurrently in **Spanish 21.**

60 Spanish Civilization for Travel Courses (.25)
In preparation for study in Spain, students read about major periods in history and analyze the principal currents in art. In addition this course examines cultural traits of everyday life.

100 Spanish Phonetics and Dialectology
Students will study the sounds, intonation and rhythm of spoken Spanish as they explore general principles of phonetics and phonology, phonetic transcription, historical development of the Spanish sound system and differences between modern peninsular and Latin American dialects. The course also addresses the Spanish/English contrastive analysis and typical phonetic interference present in bilingual speech communities.

101 Advanced Spanish Syntax and Composition I
This course is a systematic review of essential aspects of Spanish syntax with a variety of writing exercises using texts as a point of departure. Students will analyze samples of mass media communication for content and style, including newspaper and magazine articles, essays and editorials, book reviews, film scripts, publicity and film and theater reviews. In the second half of the term, some emphasis is placed on creative writing.

102 Advanced Writing and Research
In this course, students will further develop their Spanish skills in literary analysis and academic writing, with the opportunity to research and investigate themes related to literature using the library and other research tools. Students will be able to articulate clear theses and support them through primary and secondary research. Topics to be taught include bibliographies, footnotes and formatting a project using the standard MLA style guide for foreign languages and literatures. *This course satisfies the Writing in the Disciplines requirement of the Core Curriculum.*

103 Spanish Linguistics
This course familiarizes students with the scientific study of the Spanish language. Areas covered include phonetics, phonology, morphology, syntax, semantics, sociolinguistics, bilingualism and the history of the Spanish language from its roots in Vulgar Latin to its modern dialectal variations.

104 Workshop in Translation
Introduction to the linguistic and aesthetic problems of translation, with emphasis on learning through practice. Focus on various kinds of texts, both literary and technical. Equal emphasis given to translating from Spanish to English and from English to Spanish. *This course satisfies the Community Engagement requirement of the Core Curriculum.*

106 Advanced Conversation (.25)
Conversation on contemporary issues. Source materials include newspaper articles, television and radio programs. Meets once a week. May be repeated for credit.

120 Spanish Literature: Middle Ages to Eighteenth Century
Introduction and study of the major genres and writers from the Middle Ages to the 18th century, including Cantar de mío Cid, medieval ballads, early lyric and didactic poetry and readings in medieval prose and drama; selections from lyric and mystic Renaissance poetry; the picaresque novel. Golden Age prose and poetry, including Cervantes, Góngora, Lope de Vega and Calderón. *Offered in alternate years. This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

121 Spanish Literature: Eighteenth Century to the Mid-Twentieth Century
Readings from the major writers and literary movements in Spain from 1700 to 1940. An overview of 18th-century ideological renewal as manifested in essays, the neoclassic theater and social satire. This course includes nineteenth-century Romanticism in poetry and drama, Realism and Naturalism in the 19th-century novel, the generation of 1898, and 20th-century modernism in prose, poetry and drama. Offered in alternate years. *This course satisfies the Artistic Understanding (Analysis) of the Core Curriculum requirement.*

122 Literature of the Golden Age
Topics covered include the theater of 17th-century dramatists: Lope de Vega, Calderón, Tirso de Molina and others; the poetry of Garcilaso, Herrera, Lope de Vega, Quevedo, Góngora, Fray Luis de León, San Juan de la Cruz, Santa Teresa; prose masterpieces such as Cervantes' *Don Quijote* and representative selections from his *Novelas ejemplares*.

127 Contemporary Peninsular Literature
Study of major literary trends in poetry, prose and drama of the 20th century. May be repeated for credit as content varies.

130/ML 130 Special Topics in Literary Studies
This course is an intensive study and analysis of a single salient feature or movement in Spanish/Latin American literature. It may be repeated for credit as content varies. *Prerequisite:* **Spanish 11** *or equivalent.*

131/ML 131 Special Topics in Hispanic Linguistics
This course is an intensive study and analysis of a particular topic of the Spanish language, including such areas as historical linguistics, sociolinguistics, morphology, second language acquisition, bilingualism, and methodologies of teaching language. It may be repeated for credit as content varies. *Prerequisite:* **Spanish 11** *or equivalent.*

132/ML132 Special Topics in Hispanic Cultural Studies
Courses taught under this designation seek to provide students with an understanding of the history, cultures, and contemporary issues of Latin America, including the presence of Latinos in the United States. It may be repeated for credit as content varies. *Prerequisite:* **Spanish 11** *or equivalent.*

140 Latin American Literature I
A study of the foundations of literature of Latin America, from the colonial period through neoclassicism; Mexico's picaresque novel; the literature of the struggle for independence; romanticism in prose and poetry. *This course satisfies the Artistic Understanding (Analysis) and the Global Perspectives requirements of the Core Curriculum.*

141 Latin American Literature II
An upper-division survey literature course designed to give students a wide scope of readings from the beginning of 20th century to more recent texts that have shaped Latin America's social, cultural, and literary history. Students read representative authors; analyze texts using appropriate literary terminology; and engage with questions of regional and individual national identities. *Offered in alternate years. This course satisfies the Artistic Understanding (Analysis) and the Global Perspectives requirements of the Core Curriculum.*

143 Contemporary Latin American Literature
Study of major literary trends in poetry, prose and drama of the 20th century. May be repeated for credit as content varies.

145 Twentieth-Century Mexican Literature
Major literary currents and primary works of the most prominent writers of the 20th century within the framework of the economic and social changes of the period: the Mexican Revolution and its aftermath; the feminist revolution; political developments. Available for variable credit.

150 Chicano/Chicana Literature
An exploration and analysis of representative works by Chicano/Chicana writers and the vision they present of themselves. Samples of poetry, drama and prose are considered. May be repeated for credit as content varies. Available for variable credit.

160 Culture and Civilization of Spain
Highlights of Spain's culture against the backdrop of Spanish civilization. Masterpieces of Spanish artistic expression are studied as are the roles of social, religious and political values in the development of Spain's culture and civilization up to contemporary times. *Offered in alternate years.*

161 Culture and Civilization of Latin America
A literature-based course focusing on the origin and heritage of Latinos. An examination of the social, religious and political values of the culture, and the similarities and differences between Latin American nations. *Offered in alternate years. This course satisfies the Global Perspectives requirement of the Core Curriculum.*

162 Culture and Civilization of Mexico
A study of the major historical periods, from pre-Columbian times to the present. Emphasis given to cultural traits particular to Mexico. An overview of art history: Mesoamerican art, the mural movement and contemporary currents.

170 Business Spanish
Composition and translation of Spanish/Hispanic business correspondence to develop familiarity with the Spanish commercial idiom. Reading and oral practice in Spanish using as source material current topics in world trade, economics, banking and industry, with focus on Latin America and Spain.

185 Senior Capstone (.25)
Required of all Spanish majors in the spring of their senior year. This course is designed to help seniors assess and integrate the knowledge they have acquired through their major courses, and consider what they have learned in the context of their overall undergraduate experience.

197 Special Study
An independent study or research course for students whose special needs are not met by the regular course offerings of the department. *Permission of the instructor and department chair required.*

198 Honors Essay (.25)
An independent research project for senior Spanish majors completing Option B: the Honors program.

199 Special Study – Honors
An independent study or research course for senior Spanish majors with a 3.5 average in Spanish. *Permission of the instructor and department chair required.*

WORLD LANGUAGES IN TRANSLATION

126 Film
Viewing and discussion of French, German, Italian, Japanese, Spanish or Latin American films. Each course focuses on a particular genre, director, country or area sharing a common language and culture. May be repeated for credit as content varies. *This course satisfies the Artistic Understanding (Analysis) requirement of the Core Curriculum.*

130 Special Topics in Literary Studies
This course is an intensive study and analysis of a single salient feature or movement in literature. It may be repeated for credit as content varies.

131 Special Topics in Linguistics
This course explores a particular linguistic topic of the language, including such areas as historical linguistics, sociolinguistics, morphology, second language acquisition, bilingualism, and methodologies of teaching language. It may be repeated for credit as content varies.

132 Special Topics in Cultural Studies
Courses taught under this designation seek to provide students with an understanding of the history, cultures, and contemporary issues of Latin America, including the presence of Latinos in the United States. It may be repeated for credit as content varies.

170 Modern Critical Theory
General introduction to movements or trends in current critical theory, including psychoanalytic (Freudian, Lacanian), postmodernism (deconstructionism), feminist theory, structuralism, semiotics, etc. Discussion of theory is in English. Students' written work is in French or Spanish. *English majors accepted with permission of chair of Department of English.*

180 Medieval and Early Renaissance Poetry and Music
A study of popular and cultivated poetry of Medieval and Renaissance Europe and the musical expressions in the context of the Medieval and Renaissance world and mind.

181 Renaissance and Baroque Literature of Europe
A study of the literature of 17th-century Europe. May be repeated for credit as content varies.

182 The Romantic Movement in Literature
A study of the literary expression of the 19th century. May be repeated for credit as content varies.

183 Authors, Genres and Themes in Western Literature
An investigation of a single author, genre, theme or topic in Western or Third-World literature. May be repeated for credit as content varies.

184 Topics in Hispanic Literature
Reading and discussion of Hispanic literature in translation. Topics include Hispanic women writers, modern Chicano literature, Hispanic theater in the United States.

The following courses are recommended to majors in business administration, politics, history and communication:

185 Culture and Civilization of France
A study of the relationship between the rich culture of France and its turbulent history. Attention given to the interchange between artistic or literary expression and the political process, with consequent socioeconomic developments. *This course satisfies the Social, Historical, and Cultural Understanding requirement of the Core Curriculum.*

186 Culture and Civilization of Italy
Italian culture has been central in the development of western civilization. The aim of this course is to consider the intellectual and artistic manifestations of this important culture in all its brilliant variety. *This course satisfies the Artistic Understanding (Analysis) requirement and the Common Good requirement of the Core Curriculum.*

187 Culture and Civilization of Spain
Highlights of Spain's culture. Masterpieces of Spanish artistic expression are studied and the roles of social, religious and political values in the development of Spain's culture and civilization to contemporary times.

188 Culture and Civilization of Latin America
The study of the culture of the various Latin American nations from pre-Colombian times to the present. Special consideration of manifestations of Latin American artistic expression. An examination of the social, religious and political values of the culture, and the similarities and differences between Latin American nations.

189 Culture and Civilization of Mexico
A study of major historical periods, from pre-Colombian times to the present. Emphasis given to cultural traits particular to Mexico. An overview of art history: Mesoamerican art, the mural movement and contemporary currents.

198 Language Studies Capstone (.25)
An independent project integrating language and culture designed in consultation with an instructor in a student's language studies area.



COLLEGE ADMINISTRATION

ADMINISTRATIVE OFFICERS

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Peter Greco, M.S.
Chief Technology Officer

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Larry Nuti, J.D.
General Counsel

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Dean of the School of Economics and Business Administration

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Interim Dean of the Kalmanovitz School of Education

Roy Wensley, Ph.D.
Dean of the School of Science

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Interim Associate Dean and Director, Global and External Programs and Research Support

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Megan Mustain, Ph.D.
Dean of the Core

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Director, Institutional Research

Carrie Brewster, M.F.A.
Director of Hearst Art Gallery

M. Susan Miller-Reid, M.A.
Director, Center for International Programs

María Flores, M.A.
Associate Director, Center for International Programs

Jennifer Pigza, Ph.D.
Director, Catholic Institute for Lasallian Social Action (CILSA)

David Bird, Ph.D.
Director, Honors Program and Interim Director of January Term

Ellen Rigsby, Ph.D
Director of Collegiate Seminar

Frances M. Sweeney, Ph.D.
Chair, Core Curriculum Committee

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Director, Mission and Ministry Center

Pamela Thomas, M.A.
Assistant Director, Retreats and Intentional Communities

Carrie Davis, Ed.M.
Program Coordinator, Lasallian Service Internship (LSI)

Julie Ford
Director of Liturgical Music

Ryan Lebre, M.A., M.Ed.
Assistant Director, Lasallian Formation and Student Leadership

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Chaplain for the Department of Athletics and Recreational Sports

Vince Nims, M.T.S.
Assistant Director, Liturgy, Prayer and Faith Formation

Nick van Santen, M.Div
Assistant Director, Justice Education and Immersions

Colleen da Silva
Coordinator of Wedding Services

Brother Camillus Chavez, FSC, Ph.D.
Minister of Meditation, Counselor, Blessings, and Healings

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Assistant Vice Provost for Student Success

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Director

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Graduate School and Pre-Law Advisor

Paula Conrad, M.A.
Internship & Employer Relations Manager

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Gloria Aquino Sosa, Ph.D.
Faculty Co-Director

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Director, Student Engagement and Academic Success

Kate Cole, M.A.
SEAS Coach

Hwa Seong (Christine) Oh, M.A.
SEAS Coach

Collin Pugh, M.A.
SEAS Specialist and Coordinator for Tutorial and Academic Skills Center

Judy Selland, M.A.
SEAS Coach

STUDENT DISABILITY SERVICES

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Director

Julie Crowder, M.A.
Accessibility and Assistive Technology Coordinaor

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Interim Assistant Vice Provost and Registrar

Wilbert Lleses
Director of Financial Aid

Craig Means, M.A.
Director of Articulation & Associate Director of Admissions

Erik Coloma, '09
Assistant Director of Admissions

Samantha (Sami) Davison, '12
Assistant Director of Admissions

Cindy England
Assistant Director of Admissions Operations Coordinator, Transfer Specialist

Angelica Moore, Ed.D.
Director of Admissions and Transfer Recruitment

Pedro Ramirez, M.A.
Assistant Director of Admissions

Jerrie Zee, M.A.
Assistant Director of Operations, Admissions

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Director, Institutional Marketing

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Assistant Vice President, Director of Media Relations

Tim Farley, B.A.
Director of Community and Government Relations

Gerry Serrano
Senior Designer

Jo Ann Shroyer, B.A.
Director, Marketing Communications

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Vice President for Advancement

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Director of Major Gifts

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Doug Hansen
Planned Giving Officer

Danielle Harmony
Director, Advancement Services

Jon Hett
Associate Director of Development, Parent and Individual Giving

Jason Horger
Senior Associate Director, Annual Giving

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Beth Johnson
Director, Prospect Management

Jennifer Leinbach
Major Gifts Officer

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Molly Matles, '10
Assistant Director, Alumni Engagement

Michele Prisk
Director, Marketing and Stewardship

Suzie Swift, '05
Marketing Coordinator

Krysta Worthen, '14
Events Coordinator

Melissa Young '05
Assistant Director, Online Strategies

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Mike Matoso
Director of Athletics and Recreational Sports

Ed Arnold
Director of Event Management

Piper Brewster, ESQ
Director of Compliance for Monitoring and Rules Education

Staci Byrne
Assistant AD for Academic Services

Shane Connolly
Co-Head Strength and Conditioning Coach

Kami Gray
Associate AD for Business Operations/SWA

Jon Gregory
Co-Head Strength and Conditioning Coach

Rebecca Harper
Assistant AD for Campus Recreation

Blake Huckaby
Director of Ticket Operations

Tony Kearns
Director of Sports Medicine

Richard Kilwien
Associate AD for External Affairs

Kari Montero
Assistant AD for Student Support Services

Mark Papadopoulos
Associate AD for Operations

Stephanie Shrieve-Hawkins
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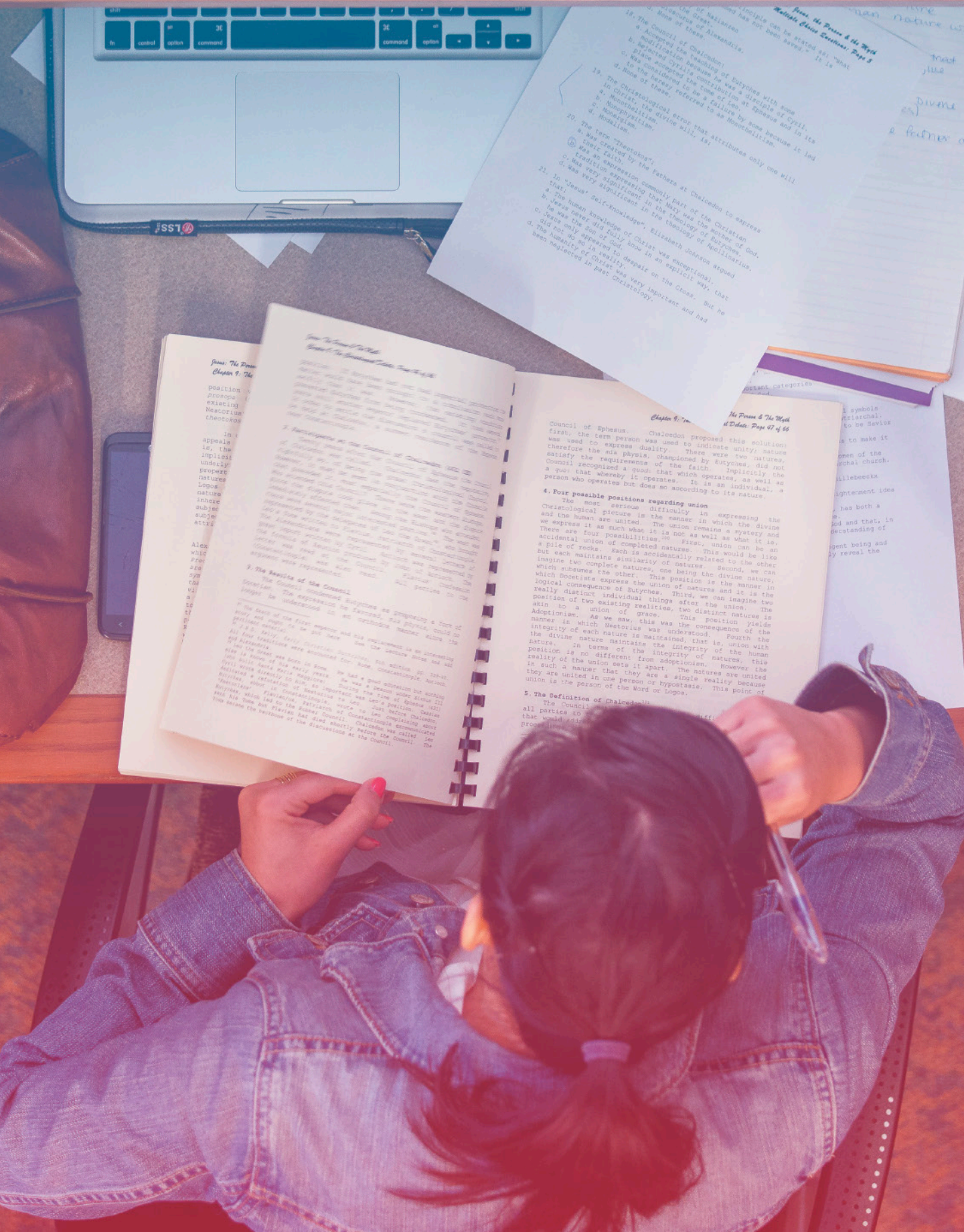
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